Academic Library Association of Ohio - Annual Conference 2023

Finding Balance

Hybrid Spaces, New Opportunities, & Transformed Missions

Nov. 2-3, 2023
#2023alao

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Welcome to ALAO Annual Conference 2023!

On behalf of the 2023 ALAO Conference Planning Committee, it is my pleasure to welcome you to ALAO's 49th Annual Conference!

Having spent the past few years radically adapting library services during the pandemic, library professionals are now actively exploring how to sustain a "new normal" for hybrid spaces, services, and collections where customer expectations have been transformed. How do we sustain these new service modalities, and how will this shape our library and institutional missions? What new and exciting opportunities do these modalities present for each department and team in our libraries? We hope to facilitate robust discussions about how we can move forward, manage, and innovate in this new environment.

Thank you for attending #2023alao!

Mark Eddy
ALAO Vice President, Conference Planning Committee Chair

Conference Planning Committee

- Don Appleby - University of Akron
- Cara Calabrese - Miami University
- Paul Campbell - Ohio University
- Mark Eddy - Case Western Reserve
- Melissa Hill - Ohio Wesleyan University
- Stephanie Hilles - Miami University
- Ken Irwin - Miami University
- Kristine Kinzer - Columbus State Community College
- Sara Klink - Stark State College
- Marsha Miles - Cleveland State University
- Abigail Morgan - Miami University
- Melissa Cox Norris - University of Cincinnati
- Kristen Peters - Wittenberg University
- Jason Wardell - University of Dayton
- Rob O'Brien Withers - Miami University
The Academic Library Association of Ohio (ALAO) is a chapter of the Association of College and Research Libraries (ACRL). ALAO exists to develop, promote, and improve library and information services in Ohio’s higher education community, to advance the interests of academic librarianship and the personnel of academic libraries, and to provide leadership and advocacy for the educational and policy concerns of the academic library community in Ohio.

**Conference Evaluations**

We will not be distributing paper evaluation forms. A QR Code will be provided that can be used to select and evaluate each session attended.

Please also check your inbox following the conference for a link to a short survey. Your feedback helps us improve future events! Thank you!

**Sustainability**

We encourage attendees to carpool to and from the conference to reduce pollution.

We encourage attendees to bring their own refillable water bottles and coffee mugs to the conference to reduce waste. A water bottle refill station is available outside of the restrooms nearest the concurrent session rooms.

The committee will be very intentional about what we choose to print. As such, stay tuned for details about electronic conference programs, evaluations and more.

**Community Agreement**

The Academic Library Association of Ohio holds professional conferences, workshops and meetings to enable its members to receive continuing education, build professional networks and discover new products and services for professional use.

To provide all participants – members and other attendees, speakers, exhibitors, staff and volunteers – the opportunity to benefit from the event, the Academic Library Association of Ohio is committed to providing a harassment-free environment for everyone, regardless of gender, sexual orientation, gender identity, gender expression, disability, physical appearance, ethnicity, religion or other group identity.

If at any point during the event you feel uncomfortable or harassed, or if you witness any violations of these policies, please reach out to a member of the planning committee as designated by name badge. You can also email program@alaoweb.org for less urgent situations or questions.
Travel and Lodging

Welcome to the Nationwide Hotel and Conference Center! Parking is complimentary for both the Thursday pre-conference and Friday conference.
Things to Do Nearby:

- Enjoy nature: Highbanks Metro Park, Sharon Woods Metro Park, Shale Hallow Park, Alum Creek State Park
- Catch some air: ZipZone Canopy Tours or Sky Zone Trampoline Park, Vertical Adventures Indoor Climbing
- Retail therapy: NorthPointe Plaza, Polaris Fashion Place
- Practice your swing: Little Bear Golf Club, Teed Up Indoor Golf

*More suggestions: https://www.alaoweb.org/conferences/2023/lodging

ALAO 2023 Conference Service Project

**Unite Against Book Bans**

This year ALAO has selected to support [Unite Against Book Bans](https://www.alaoweb.org/conferences/2023/lodging) as its annual service project.

“Unite Against Book Bans is a national campaign to protect the rights of everyone to access information. Leveraging the reach of a national coalition, we connect, support, and mobilize people to fight book bans in their communities and states.”

Unite Against Book Bans is an initiative of the American Library Association [with support of many state and national organizations](https://www.alaoweb.org/conferences/2023/lodging).

To participate in the movement you can visit the website and [take the pledge to support the Freedom to Read statement](https://www.alaoweb.org/conferences/2023/lodging). Or you can [make a monetary donation](https://www.alaoweb.org/conferences/2023/lodging) which helps support libraries and librarians in censorship battles.

During our annual conference we also ask that you participate in sharing awareness of book bans by sharing your favorite banned book on social media and tagging your post with #2023alao and #UniteAgainstBookBans
Thank you to our sponsors!

**Gold Level ($1,000 - $1,999)**
- ATLAS
- Bloomsbury Digital Resources
- Elsevier
- HeinOnline
- OhioLINK
- OhioNet
- Oxford University Press

**Silver Level ($500 - $999)**
- GALE Cengage Learning
- Clarivate

**Bronze Level ($100 - $499)**
- OLSSI

**Additional Sponsors & Exhibitors**
- EBSCO
- HF Group
- Springer Nature
- State Library of Ohio
- OCLC
- Kent State University School of Information
- Ohio Deaf and Blind Education Services

Visit our Exhibitors in NorthPoint Ballroom 2:

- ATLAS
- Clarivate
- EBSCO
- Elsevier
- HeinOnline
- HF Group
- Kent State University School of Information
- OCLC
- Ohio Deaf and Blind Education Services
- OhioLINK
- OhioNet
- Oxford UP
- Springer Nature
- State Library of Ohio
Interest Groups and Committees

For information on joining a Interest Group please contact the ALAO Instruction Group Coordinator at igcoordinator@alaoweb.org

Assessment (AIG)

Co-chairs: Melissa Bauer, Kent State University & Carissa Thatcher, University of Cincinnati

The purpose of the ALAO Assessment Interest Group is to provide a vehicle to discuss and share issues and developments pertinent to assessment in Ohio academic libraries. Topics of interest include assessment of library impact and value, organizational performance, collections, student learning outcomes, rubrics, user attitudes and behaviors, as well as effective research methodologies, techniques for data analysis, and data visualization. Interests potentially overlapping those of other library interest groups or committees, e.g. information literacy or collection assessment, will be pursued in collaboration with those groups. Visit our webpage on the ALAO website for more information.

Tag: AIG

Collection Management (CMIG)

Co-chairs: Kristen Adams, Miami University & Kevin Messner, Miami University

We are an interest group that promotes discussion on topics relevant to collection management and development in academic libraries; promotes networking and the exchange of ideas and expertise among academic library staff interested in collection management and development issues; and supports continuing education activities in the areas of collection management and development. CMIG hosts professional development events to discuss essential issues in collection management each year, from weeding projects to assessing the success of a DDA program. Please visit our interest group page on the ALAO website for details about joining the CMIG listserv and information on CMIG events.

Tag: CMIG

Community and 2-Year College Libraries (C&2YCLIG)

Co-chairs: Zoe Orcutt, Overdrive & Meagan Fowler, Tri-C

The Community & Two Year College Libraries Interest Group provides librarians working with students pursuing two-year degrees or technical certificates a place to share experiences, expertise and solutions. Topics of interest may include librarianship from a two-year perspective including gaining perspective on the unique needs of C2YC students; leading the library to thrive in the C2YC environment, transitioning from open access enrollment to an emphasis on student success and completion as well as collaboration with other departments on and off campus. The interest group holds regular online discussions throughout the year including an
online, spring workshop. For more information or to join the C2YCLIG, please visit our webpage on the ALAO website.

Tag: C2YCLIG

Distance Learning (DLIG)

Co-chairs: Mira Scamecchia, Columbus State Community College & Beate Gersch, Kent State University

The purpose of the Distance Learning Interest Group is to provide a statewide forum for library staff interested in distance learning services. This includes sharing information by sponsoring professional development opportunities and encouraging discussion on topics relevant to library support for distance learners and educators. Find more information on our webpage on the ALAO website.

Tag: DLIG

Diversity Committee

Chair: Gwen Short, Ohio State University

The purpose of the Diversity Committee is to promote the fundamental values of diversity, equity, and inclusion in librarianship. The Committee serves as an advisory group to ALAO to assist the organization in providing leadership for diversity, equity, and inclusion throughout the organization. We host a Diversity Workshop annually. Check out our webpage for upcoming and past activities: https://www.alaoweb.org/committees/diversity/index.html

Tag: DIV

Instruction (IIG)

Co-chairs: Jaclyn Spreatz, Miami University & Brea McQueen, Miami University

The Instruction Interest Group provides a statewide forum for library staff involved in library instruction and information literacy programs. An IIG planning committee is formed annually to organize a spring workshop as well as programming for the ALAO Annual Conference. To get notifications about future events, find more information on our webpage on the ALAO website.

Tag: IIG

Programming, Outreach, and Marketing (PROMIG)

Chair: Nate Floyd, Miami University

The Programming, Outreach, and Marketing Interest Group (PROMIG) works to identify, address, and promote programming, outreach, and marketing issues that impact libraries and
higher education and create a community of support for those whose role includes these activities. Some of our focus areas include supporting First Year Experience programs, using social media to promote library services and engagement, student success efforts, high school outreach, and collaborating with campus departments to meet the needs of underserved and underrepresented students. Visit our webpage on the ALAO website for more information.

Tag: PROMIG

Research & Publications Committee

Co-Chairs: Marilia Antunez, University of Akron & Sarah Nagle, Miami University Libraries

The Research and Publications Committee supports ALAO members by providing opportunities to fund research projects, helping members discover available resources, and by facilitating inter-institutional research projects.

Scholarly Communications (SCIG)

Chair: Michael Hawkins, Kent State University

The ALAO Scholarly Communications Interest Group works to identify, address, and promote scholarly communications issues that impact libraries and higher education. Topics of interest include scholarly publishing, copyright, open access, open educational resources, digital scholarship, among others. Group members strive to advance and promote scholarly communication initiatives by partnering with colleagues, similar interest groups, and other professional library associations to create learning tools, resources, and educational programming on scholarly communications issues. Visit our webpage on the ALAO website for more information.

Tag: SCIG

Special Collections & Archives (SCAIG)

Chair: Miriam Intrator, Ohio University

The Special Collections and Archives Interest Group (SCAig) provides a vehicle with which to discuss and disseminate issues and developments pertinent to special collections and archives in Ohio academic libraries. Goals include providing opportunities for professional service, professional development, and networking with colleagues with similar interests; encouraging discussion of topics relevant to academic special collections and archives; sponsoring presentations and panel discussions about such topics; and increasing visibility of special collections and archival materials across the Ohio academic community.

Contact the chair at scaig-chairs@alaoweb.org for more information on this interest group.

Tag: SCAIG
STEM (STEMIG)

Chair: Ginny Boehme, Miami University

STEM IG provides a statewide forum for discussing and information sharing among ALAO members that are interested in STEM librarianship. Areas of Interest include: Current and best practices in information literacy for STEM students. | Support for data management. | Information sharing about specialized information tools that support STEM fields. | Collection management issues for the STEM fields. | Scholarly communication issues for STEM. | Outreach to faculty and students in STEM fields. | Creating library spaces and workflows that support STEM learners. | Promoting STEM through library events and services.

Check out our webpage on the ALAO website for more information. To receive updates on STEMIG activities, subscribe to our listserv stemig@alaoweb.org.

Tag: STEMIG

Support Staff (SSIG)

Chair: Peggy Rector, Denison University

The purpose of the Academic Library Association of Ohio Support Staff Interest Group (SSIG) is to identify issues and areas of mutual concern as well as to encourage best practices for support staff. We further seek to develop communication for the purpose of resource sharing and continuing education. Visit our webpage on the ALAO website for more information.

Tag: SSIG

Sustainability (SUSIG)

Chair: Megan Jaskowiak, Miami University

The purpose of this interest group is to provide a statewide forum for the exchange of ideas and opportunities related to sustainability in academic libraries. The interest group’s intent is to encourage and support the actions of academic librarians and library staff in accordance with the following definition of sustainability: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Visit our webpage on the ALAO website for more information.

Tag: SUSIG

Technical, Electronic & Digital Services (TEDSIG)

Chair: Frank Bove, University of Mount Union
TEDSIG stands for Technical, Electronic, and Digital Services Interest Group. TEDSIG provides a forum for discussion and information sharing among ALAO members who are interested in technical services, electronic resources and systems, and digital practices.

- New to Technical Services? We want to hear from you.
- Transitioning your role to Technical Services? Let's talk.
- Want to take your work to the next level? So do we.
- Have ideas for an event? Come talk to us!
- Want to facilitate a workshop for TEDSIG? You're our new best friend :)

@alaotedsig (twitter)

Tag: TEDSIG
2023 ALAO Annual Conference

**Virtual Forum & Mini-Conference**
Friday, October 27, 2023
Online via Zoom

Please take a moment to comment on each of the Mini-Conference sessions you attend. Follow [this link to access the evaluation form](#) or scan this QR code:

![QR Code](#)

**In-Person Events & Sessions**
Conference: Friday, November 3, 2023
Pre-conference: Thursday, November 2, 2023
Nationwide Hotel & Conference Center

Evening Social Event: Thursday, November 2, 2023
Olentangy River Brewing Company

Please take a moment to comment on each of the in-person Conference sessions you attend. Follow the QR code below or [go to this link](#) to access the evaluation form.

![QR Code](#)
2023 Schedule of Events

Virtual Forum & Mini-Conference - Friday, October 27, 2023

9:00 - 9:30 a.m. - Presenter Prep - Zoom
9:30 - 12 p.m. - Local Library ILS Migration Planning: Forum & Discussion - Zoom
1 - 4 p.m. - Afternoon Virtual Mini-Conference - Zoom

9:30 - 12 p.m.
Local Library ILS Migration & Planning: Forum & Discussion

From Consortial to Local: Achieving ILS Migration Objectives at your Local Library

NOTE: The Morning Forum is free, but prior registration is required.

By October, Ohio academic libraries will be in the beginning stages of the ILS migration planning process at the consortial and local library levels. Although a good portion of the workflows will be guided by OhioLINK and the to-be-selected vendor, Ex Libris, each of our campus library systems will need to execute a local implementation plan that best serves the library and its stakeholders.

This Virtual Morning Forum & Discussion will be an excellent opportunity to compare notes on our planning efforts, and how we’re helping our colleagues across all library departments navigate the process. Our Forum panelists will include representatives from OhioLINK, Ohio academic library associations, and librarians experienced in ILS migrations. Insights and takeaways from the discussion will include tips on how to effectively:

- Determine and explain the primary goals for the migration process
- Identify internal and external stakeholders
- Initiate and sustain stakeholder buy-in within the library
- Prepare, communicate with, and support library staff
- Leverage core project implementation and workflow strategies

Our local ILS transition activities will impact all library teams and departments. Library staff, regardless of specialty, are encouraged to attend this free Forum.

Please visit this page on the ALAO 2023 Conference website for a full list of Morning Forum panelists and organizational sponsors.
1:00 - 1:55 p.m. Concurrent Session 1

Lightning Talks 1 - Zoom #1

1:07 - Going All Virtual: Transforming Library Services from Campus-Based to All-Virtual in a Multi-Campus Environment

Joseph Dudley – Bryant & Stratton College

This lightning talk will discuss how a regional college library with multiple locations in Ohio has transitioned from physical on-campus libraries to an all-virtual library serving all locations, and how this transition has impacted technical and digital services. Specific points discussed will include the liquidation of physical inventories, re-conceptualizing our discovery layer as our main search interface, use of LibGuides CMS to redesign campus library websites and promote digital collections, re-conceptualization of collection development and cataloging to focus on and build an all-digital collection, and exploration of BIBFRAME/Linked Data implementation in order to open digital holdings to Google, Blackboard, and LibGuides.

Keywords: EBSCO Discovery Service; Library Websites; Vendor relations
Tags: CMIG, C2YCLIG, TEDSIG,

1:14 - Staff-Led Strategic Planning: Empowering Colleagues to Navigate Change

Katy Mathuews & Ryan Spellman – Ohio University Libraries

Many libraries choose a staff-led approach to strategic planning. While this approach can empower staff, it can also prompt concerns. Drawing on their experience co-chairing a staff-led strategic planning process in a fully remote environment during a global pandemic, the presenters will discuss how they addressed concerns and helped staff navigate change during uncertain times. Whether embarking on a staff-led strategic planning process or other major project, attendees will take away several strategies to navigate change in their own libraries.

Katy B. Mathuews, PhD, is the senior director of administration at Ohio University Libraries in Athens, OH. She holds degrees in business administration, economics, library and information science, and higher education administration. Mathuews served on the Academic Library Association of Ohio’s executive board and the Portsmouth Public Library board of trustees in Portsmouth, OH.

Ryan A. Spellman is a library support specialist in the User Services Department at Ohio University Libraries’ Alden Library. He has a Master of Library and Information Science from Kent State University and a Bachelor of Science in Communication from Ohio University. Prior to his academic library career, Ryan spent 14 years working in a public library setting. His time in both public and academic libraries has kept him deeply involved with an array of user-centered library services.
Keywords: change, navigating change, staff-led strategic planning, communication, transparency, empowering staff

Tags: C2YCLIG, SSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

1:21 - We Call This Collection to Order: Case Studies in Call Number-Related Planning and Cleanup Projects

Rebecca Belford & Natalie Gutiérrez-Negrón – Oberlin College & Conservatory

Call numbers in our catalogs range from simple, locally assigned numeric sequences to complex alphanumeric configurations using national standards. In the simplest terms, we use them to get from the catalog to the shelf. But, they are so much more than that. Small enough to fit on a 2-inch label, they convey histories of local collections and classification itself. Catalogers assigning call numbers conduct the intellectual exercise of being able to assign only one call number for multidisciplinary or intersectional topics, while grappling with legacies of bias in Library of Congress or Dewey classification. All libraries using homegrown systems—common for special collections, media, and local lending such as laptops—must strive to find a balance between detail and efficiency. We will present a smattering of our work relating to call numbers in some way, including physical inventory of a large specialized branch collection, the collision of call-number-based barcodes with ILS migrations past and future, collection analysis, and questions on thorny classification issues.

Rebecca Belford has been technical services librarian at the Conservatory Library at Oberlin College and Conservatory since 2018. Rebecca leads the team responsible for music formats cataloging and materials processing, and she loves cataloging, authority work, database maintenance, and advocating for excellent discovery systems for music materials and their users. She has served on the boards of NOTSL and the Music OCLC Users Group, and currently chairs the Music Library Association’s Cataloging and Metadata Committee. She holds an MLS and MA in Musicology from the University at Buffalo.

Natalie Gutiérrez-Negrón is Collection Management and Evening Circulation Supervisor at the Oberlin Conservatory Library. This role includes collection space planning and management, INN-Reach, full supervision of the Stacks student worker team, and partial supervision of the Circulation student worker team. Natalie has been with Oberlin College since 2018, and currently serves on the Circulation Working Group and the Oberlin College Libraries’ Council. When not wrangling library collections, she is also a visual artist.

Keywords: space planning; inventory; migration preparation; database cleanup; call numbers
Tags: CMIG, TEDSIG

1:28 - New and Improved: Updating a Curriculum Collection for Pre-service Teachers

Kimberly Foster & Eric Resnis – Coastal Carolina University

As the nature of K-12 education has changed with the increased focus on standardized testing, university curriculum centers have had to adjust their holdings to offer more material that
correlates to adopted curricula. These collections can be vital for the development of pre-service teachers, who often need access to the learning materials that they will use as teachers.

This presentation explores the steps taken by our library to revitalize a long-neglected curriculum collection. As part of the revitalization, we interviewed local educators to help identify what items were needed to offer more curriculum-based collection to pre-service teachers. This gave us a basic framework of which types of items to purchase, and with the assistance of a local grant, we were able to make improvements to the collection, such as purchasing additional children’s literature in a number of themes, and identifying kits and manipulatives that matched with local standards.

Participants will come away with a road-map for creating school-university partnerships when updating a collection of local interest. This presentation will focus on the collection development aspects of the collection, including what curriculum items are relevant to today’s teachers, how to procure those items, and effective ways for maintaining such a collection.

Kimberly Foster is the Student Success Librarian at Coastal Carolina University Libraries, where she also serves as the liaison librarian for education and history. She regularly engages in library instruction for those areas, and participates in collection development. Her research interests include student success initiatives and online learning.

Eric Resnis is Head of Research and Scholarship at Coastal Carolina University Libraries, where he also serves as the librarian for the life and physical sciences. He regularly publishes and presents on the value of assessment in meeting information literacy outcomes, integrating information and technological concepts into the curriculum, strengthening liaison roles, and demonstrating library impact towards institutional outcomes.

Keywords: Curriculum collection, collection development, school-university partnerships

Tags: AIG, CMIG

1:35 - Q&A

Discussion: Managing ILS Stress: Incorporating Staff Support and Self-Care Strategies into the Migration Journey

Zoom #2

Moderators: TBA

From initial preparation to post-migration system testing, the stages of an ILS migration process come with inherent stressors. Libraries can take steps, however, to help staff mitigate migration-related stress by addressing key questions at the beginning of the planning process. How will the organization create the time and space for staff to do migration-related work? What information, messaging and context can libraries provide staff throughout implementation to
alleviate anxiety and uncertainty? Join our panelists for a discussion of how to create cultures of support for library professionals who will be immersed in ILS project work.

2:00 - 2:55 p.m. Concurrent Session 2

Lightning Talks 2 - Zoom #1

2:07 - [*Presentation withdrawn - open time slot]

2:14 - [*Presentation withdrawn - open time slot]

2:21 - Gate count is not enough: why you should gather space usage data too!
Laura D'Amato – Baldwin Wallace University

Libraries keep track of gate count (attendance) numbers and often report that information out in annual reports. However, the total number of people through the doors may not be as important as how and where the people are using the library’s space.

You’ll learn how one academic library implemented open-source software to better identify the use of spaces within the building as well as library-defined “activities”. Among other things, the data gathered via the mobile application allows the library to make informed decisions regarding the arrangement of furniture, size of study rooms, need to purchase additional whiteboards, best time to schedule therapy dog visits, and so on.

This is a “free” solution for libraries that don’t have space usage analysis packages or capabilities within their existing gate count methods (including cameras). Initial installation by IT is necessary, but library staff determine the locations and activities, collect the data, and can run a variety of reports for data analysis. By the conclusion of the lightning talk, attendees will be able to identify spaces and activities within their own libraries that they should use as data-gathering points.

Laura D'Amato is the Access Services Librarian at Baldwin Wallace University’s Ritter Library. She works to ensure patrons obtain the materials they require as well as assists in making decisions regarding library spaces and activities. She began her career as a school library media specialist. Laura is an alumna of Baldwin Wallace and earned her MLS from Kent State University in 1997.

Keywords: attendance, gate count, mobile technology, open-source software, access services software

Tags: AIG, SSIG
2:28 - The development and deployment of an online acquisitions orientation and refresh for librarians and staff

Cara Calabrese & Ginny Boehme – Miami University

Information literacy librarians have seen success developing asynchronous learning objects that can be slotted into classes, which can free them up to focus on more complex teaching and research. What if we used that approach to move current acquisitions training or orientation to a virtual space, too? Could we improve outcomes and free up time for projects and research? An acquisitions librarian partnered with an instruction librarian who has experience in the creation of asynchronous content to develop acquisitions based training modules to investigate this idea. We identified a platform and used existing training and documentation to scaffold a selection of topics that were aimed at two user groups, Selectors and Acquisitions Staff. The modules are highly multimodal — a mix of written descriptions, videos, activities, and games — to keep the material engaging and reinforce topics, while grouping similar concepts to allow for replayability and reinforcement. We’ll demonstrate and share how we worked to build our modules along with our preliminary assessment data.

Cara Calabrese is the Acquisitions & Access Librarian at Miami University Libraries. She received her MLIS from Florida State University in 2015 and began her librarian career as a Resident Librarian in Technical Services. She has worked in various areas of Technical Services, but recently has focused on acquisitions and electronic resources. She currently serves as the Chair of the ALA Core Budget and Finance Committee, and Technical Services and Systems Committee.

Ginny Boehme is the Science Librarian for Miami University Libraries and a past co-chair for the Library Gaming Knights Committee. She has previously taught a first-year research experience course on museological research and exhibit design, and is currently serving as a member of the editorial team for an upcoming special issue on Science Librarianship and Social Justice for the journal Issues in Science and Technology Librarianship.

Keyword: Acquisitions, Training, multimodal, collaboration, learning objects

Tags: CMIG, SSIG, TEDSIG

2:35 - Q&A

Discussion: Diversity Related Hiring Practices - Zoom #2

Moderators: Elizabeth Staarmann & Krista McDonald - Miami University

This discussion session will focus on diversity-related hiring practices. What are we doing to ensure a more diverse candidate pool? How are we writing our position descriptions in order to be attractive to a diverse workforce? How do we make the interview process welcoming for all applicants? Join this conversation and share your local policies and procedures and see what others around the state are doing. Through this discussion, we intend that by the end of the
session, participants will have some best practices for recruiting and hiring a more diverse workforce.

QUESTIONS:

- When you think of Diversity in hiring what are you thinking about?
- What are current hiring practices for various positions at your library?
- How do you attract a diverse candidate Pool?
- How do you promote a welcoming environment to candidates?
- Is your institution using a diversity statement or question in hiring? If so how do you plan to utilize them?
- Do you incorporate DEI related questions in your interviews? (If so do you brainstorm new questions each round) How do you/your institution rank the importance of DEI and technical skills?
- How do we empower student employees and staff to feel comfortable to speak up and speak out? (privilege imbalances)

Elizabeth Staarmann is a library associate at Miami University. She has been with the library since 2015. She has been on countless librarian, staff, and student hiring committees. Before Covid she was responsible for the entire life cycle of a student worker job, from creating and posting the job, interviewing, hiring, training, and closing a position when the student graduated. She is very passionate about DEIA initiatives and making the library welcoming to all.

Krista McDonald is the Director of Rentschler Library at Miami University Hamilton in Hamilton, Ohio. She earned her MLS from the University of Kentucky and her BA in History from Ohio University. Krista has mentored several aspiring and early-career librarians. She enjoys working at a small academic library, since that has allowed her to wear many hats without changing jobs.

Keywords: Diversity, Hiring, Recruitment, DEIA

Tags: Community & Two Year College Libraries (C2YCLIG) - Reference, instruction, assessment, collection development, student workers, personnel, budget, management, leadership, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

3:00 - 3:55 p.m. Concurrent Session 3

Discussion: Planning a Technical Services retreat for paraprofessional staff

Zoom #1

Moderators: Cara Calabrese & Masha Stepanova – Miami University
This discussion will focus on the idea of team building and training through retreats or events for Technical Services staff. Our Technical Services department has been developing an event series termed TS Retreats. Our 1st event was a Picnic once we all came back to the office after remote work to celebrate the amazing work staff had done during the pandemic and let everyone catch up after more than a year apart. We used the picnic as an opportunity to talk to the staff about their needs and wants. Then we worked to set up a series of events that either grew staff skills, allowed staff to engage with other departments or each other, or explore unique events on campus, such as art exhibits that promote discussions about race or the history of accessibility. Come share with your colleagues how you and your department promote or develop professional development, team building, or work to increase or maintain morale. We encourage others to give feedback, suggestions, as well as any theoretical plans they might have for their own libraries.

QUESTIONS:

Of those who have tried a retreat at their workplace or developed structured programming,

- What was the original purpose of the retreat?
- Who was it for? (librarian or staff focused)
- What obstacles may have been encountered while developing or scheduling staff related events (was the idea supported by the library administration)?
- How do you go about choosing topics or skills to highlight and plan activities that support them?
- Which activities or learning opportunities had the most positive responses?

Cara Calabrese is the Acquisitions & Access Librarian at Miami University Libraries. She received her MLIS from Florida State University in 2015 and began her librarian career as a Resident Librarian in Technical Services. She has worked in various areas of Technical Services, but recently has focused on acquisitions and electronic resources. She currently serves as the Chair of the ALA Core Budget and Finance Committee, and Technical Services and Systems Committee.

Masha Stepanova is the Coordinator of Cataloging and Slavic Librarian at Miami University and has been cataloging a wide variety of material formats for the last 17 years. Her areas of special interest include cataloging of non-book formats, such as graphics and realia, as well as accessibility in cataloging.

Keywords: Staff, Technical Services, Professional Development, Team Building

Tags: SSIG, TEDSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Discussion: Resource Challenges in Academic Libraries: A Policy Template

Zoom #2

Moderators: Sherri Saines, Ohio University & Derek Wimott, University of Toledo

This session will present what the Resource Challenges in Academic Libraries COI has discovered: the importance of a policy/procedure, what those policies should include, the
distinction between a content challenge and other patron requests, and drawing on your community for support. OhioLINK Librarians recognize book challenges are a form of censorship. According to the ALA Office for Intellectual Freedom, academic libraries have witnessed 1% of the challenges tracked in 2021. However, we anticipate a rise in challenges in the future. Preparation is the best defense. This COI was only established in spring 2023 so the work is still in early stages and ongoing. Our intention is to bring this important issue to the attention of our state colleagues.

QUESTIONS:

- Does your library have a resource challenge policy? Why or why not? Answer the challenge: if you post a procedure, they will use it.
- Do you think if you publicly post a procedure it is more likely to be abused?
- Should OhioLink have a policy we can lean on?
- What other state-level support would make sense?
- How do you define the different types of material challenges? Exs: copyright take-down vs offensive content vs name changes etc.

Sherri Saines is a Subject Librarian for the Social Sciences at Ohio University.

Derek Wilmott is the Acquisitions & Collection Management Librarian at the University of Toledo.

Keywords: Resource challenge, banned books, reconsideration, policies, best practices, take-down, censorship, academic libraries

Tags: AIG, CMIG, SCAIG

Virtual Mini-Conference Session Grid

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<td>Local Library ILS Migration Planning Forum</td>
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<td>1-1:55 p.m.</td>
<td>Afternoon Virtual Mini-Conference 1 - Zoom</td>
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<td>Zoom 1</td>
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<td>Lightning Talks 1:</td>
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<td>2:07 - Going All Virtual: Transforming Library Services from Campus-Based to All-Virtual in a Multi-Campus Environment (Joseph Dudley)</td>
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<tr>
<td>2:14 - Staff-Led Strategic Planning: Empowering Colleagues to Navigate Change (Katy Mathews &amp; Ryan Spellman)</td>
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<td>2:21 - We Call This Collection to Order: Case Studies in Call Number-Related Planning and Cleanup Projects (Rebecca Belford &amp; Natalie Gutiérrez-Negrón)</td>
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<td>2:28 - New and Improved: Updating a Curriculum Collection for Pre-service Teachers (Kimberly Foster &amp; Eric Resnis)</td>
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<td>2:07 - Always Onsite to Always Online: Managing Cataloging Student Workers in a Changing Environment (Sevim McCutcheon)</td>
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<td>2:14 - Hybrid work, agency, and wellness: Philosophical and psychological considerations regarding work flexibility and mental health in academic libraries (Bartłomiej Lenart)</td>
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<td>2:21 - Gate count is not enough: why you should gather space usage data too! (Laura D'Amato)</td>
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<td>2:28 - The development and deployment of an online acquisitions orientation and refresh for librarians and staff (Cara Calabrese &amp; Ginny Boehme)</td>
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<td>2:35 - Q&amp;A</td>
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<th>Session Three -- 3 - 3:55 p.m.</th>
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<td><strong>Planning a Technical Services retreat for paraprofessional staff</strong></td>
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<tr>
<td>Cara Calabrese</td>
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<td><strong>Resource Challenges in Academic Libraries: A Policy Template</strong></td>
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| Conference Wrap Up -- 4:00 p.m. - Zoom                                                              |

Please take a moment to comment on each of the virtual sessions above that you attended. Follow this link to access the evaluation form or scan the QR code:
Nationwide Conference Center Wi-Fi Information

WiFi Password for Nationwide Conference Center: Welcome2023
In-Person Preconference - Thursday, November 2, 2023

Diversity in Focus: New Lenses, New Frames, New Approach

SCHEDULE
10:30 am -- Registration
11:00-12:30 pm -- Presentations: Design Justice in practice and Appreciative Inquiry through a DEI lens
12:30 -1:30 pm -- Lunch and networking
1:30-3:15 pm – DEI Dream Propositions: What does our future look like?
3:15-3:30 pm – Break
3:30-4:30 pm – Report Out
4:30-5:00 pm – Wrap Up and Evaluations
5:00 pm-6:30pm – Social Event

Fee and registration required for pre-conference:
https://www.alaweb.org/event-5335905/registration

PROGRAM DESCRIPTION
In this precipitous moment, a radical reconstruction and new approach to our work with each other and for our campuses is of dire importance. Emerging approaches in equity and human-centered design can help shift our consciousness from “I” to “we” and “us” through harmonious relationships, whole system view, and by seeing the energy in difference. What will the next chapter of inclusive engagement, leadership, and advocacy look like in Ohio? Come join us as we seek to define, design, and innovate together a new approach to academic librarianship with the capacity to accelerate our growth and transform our libraries for the good of all.

This workshop will introduce appreciative inquiry and the tenants of design justice to engage with provocative and aspirational diversity, equity, and inclusion propositions in a way that is infused into our various processes and not merely an afterthought. Together we will collectively co-design what comes next, where does DEI find life, and what are the strengths that can get us to enact our DEI values in action.

LEARNING OUTCOMES
Participants will be introduced to appreciative inquiry as a model for organizational development and change. Participants will gain new insights on thoughtful approaches to active allyship practices through design justice. Participants will workshop together key areas of advancement in libraries and walk away with ideas and practical approaches to existing and new work in libraries.
Recommended pre-readings:


WORKSHOP PRESENTERS

Shannon Simpson is the Scholarly Instruction Librarian at Kenyon College. She has an MLIS from Kent State, a BA in English with a minor in Psychology and has completed certificates from Johns Hopkins Carey Business School and the Harvard Leadership Institute in Communication and Leadership, respectively.

Shannon has authored, co-authored, and edited numerous articles, presentations, research studies, and web material for various high-volume libraries, national conferences, consulting firms, and print journals. Her writing, instruction, and research is currently focused on the following subjects: information literacy, design justice, critical pedagogy, diversity and equity. In a previous life, Shannon played in a national symphony orchestra in South America, and attained a Series 7 brokerage license. She hopes no one will hold these things against her and instead ask her about any new podcast or hip hop obsessions.

Pamela Espinosa de los Monteros is an Associate Professor and the Latin American, Iberian, and Latino/a Studies Librarian at The Ohio State University (OSU).

As an information professional, Pamela has supported international research, developed award-winning K-12 educational curriculum, and served as a senior project manager for educational initiatives in the United States and Mexico. As an experienced facilitator and DEI specialist, she has designed, developed, and delivered sessions for the Association of Academic Health Sciences Libraries (AAHSL) Leadership Fellows Program, the Association of College and Research Libraries Consulting Services, and DeEtta Jones & Associates. As a former public librarian with the San Diego County Library and the Sedona Public Library, Pamela oversaw year-round educational and cultural library programming for youth, teens, and adults that resulted in expanded services to Spanish-speaking and Latinx
communities. Pamela is the recipient of a Fulbright Garcia Robles Binational Business Fellowship, the Ohio State University 2017 Distinguished Diversity Enhancement Award, and Columbus Business First prestigious 40 Under 40 award for her community outreach and engagement. She is currently a master's student of Positive Organizational Development (MPOD) at the Weatherhead School of Management at Case Western Reserve University.
** Thursday Evening Social Event **

Relax and reconnect with your colleagues at the [Olentangy River Brewing Company](http://www.olentangyriver.com) from **5-9pm** Thursday, October 27th! Only a 5-minute walk from the Conference Center, with free parking also on-site.

Light refreshments will be provided by the 2023 ALAO Conference Planning Committee, and there will also be a [food truck vendor](http://www.bytchnkitchen.com) for additional food purchases.
In-Person Conference - Friday, November 3, 2023

8:00 - 9:00 a.m. Breakfast & Registration - Grand Ballroom

8:45 - 9:00 a.m. Business Meeting - Grand Ballroom

9:00 a.m. - 9:50 a.m. - Keynote Address - Sponsored by OhioLINK | OhioNet | Gale Cengage Learning - Grand Ballroom

Featured Speaker: Trevor A. Dawes

Building an Inclusive (Hybrid) Organizational Culture

Building an inclusive organizational culture is crucial for creating a workplace where all employees feel valued and supported. Creating this culture in a hybrid environment also brings a unique set of challenges. An inclusive culture promotes diversity, equity, and belonging, which not only leads to higher employee engagement and job satisfaction but also results in better business outcomes. Inclusive workplaces attract and retain top talent, increase innovation and creativity, and foster a culture of respect and collaboration. By embracing diversity and creating a safe and supportive environment for all employees, organizations can improve productivity, build stronger relationships with customers and stakeholders, and contribute to a more equitable and just society. In this presentation, Dawes will discuss actions being taken at his library to create and maintain an inclusive culture.

Trevor A. Dawes

Vice Provost for Libraries and Museums & May Morris University Librarian, University of Delaware

Vice President/President Elect of the Association of Research Libraries

Trevor A. Dawes has worked in the academic library sector for over 20 years developing and providing service-enhancing training and professional development opportunities that positively impact library-wide projects and programs. Dawes also facilitates workshops on leadership development and diversity, improving the knowledge, skills, competencies, and abilities of librarians and library workers. A published author and presenter, Dawes has written or edited books, book chapters, and articles and presented on a variety of topics at local, national, and international conferences.
Dawes earned his Master of Library Science from Rutgers University and has two additional Master's Degrees in Educational Leadership and Educational Administration from Teachers College, Columbia University.

10:00 - 10:50 a.m. Concurrent Sessions 1

Information Literacy in the Curriculum: Building a New Initiative Through Librarian-Faculty Collaborations – Hickory 2

Alan Zahorsky & Frank Bove – University of Mount Union

Dr. Rodney F. Dick - University of Mount Union

What are the first steps in implementing information literacy instruction across a curriculum? In this session, we will describe our experiences in collaborating with faculty to launch a new initiative to add an information literacy component to our core curriculum. While information literacy has traditionally been the domain of librarians, it cannot be solely our responsibility. We knew that not only did we need the support of faculty, but that they also needed to be active partners in designing this new program.

We began to work with our core curriculum office to design a pilot program that adds an information literacy learning outcome to freshman seminar classes. Participating faculty were asked to adapt their material to meet these new ACRL Framework-derived outcomes and received additional support through workshops, training, and resources. We also began planning additional information literacy workshops for faculty to build awareness and support for future phases. We will also examine how we laid the groundwork for this collaboration over the previous years. Participants should leave with a process for creating a strategy to address information literacy needs on your campus based on your situation and resources.

Learning Outcomes:
- Identify potential collaboration partners across campus in order to build support for more comprehensive information literacy programs.
- Examine their institution’s circumstances in order to design an approach to better meet their library’s information literacy goals

Alan Zahorsky is the Reference and Instruction Librarian at the University of Mount Union Libraries. He collaborates with faculty for library instruction sessions, designs information literacy resources for faculty and students, and promotes and oversees information literacy efforts on campus. He also manages the university archives and digitization projects.

Frank J. Bove is the Technical Services Librarian at the University of Mount Union Libraries. He collaborates with staff and consortium partners (OPAL, OhioNET, and OhioLINK) to coordinate the cataloging records and access points to print and electronic materials in the UMU Libraries’ collections. Frank coordinates the acquisition workflows as well as the maintenance, analysis,
and health of the collections, while also contributing to the UMU Libraries reference and instruction services. Frank’s professional interests revolve around the review and evaluation of electronic resource management and access systems (ERAMS), the lifecycle of electronic resources, and the user experience of accessing information.

**Dr. Rodney F. Dick** is a professor of English and writing at the University of Mount Union, where he’s been teaching for over twenty years—everything from first-year seminars to introductory courses in literature, creative writing, and professional writing, to upper-division courses in publications management and professional editing. In addition to teaching, Rodney has served as the department chair of English, Director of Writing Across the Curriculum, Director of General Education, and is currently directing Mount Union’s writing and speaking tutoring center, the Digital, Written, and Oral Communication (DWOC) Studio.

Keywords: Information Literacy, Instruction, Freshman Seminars, Librarian-Faculty Collaboration

Tags: IIG

Panel Session - Using data-driven collection analysis to evolve monograph collections responsibly – Cypress 1

Melanie McGurr, University of Akron
Sean Kennedy, Kent State University Libraries
Brian Gray, Case Western Reserve University
Moderator: Pete Zeimet, OCLC

Today, in an age of open access, the physical housing of books and journals has lost much of its previous relevance. Universities nationwide are rethinking the use of library physical space to reflect this digital revolution in education, with the bulk of the space being occupied by very-low-use print materials. Three panelists from different academic universities in Ohio have recently undergone large-scale retention and deselection projects and will share the data-driven approaches they took to help weed and archive titles to create more study space for their students.

Learning Outcomes:
- Get step-by-steps tips on how to start a large-scale deselection project.
- Determine what data you need, and how to read and analyze the data to make informed decisions on deselection.
- Protect the scholarly record; identify rare titles that should be retained.

**Melanie McGurr**, Associate Dean, Technical Services for Akron University Libraries. Melanie directs the work of 7 faculty librarians and 5 support staff who have the responsibility for library acquisitions, bibliographic services, management of electronic resources, maintenance of library systems and website, and installation, support of public and staff computing equipment, bibliographic instruction, and reference at University Libraries.

**Sean Kennedy** is the Collections Strategies Librarian, and Assistant Professor for Kent State University Libraries.
Keywords: Weeding, deselection, protecting the scholarly record, data-driven collection analysis, monographs deselection

Tags: CMIG, SCAIG

How to say you’re not for DEI without saying you’re not for DEI: the failure of DEI initiatives, strategic plans, training, and workshops in cultivating real change in libraries and what can be done about it. – Cypress 2

Chris Robinson-Nkongola – Bowling Green State University

The numbers of librarians of color have not increased over the past decade. The question remains why. Although librarians of color are graduating from library school, and ALA (American Library Association) Spectrum scholarship provides financial assistance to LIS (Library Information Science) students of color, the presence of people of color is not increasing in the profession. Erroneously, the assumption was that DEI trainings would address the problem of diversity in libraries. DEI training has become performative to check a DEI box for annual evaluations. Although the problem has been addressed, it persists. What else can be done to mitigate this problem of retention of LOC (librarians of color)? The problem has been discussed repeatedly, but the root is the attitudes of white librarians and administrators, which is reflected in their behaviors thereby creating a hostile environment for LOC.

Learning Outcomes:
- Become mindful of their attitudes and behaviors toward their colleagues of color.
- Knowledgeable about how their actions and attitudes may harm a LOC.
- Change their attitudes and behaviors to make the library a less toxic place for the LOC.

Chris Robinson-Nkongola (she/her/hers) is a graduate of Indiana State University (English) and Drexel University (MLIS) and has worked in academic libraries as a professional librarian for ten years. She is an Assistant Professor, Reference and Instruction Librarian at Bowling Green State University. She has presented on microaggressions at several state and national conferences. She has co-authored the article, “Dropped in Without a Parachute: Library Managers’ Supervision Experiences” published in the Journal of Library Administration, which analyzes the microaggressions library managers of color experience.

Keywords: racism in libraries, DEI, Librarians of Color, retention

Tags: AIG, SSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Hire Education: an ever-changing recruiting landscape – Cypress 3

Marel Corredor-Hyland – Case Western Reserve University
The pandemic also had a great impact in library recruitment and hiring practices; it forced us to change and adapt to succeed in a hybrid environment. Over the past two years, the library was tasked with filling 19 vacant librarian and staff positions, which comprised over one quarter of the entire library staff. While not immediately successful in our efforts, identifying and assessing the key reasons we lost candidates was critical in informing meaningful changes. Now, our hiring practices allow for bias training, a smoother experience for candidates, while engaging staff by providing leadership opportunities as search committee chairs and pathways for internal promotions. By changing our recruitment processes and strategies, 18 positions were filled in approximately one year. Learning outcomes for this presentation will include how the library adjusted hiring practices for a hybrid work environment, identifying strategies to improve hiring practices within the University’s framework, and addressing current recruiting challenges.

Learning Outcomes:
- Adjusted hiring practices for a hybrid work environment.
- Identifying strategies to improve hiring practices within the University's framework.
- Addressing current recruiting challenges.

Marel Corredor-Hyland is the Team Leader for Human Resources, Inclusion, Diversity, Equity, and Belonging at Case Western Reserve University’s Kelvin Smith Library. In this role, I manage human resources development for all levels of the library staff as well as for student employees. Additionally, I serve as an internal consultant and manage and analyze HR, Organizational Behavior, and Diversity needs of library departments.

Keywords: Recruitment, Hiring Practices, Hybrid Spaces

Tags: Other Interests - Library administration/supervision, diversity, consortia, emerging technologies, reference

Balancing Staffing, Services and Stewardship in Archives and Special Collections – Sycamore 1

Henry Handley & Kristina Schulz – University of Dayton

As special collections and archives face budgetary and staffing challenges, many departments are seeing a resurgence of research interest in the wake of eased COVID restrictions. What does this mean for our capacity for public services, and for our ongoing professional commitments outside of them?

The first half of this 50-minute breakout session will present an overview of published hours and services for Ohio special collections and archives publicly available on the web, and share how archivists and special collections librarians on one campus initiated a weekly administrative day, and the results that followed.

With both broad knowledge and individual experiences in mind, the session will break into 15-minute small group discussions to share ideas, goals, and experiences balancing public services, collections, and other responsibilities, followed by a 10-minute larger group share-out with takeaways.
Learning Outcomes:
- Attendees will use information about statewide hours and services for special collections/archives in order to consider possible benchmarks and patron expectations.
- Attendees will share and learn from each others’ experiences and reflections on the presentation in order to recognize shared goals and values in archives and special collections services that they can bring back to their institutions.

**Henry Handley** (he/they) is the collections librarian in the Marian Library at the University of Dayton, where he stewards both recent and rare published materials.

**Kristina Schulz** (she/her) is the university archivist in University Archives and Special Collections at the University of Dayton.

Keywords: public services, special collections, archives, research, instruction

Tags: SCAIG

Finding Balance Through Playing Games? An attempt to creatively encourage student staff teamwork, leadership, and problem solving – Sycamore 2

Joshua Michael & Sharon Kerestes – Cedarville University

After identifying cross-department teamwork among student staff as an area for growth, we developed a year-long informal learning initiative to foster teamwork centered around a team-building contest that grouped students across organizational boundaries. We presented the student teams with tasks at our orientation and student meetings to help them grow in their ability to collaborate and work with others as well as their ability to solve problems and exercise informal leadership. These “games” enriched our meetings with creative, active learning and gave supervisors an additional reference point in their direct work with students. Through these “games” students got to know other student staff in other departments and work with others toward a common goal. Student teams earned points through these challenges and through attending meetings and at the end of the year, we celebrated the “winning” teams. We also paired these activities with themed content in our student staff meetings through the year. Formal and informal student feedback suggested student perceptions about their ability to work as teammates had improved by the end of the year. We hope to build on this year’s success and improve this initiative for year two.

Learning Outcomes:
- Audience members will understand how to embed purpose into informal learning in order to foster student staff development.
- Audience members will see the potential to use informal activities as a student staff development tool.

**Joshua Michael** is the Dean of Library Services at Cedarville University. He also chairs the library's Managers' Council, which coordinates on student employment issues, and the library's Student Staff Advisory Group, which provides student staff input on library operations.

**Sharon Kerestes** serves as the CMC Librarian at Cedarville University, overseeing the
operations of the Curriculum Materials Center and serving as the liaison to the School of Education. She serves on the Managers' Council at the library, helping to coordinate on issues of student employment.

Keywords: student employment, teamwork, games, problem-solving

Tags: SSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**Collaborative Workflows in Hybrid Environments: Organizing, Communicating, and Instilling Ownership – Birch 1**

Ryan Spellman & Katy Mathuews – Ohio University Libraries

With fewer in-person collaboration opportunities, it is easy to feel overwhelmed by the prospect of taking on large-scale staff-led projects. Yet not only are such projects still possible in remote or hybrid environments, but they can also flourish. The presenters will leverage their experience with strategic planning in a remote work environment to highlight approaches that are applicable to any remote or hybrid large-scale collaborative project.

First, attendees will learn how to develop practical committee/subcommittee work structures that will thrive in hybrid work environments. Next, the presenters will share inspiration for impactful communication plans that help maximize engagement. Following this, the attendees will learn techniques to build a sense of ownership and excitement to drive the project to successful implementation. Finally, attendees will be invited to share their own experiences of working on large-scale projects in hybrid work environments.

Learning Outcomes:
- Learn how to develop committee/work structures to organize remote/hybrid collaborative projects.
- Learn how to identify and utilize elements of impactful communication plans for remote/hybrid environments.
- Learn techniques to foster a sense of ownership in collaborative projects.

**Ryan A. Spellman** is a library support specialist in the User Services Department at Ohio University Libraries' Alden Library. He has a Master of Library and Information Science from Kent State University and a Bachelor of Science in Communication from Ohio University. Prior to his academic library career, Ryan spent 14 years working in a public library setting. His time in both public and academic libraries has kept him deeply involved with an array of user-centered library services.

**Katy B. Mathuews, PhD.** is the senior director of administration at Ohio University Libraries in Athens, OH. She holds degrees in business administration, economics, library and information science, and higher education administration. Mathuews served on the Academic Library Association of Ohio's executive board and the Portsmouth Public Library board of trustees in Portsmouth, OH.
Keywords: strategic planning, collaboration, hybrid work environments, remote work environments, communication, committees, participation

Tags: AIG, PROMIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

11:00-11:50 a.m. Concurrent Sessions 2

Creating Wicked Information Literacy Activities: A Mini-Workshop - Hickory 2

Jane Hammons, The Ohio State University & Andrea Brooks, Northern Kentucky University

This session will introduce participants to wicked teaching, a concept from Paul Hanstedt’s book, Creating Wicked Students: Designing Courses for a Complex World. In this book, Hanstedt focuses on the need for instructors to support students’ ability to tackle “wicked” problems by developing a sense of authority, or “a belief that they have the ability to write or rewrite existing narratives and create change.” Presenters will share key ideas from Hanstedt’s work and discuss how the wicked teaching approach can be applied to information literacy instruction, especially when developing a student’s sense of authority. Presenters will provide examples of activities that incorporate the wicked approach. Attendees will be invited to redesign a sample information literacy activity so that it aligns with the wicked strategy. Participants will leave the session with wicked activity ideas to innovate and transform their instruction practices.

Learning Outcomes:

- Describe key elements of the “wicked” teaching approach
- Consider how they could apply the “wicked” teaching approach into their own context
- Create or redesign a “wicked” information literacy activity for students

Jane Hammons is an assistant professor and the Teaching & Learning Engagement Librarian at The Ohio State University. Her work focuses on supporting the integration of information literacy into the curriculum through instructor development. She is a co-author of “Wicked Information Literacy: Program, Course, and Assignment Design Recommendations,” published in College & Research Libraries News.

Andrea Brooks is an associate professor and a Pedagogy & Assessment librarian at Northern Kentucky University. She teaches information literacy in credit-bearing and one-shot contexts and is especially interested in critical pedagogy and qualitative assessment approaches. She is a co-author of “Wicked Information Literacy: Program, Course, and Assignment Design Recommendations,” published in College & Research Libraries News.

Keywords: Wicked Information Literacy; active learning; activity design; teaching and learning

Tags: AIG, IIG, STEMIG
Aligning Library Spaces and Services to Meet Evolving Patron Expectations - Cypress 1

Tom Sens, BHDP Architecture, Scott Lloyd, Mount Saint Joseph University & Michael Wells, Wilmington College

Antiquated library space preventing colleges and universities from providing high-quality learning, research, and collaborative experiences that students and faculty need is a common problem on many campuses.

During the first 30 minutes of the presentation, we will share two real-world examples of schools and their journeys to transform aging physical libraries into engaging spaces that support various learning styles and promote student success. We will share success stories and valuable lessons learned that could benefit attendees who may be in the initial stages of planning library improvements. Data-driven lessons learned from the pandemic have taught us much about the actual use of print collections and the importance of evolving to more digital-centric information access, thereby opening opportunities to repurpose existing library spaces for hybrid patron experiences such as parallel study, virtual calls, group study, and community activities.

The remaining 20 minutes of the presentation will be an interactive Q/A workshop with participants sharing the challenges of their existing library space and our presenters providing suggestions on overcoming these challenges, such as accessibility, engaging students who don’t use the library, renovation scope on a limited budget, prioritization, phasing strategies, and leveraging the unique aspects of the library and the institution.

Learning Outcomes:

- After this presentation, attendees will be better prepared to align and repurpose physical library space with the learning needs and expectations of their student populations.
- After this presentation, attendees will be able to rethink their print collection strategy to enable library spaces to be repurposed for study, research, and community activities.
- After this presentation, attendees will be able to identify strategies for making old libraries new again by making prioritized library investment decisions, thereby making the most of limited funding.

Tom Sens, Client Leader with BHDP Architecture. Tom brings unique expertise in academic library renovations. Tom’s passion for library design traces back to his graduate student assistantship as a library assistant at Miami University’s Art and Architecture Library. Tom’s ongoing research and writing on higher education has led to presentations at the ALAO, SCUP, and Re-think it, Libraries for a New Age conferences, and numerous publications in Library Journal, School Construction News, Building Design + Construction, and University Business. Tom contributed a chapter on “The Evolving Role of the Architect in Library Design” in the book, Assessing Library Space for Learning.

Scott Lloyd (MA, M. Div., MLS) is the Director of Library Services at Mount St. Joseph University in Cincinnati, OH. Scott began working as a student employee in a college library in 1992 and has worked in academic libraries ever since. During this time, he has witnessed significant changes in how academic libraries fulfill their mission and has collaborated with talented people to help lead libraries through these changes. Now in his sixth year at the Mount, Scott is leading the Alter Library through its most extensive renovation project in over twenty-five years.
Michael Wells is the Library Director at Wilmington College. Before this role, he was the Assistant Library Director at Wilmington Public Library and the Library Director/Copyright Officer at Thomas More University. He has also worked as the Systems Librarian at Northern Kentucky University, the Library/IT Director at the Cincinnati College of Mortuary Science, and the Manager of the Center for Information Management at Miami University. Michael is a graduate of Kent State University with a Master of Library and Information Science (MLIS) degree and is a graduate of Capital University with a Bachelor of Arts.

Keywords: Community, Engagement, Integration, Accessibility, Parallel Study, Learning and Research

Tags: IIG, SUSIG, PROMIG

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#CripLib: Creating a Community of Care for Disabled Librarians - Cypress 2

Brea McQueen – Miami University Hamilton

Despite long-standing DEI efforts, there remains little conversation around disability and structural support for library workers with disabilities. Considering so much of our lives, and by extension, our disability, occurs at work, this oversight creates barriers to equitable employment. Our professional organizations provide minimal resources for navigating the field as disabled workers, and academia rarely addresses disability inclusion for faculty and staff. Noticing this gap in the profession, my colleague and I began to build an online community for library workers with disabilities. We asked ourselves what it would look like if there was a space for disabled librarians to come together to educate and advise one another on topics such as professional growth, the accommodations process, and handling ableism in our libraries. Using an access intimacy lens, this session explores the origins of our online disability community, the necessity of creating communities of care for people with disabilities, and how those communities can relate to library spaces. Participants will gain a better understanding of the reality of disability within our field, barriers to accessible workplaces, and ideas to improve our library communities going forward.

Learning Outcomes:
- Participants will gain a better understanding of the reality of disability within our field, barriers to accessible workplaces, and ideas to improve our library communities going forward.

Brea McQueen (she/her) is an activist and Student Success librarian at Miami University Hamilton, of which she is an alum. Her educational background includes a BA in English Literature, a BA in Women’s Studies, and an MLIS from Kent State University. She is incredibly passionate about challenging the ideas of what librarianship should look like, and her research is primarily around Disability Justice and inclusivity in libraries. In her spare time, you can find her getting involved in her community, tending to her plants, and shouting about how much she loves horror fiction and sci-fi on her social media pages.

Keyword: disability, communities of care, advocacy
How finding your question and following your curiosity can naturally craft your research identity - Cypress 3

Kristen Adams – Miami University

This talk will emphasize how developing a research identity can begin with a single question. The speaker will share the backstory to a current research project, they didn't set out to do, that started this way. It involves reconstructing a historic bibliography, and then conducting an analysis of the works. While it was not a direct answer to the original question, it’s forming a basis for other papers, and a better knowledge base for the researcher. Over the course of this research, other scholarly projects have been conducted, as opportunities arose. Research is a journey that need not be mapped out, or go the direction you anticipate. The talk will discuss how the methodology can unify scholarly works and build skills in doing certain types of research, both of which play a role in crafting a researcher identity. For example, a bibliographic analysis and collection use analysis, are both data analysis projects. Therefore, reframing how you see different research projects can help bring cohesion to a researcher’s identity.

Learning Outcomes:

- Participants will learn that little ideas or questions that are interesting to them, can grow in unexpected, but still satisfying ways.
- Participants will understand that even different projects can be unified by the research method, this can give opportunity for growth over time, in order to formulate a research identity.

Kristen Adams is the Science and Engineering librarian at Miami University Libraries. She has been with Miami since 2019, and worked previously at a public library in Nebraska. Her research interests are collection development, data analysis, and historic bibliographic analysis.

Keywords: researcher identity, research methodology

Tags: SCIG

More than Shelving: Engaging Student Employees with your Collection - Sycamore 1

Rachel Hoople – University of Cincinnati

Student employees are often the first face users see when seeking in-person help at an academic library. This makes student employees one of the most valuable tools in marketing collections and garnering greater patron participation with both print and electronic resources. To maximize their impact and give them a greater sense of ownership of the collection, a branch library at a large university created intentional, project-based opportunities for student workers’ engagement with library collections. Diversifying student employee collection involvement with resource-inclusive displays, collection-focused programming, a New Books
blog, and more has not only made them more knowledgeable about library resources but given them an increased sense of pride in their work. In this presentation, participants will hear what worked, what didn’t work, and learn specific ways to involve student employees in maintaining, developing, and marketing their collection.

Learning Outcomes:
● Attendees will have the opportunity to evaluate their current process for student worker collection engagement to determine possible areas of growth.
● Attendees will leave with actionable solutions to implement in their library to improve student employee collection engagement.

Rachel Hoople is the Operations Supervisor of the College of Education, Criminal Justice, and Human Services (CECH) Library at the University of Cincinnati. Her interests include student worker supervision, collection maintenance and marketing, and public services.

Keywords: student workers; collection marketing

Tags: C2YCLIG, PROMIG, SCAIG

Technical Services Retreat: Rebuilding what we lost - Sycamore 2

Cara Calabrese & Masha Stepanova – Miami University

Technical Services (TS) was in a funk stemming from layoffs, vacancies, and a reorganization. The TS Librarians wanted to bring the staff together to rebuild the camaraderie that had been lost. Since 2021, we’ve actively pursued opportunities to celebrate staff, offer time to interface with other departments, and develop skills. We started to rebuild our department’s culture through team building and bringing back practices that had fallen by the wayside. We also worked with staff to identify areas of growth. We wanted to support the TS staff, engagement with colleagues, & bring the department closer together. The TS Librarians will discuss the formation of our “TS Retreats” and how we worked with library colleagues to develop staff enrichment and learning opportunities. These retreats have had success in our library. They have started to bridge the divide between departments and empower staff to learn and grow.

Learning Outcomes:
● Attendees will learn specific ways to engage their department staff in team building activities
● Attendees will be given sample activities that help improve staff morale
● Attendees will reflect on the importance of being recognized and valued as a team member and therefore being invested in their department’s work.

Cara Calabrese is the Acquisitions & Access Librarian at Miami University Libraries. She received her MLIS from Florida State University in 2015 and began her librarian career as a Resident Librarian in Technical Services. She has worked in various areas of Technical Services, but recently has focused on acquisitions and electronic resources. She currently serves as the Chair of the ALA Core Budget and Finance Committee, and Technical Services and Systems Committee.
Masha Stepanova is the Coordinator of Cataloging at Miami University and has been cataloging a wide variety of material formats for the last 15 years. Her areas of special interest include cataloging of non-book formats, such as graphics and realia, as well as accessibility in cataloging.

Keywords: Staff, Technical Services, Professional Development, Team Building

Tags: SSIG, TEDSIG

Social Teambuilding in an Academic Library: Inspiring a Balance between Work and Play
- Birch 1

Grace Allbaugh, Angela Yon & Susan R. Franzen – Illinois State University - Milner Library

Transforming library culture doesn’t come easily, especially in times of crisis and the aftereffects. Burnout, mismanagement, and inequities can lead to unhealthy divisions, highlight imbalances, and worsen culture within an institution. Yet, opportunities to innovate arise in times of crisis to escape from unhealthy practices. Team-building activities encourage camaraderie through shared common values and experiences and can bind employees together. As part of a larger mentoring initiative at a Midwestern public university, cohort programming offers a variety of gatherings where members can socialize, both within the library and outside. One goal of these social experiences is to break down silos and to develop those relationships. Finding joy among coworkers in social environments fosters trust, increases worker morale, and instills an ethos of collaboration in a fun and healthy way, instead of relying on the “same old” professional development workshops that have the potential to deepen institutional imbalances. In this presentation, members of the mentoring facilitation team will describe how to identify sources of tension and inequity to develop a social remedy. They will detail past examples of successful social activities, as well as how participant feedback directs future program development.

Learning Outcomes:

- Participants will learn to recognize the signs of low workplace morale and burnout to implement social interventions.
- Participants will learn how to complement professional development with social activities to ensure a healthy work environment.
- Participants will bring back social team-building ideas to utilize at their institutions to develop a more balanced culture.

Grace Allbaugh has been a Social Sciences Librarian at Illinois State University for more than seven years. She volunteered as part of the initial call to build Milner Library’s mentorship program and has been working to maintain the program since its inception. Through her work in mentorship, she has gained awareness of how a collaborative environment can transform the work being done at an institution and empower anyone to become a leader.

Angela Yon is the Cataloging and Metadata Librarian at Illinois State University. As one of the founding working group members that created Milner Library’s mentorship program, she has advocated for person-centered mentorship and management to build a healthy community.
Susan R. Franzen has worked in academic, public, and school libraries. She is currently the Associate Dean for Public Services and Organizational Development at Illinois State University (ISU). Susan also worked in administrative positions at Illinois Central College and Hudson Area Public Library in Illinois. She has served as the President of the Illinois Library Association's forum, Illinois Association of College & Research Libraries. Her research interests include embedded librarianship, management, and mentoring.

Keywords: mentoring, team-building, work culture, employee engagement

Tags: Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

12:00-1:00 p.m. Lunch & Awards

1:00-2:00 p.m. Exhibitors, Poster Sessions & Roundtables
Posters - NorthPointe Ballroom 2

Using Chat GPT to create MARC Records

Amy Edmonds - University of Mount Union

As libraries continue to struggle with time and budget constraints, artificial intelligence (AI) tools for enhancing productivity can streamline processes and procedures. I have experimented with using Chat GPT, developed by OpenAI, to create MARC records for original cataloging of music materials. Chat GPT "knows" many coding languages, including MARC codes. While not always able to create usable MARC records, ChatGPT can create drafts, templates, and training models that can maximize efficient use of catalogers’ time. This early generation of AI points to a future in which ChatGPT or other AI tools may have even more functionality. This poster session will display the results of Chat GPT sessions for cataloging various types of music materials, highlighting strengths and limitations, and will demonstrate effective query construction to generate the best results. Attendees are welcome to bring their laptops to compare results and discuss strategies with the presenter.

Amy Edmonds is the Music and Performing Arts Librarian at the University of Mount Union, a position she began in the Fall, 2022 semester. She has previously worked as a music librarian at Ball State University, the District of Columbia Public Library, and Texas State University. She holds a B.A. in music history from Lawrence University and M.L.S. from Columbia University, and is (permanently) ABD in historical musicology at the University of Texas, Austin.

Keywords: cataloging, MARC records, AI, ChatGPT

Tags: TEDSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Reeling in Students: Using Instagram Reels to Increase Student Engagement with Library Services

Mira Scarnecchia, Sherlann Lewandowski & Ana Rita Borges Tobe - Columbus State Community College Library

Academic librarians face the challenges of low student awareness and the intimidation factor, along with having limited opportunities to interact with students. To mitigate this, we have begun to create Instagram Reels to supplement the existing interactions between students and library staff, fostering deeper connections by allowing students to see that we can be creative and funny in delivering informational content. Our "Student Picks" series and event Reels model ways that students can get help using library services and our staff content showcases our personnel, decreasing student intimidation of the library.

Previously, if students wanted to learn more about the library’s offerings and get research help using the web, they needed to visit the library’s webpage, which may be outside their traditional information seeking strategies. Students already use social media platforms like Instagram as information networks, gaining knowledge from resources created by their peers and
influencer/organization accounts. Expanding our informational content on Instagram Reels, with student input, has allowed us to harness this existing information seeking behavior and engage students, increasing their awareness of the library. Since we have begun posting Reels, we have gained over 100 new followers and have reached thousands of new accounts.

**Mira Scarnecchia** is a Reference and Instruction Librarian at Columbus State Community College. She is in her first year as a librarian and recently completed her MILS at Kent State University. She is passionate about ensuring students are aware of all that the academic library has to offer them and has enjoyed working on innovative strategies to connect students with the academic library’s staff and resources!

**Sherlann Lewandowski** has worked at Columbus State Community College for seven years as a library specialist. She recently transferred departments from Periodicals to Acquisitions and Metadata Services. She has a BFA in Illustration from Columbus College of Art & Design. She finds that making social media content is a creative and enjoyable way to connect with students and coworkers!

**Ana Borges** is a Reference Specialist at Columbus State Community College library, she is having her first experience working along with librarians and instructors. She has a degree in Language and Literature from University of Vale do Taquari in Brazil and is currently getting her Associate of Arts at Columbus State Community College. As an employee and student, she understands how important it is to let the students know about the resources available at the library!

Keywords: Outreach, Emerging Technologies, Social Media Engagement, Cross-Department Collaboration

Tags: C2YCLIG, PROMIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**Preserving Objects in the Virtual World: A Pilot Launch of a 3D Digital Collection using Photogrammetry Exhibiting Special Collection Items**

Romero Pearson & Amber Bales - Miami University Libraries

Want objects to be preserved in the virtual world? Come see an OhioLINK Luminary student and Digitization Services Specialist share their experience launching a photogrammetry project. Photogrammetry is the process of capturing photos of an object and piecing them together using software to create a 3-dimensional digital model. By creating a digital collection using photogrammetry, we can provide the viewer with potentially never before seen access to objects that may otherwise only be viewable behind glass in an exhibit as well as provide a more robust digital experience.

Our session will discuss creating a procedural framework to launch a photogrammetry collection in our digital collection repository CONTENTdm. This pilot project used unique objects provided by the Special Collections department and collaborated with the library’s Maker Space to create and edit virtual models. This project required collaboration between Special Collections, the Maker Space, and Web Services. Attendees will learn about creating a 3d model, editing in
SketchFab, troubleshooting in CONTENTdm, and collaborating across different departments to complete a complex project on an accelerated timeline.

**Romero Pearson** is a current OhioLINK Luminary student studying at Miami University, majoring in Software Engineering with a minor in Humanitarian Engineering. He is interested in the accessibility aspect of libraries focused on technology. With tech being an encompassing aspect of society. He hopes to use his expertise in Software Engineering to help communities understand and access tech within libraries.

**Amber Bales** is a Digital Services Specialist in the Walter Havighurst Special Collection and Archives at Miami University, where she focuses on managing and contributing to the Bowden Postcard Digital Collection. She holds an M.L.I.S. from San Jose State University. In addition to her duties surrounding the postcard collection she has also launched the Leaves and Manuscripts Digital Collection and acted as project supervisor for the 3D Photogrammetry Collection in collaboration with an OhioLink Luminary Student.

Keywords: photogrammetry, sketchFab, 3D modeling, special collections, digital collections, collaboration

Tags: SCAIG, STEMIG, TEDSIG

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**Meeting students where they are: Developing an information literacy class based on student interests**

**Jaclyn Spraetz** - Miami University

As information literacy teachers, it is important to help students see the value of information literacy in their academic and personal lives. In this poster, the presenter will share a topical information literacy course for undergraduate students that was centered on current events and students’ interests. Topics for the class covered information technologies, including algorithms and AI, as well as news literacy, information overload, and information privilege. Additionally, the presenter will share how this class, which was originally in-person, transitioned to an online learning management system in Fall 2023. Participants will take away ideas on how to use polls and other strategies to activate students’ prior knowledge and reflect on information literacy topics as well as how to transition a discussion focused, in-person class to an engaging online course.

Learning Outcomes:

- Participants will recognize information literacy topics that they can develop in their own instruction.
- Participants will identify strategies on how to move an in-person information literacy course to an online learning management system.

**Jaclyn Spraetz** is an Information Literacy Librarian at Miami University in Oxford, OH with master’s degrees in secondary English education and library science. Before serving as a librarian, she was a high school English teacher. She promotes information literacy on campus and helps faculty and students through research support and instruction. In 2023, she
co-published an article on news literacy strategies for undergraduate students in the Journal of Media Literacy Education titled, "Re: Beyond Fake News."

Keywords: information literacy, credit-bearing course, instruction

Tags: IIG

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**Responsible Conduct of Research (RCR) Training for Graduate Students: An Outreach Role for Librarians**

Lucy Duhon & Wade Lee-Smith - University of Toledo

Librarians have an increasing role in helping develop good research practices among emerging scholars. The presenters will document their collaboration with other campus entities (Provost, College of Graduate Studies, Office of Research and Sponsored Programs, Research Integrity) to develop and participate in an annual half-day training program designed to augment the required CITI training graduate students receive in the responsible conduct of research (RCR). For the past five years, they have delivered a session on the rights and responsibilities of authorship and highlight the ways in which the library is a permanent campus resource to support new researchers with matters of research and publication ethics in RCR. The presenters will explain how they came to have a seat at the planning table every year, how the content has evolved with attendee feedback, and how their complementary roles (Research Engagement, Reference & Instruction Librarian / Scholarly Communications, Head of Collections) help form additional points of contact for students just beginning to develop their professional identities. The poster will help viewers understand how librarians can become and remain centrally involved, the number of graduate students reached, the colleges served, and changes made to keep the workshop current and engaging.

**Lucy Duhon** is Scholarly Communications Librarian and Collection Sharing Coordinator at the University of Toledo. Since 2020 she has also served as Head of Collections for the University Libraries, where she personally serves also as liaison to both the university’s Department of Art and the Department of Teacher Education within UToledo’s Judith Herb College of Education, for which she oversees the University Libraries’ juvenile collection also. Her professional interests include open education, navigating and being a resource for people about the complexities of open access and intellectual property, and making the most use out of government information.

**Wade Lee-Smith** is the Research Engagement Librarian at the University of Toledo Libraries, helping student and faculty researchers in all disciplines use the tools available to them to make their research and publication efforts more efficient, ethical, and impactful. He holds an MLS from Indiana University and recently completed the Data Services Specialist Level I certificate from the Medical Library Association.

Keywords: PROMIG, SCIG, STEMIG

Tags: RCR, responsible conduct of research, research engagement, research ethics, research integrity, outreach, graduate students, graduate student instruction, scholarly communications, ethical authorship
Quietly Supporting Student Well-Being: Providing Individual Relaxation Activities in a Silent Library Study Space

Emma Goetting, Daisy Caruso & Jolene Miller - University of Toledo

PROBLEM. Professional health science programs (nursing, pharmacy, PA, MD) are high pressure and high stakes, which increase mental stress on students. The objective of the program described in this poster was to provide convenient, quiet, low-cost stress reduction activities. The library’s facility limits group activities, so library staff explored a variety of options for individual activities. Limited staff and financial support from the institution was another constraint. INTERVENTION. Tables were added to an area near the library’s primary study areas for convenient access that also requires students to get up from their study tables. Activities included jigsaw puzzles, coloring pages, puzzle pages, and, during exam weeks, origami. RESULTS/OUTCOMES. Our primary outcome measure is student engagement as measured by usage: activity sheet use, speed of completion of jigsaw puzzles, direct suggestions from students, and passing of notes between students and staff at the activity tables. Future planned evaluation includes asking students whether and how the activities help them manage stress. SIGNIFICANCE. This program demonstrates that providing individual stress reduction activities, convenient to student study areas, is possible on a budget. Given national concerns about college student mental health, this is a small way for the library to help.

Emma Goetting, MLIS, previously worked as a Library Media Technical Assistant at the University of Toledo and is currently an affiliate of the University. She has extensive experience working with patrons in both academic and public libraries and has taken the lead with student engagement activities. Beyond Mulford's stress-free zone, her student engagement activities have included coordinating National Library Week activities and dressing the Mulford skeleton for the seasons.

Daisy Caruso has worked at the Mulford Health Science Library since 2019. In addition to developing ideas for student engagement, she also manages the library’s social media accounts. In this role, she engages students by creating social media campaigns that highlight important individuals in healthcare for heritage months and that promote student wellness and mental health.

Jolene Miller has been at the Mulford Health Science Library since 1995. She is excited about the variety of student engagement strategies that library staff have been creating and implementing. Her research interests include how health science librarians engage in reflective practice and the role of emotion regulation in library administration.

Keywords: student engagement, stress reduction, programming on a budget

Tags: PROMIG, STEMIG, SSIG

Library IT Services Creating New Opportunities for Teaching, Learning, and Research
May Chang & Scott Sorrell - University of Cincinnati

Beyond providing and supporting the usual computing and audio-visual equipment and software applications, library IT services can also proactively expand its range of new and innovative technology to enhance the library’s mission. As more classes return to on-campus mode, we had the opportunity to reimagine the role of library IT and taking the lead in creating technology-rich spaces to enable students and faculty to explore current and potential innovative technologies for education and research. These include virtual and augmented reality, simulation and visualization tools, and specialized medical and engineering education technologies.

**May Chang** is the Library Chief Technology Officer at University of Cincinnati, with more than 15 years work experience in ICT and libraries. Her professional and research interests include digital transformation of organizations, digital competency and literacy, and IoT and smart and connected communities. She is an active member of IFLA as Mentor in the IT Section and on the Editorial Advisory Board of Library Hi Tech.

**Scott Sorrell** is the Manager of IT Services for the University of Cincinnati Libraries. He has over 25 years’ experience in IT and has always prioritized customer service and communication. He moved into his current position with the UC Libraries in 2018 after working with UC’s College of Medicine since 2001.

Keywords: Immersive technologies, Virtual Reality, Augmented Reality

Tags: IIG, PROMIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**Building Assessment into the Library Strategic Plan**

Katy Mathuews & Ryan Spellman - Ohio University Libraries

Strategic planning is a valuable method to guide library colleagues to achieve shared goals. Building assessment into the strategic planning process early on enables the development of approachable and achievable strategic initiatives. This is particularly salient as academic libraries work to improve their services and resources, show their value to the university, and support accreditation activities. The poster will communicate techniques for authoring actionable initiatives that lay the foundation for assessment. Further, the poster will demonstrate establishing measurable outcomes for the initiatives and why doing so is critical to a strategic plan’s implementation. The poster will also include a template to organize and track assessment of strategic initiatives.

**Katy B. Mathuews**, PhD, is the senior director of administration at Ohio University Libraries in Athens, OH. She holds degrees in business administration, economics, library and information science, and higher education administration. Mathuews served on the Academic Library Association of Ohio’s executive board and the Portsmouth Public Library board of trustees in Portsmouth, OH.
Ryan A. Spellman is a library support specialist in the User Services Department at Ohio University Libraries’ Alden Library. He has a Master of Library and Information Science from Kent State University and a Bachelor of Science in Communication from Ohio University. Prior to his academic library career, Ryan spent 14 years working in a public library setting. His time in both public and academic libraries has kept him deeply involved with an array of user-centered library services.

Keywords: assessment, strategic planning, strategic plans, measurable goals

Tags: AIG, C2YCLIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

So you want to be an ER Librarian: Analyzing MLIS course description using qualitative methods to determine how ER librarianship is being supported

Cara Calabrese - Miami University

Technical Services (TS) has had a long standing place in the education of new librarians. Cataloging is one of the core classes for many MLIS programs, but TS encompasses a wide range of skills and areas of expertise. Unfortunately many outside of Technical Services are not as familiar with what we do and Electronic Resources (ER), specifically, was not well represented in course offerings either. I spend much of my current time as a librarian, but also my time as a student explaining what TS does to colleagues and fellow classmates. When I graduated in 2015, every ER related posting seemed to require 3-5 years of experience, but how was I to reach that level when there were no courses in library school focusing on electronic resource management or associated tasks. With electronic resources eating up the majority of materials budgets, we should be exploring how the next generation of ER professionals are being prepared to succeed. This poster will showcase the findings and method from a qualitative analysis of the top 10 highest enrolled MLIS programs course catalog as compared to the NASIG Core Competencies for ER Librarians. It will also share next steps for this research.

Cara Calabrese is the Acquisitions & Access Librarian at Miami University Libraries. She received her MLIS from Florida State University in 2015 and began her librarian career as a Resident Librarian in Technical Services. She has worked in various areas of Technical Services, but recently has focused on acquisitions and electronic resources. She currently serves as the Chair of the ALA Core Budget and Finance Committee, and Technical Services and Systems Committee.

Keywords: Electronic Resources, MLIS curriculum, Research, Students

Tags: TEDSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Evaluating Library Services: Building Capacity for Critical Self-Assessment Using Appreciative Survey Design

#2023alao @ALAOorg alaoweb.org ALAO Annual Conference Program
Andrew Whitis, OhioNet & Lisa Crumit-Hancock, Defiance College

A small college conducted a comprehensive library program evaluation as part of the parent institution’s on-going assessment activities in the 2021-22 academic year. Based on the program evaluation, the library promoted an existing para-professional (new title and salary increase) and hired a new part-time public service para-professional. Two surveys will be administered during the 2023-24 academic year as part of the library’s focus on continued critical self-assessment. The library will use appreciative survey design to gather insights from students and faculty. This poster will help attendees understand the benefits of on-going program evaluation for critical self-assessment and the use of appreciative survey design to gather user insights.

**Andrew Whitis** serves as Director of Financial Operations and a Strategist at OhioNet with over 18 years of experience working in Ohio academic libraries. As a Strategist for OhioNet, Andrew facilitates strategic planning, trend exploration, and program evaluation.

**Lisa Crumit-Hancock** serves as Assistant Dean of Student Services at Defiance College with over 30 years of experience teaching and working at Ohio institutions of higher education. As Assistant Dean of Student Services, Lisa has provided leadership for Defiance College’s Pilgrim Library since 2011.

Keywords: Program evaluation, appreciative survey design
Tags: AIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**Yamas in IL: Instruction: Applying Yogic Theory to Find Balance Beyond the Mat**

Dylan Juhl - Western Michigan University

To decolonize our patterns and behaviors in information literacy instruction, we must look for models of ways of knowing beyond the typical Western canon. Most people are familiar with yoga as a form of exercise, but the physical postures are just one small aspect of a way of being meant to bring balance to your mind, body, and spirit. Yoga is a darśana, a school of Indian philosophy meaning “to see.” The Yamas are five philosophical teachings that make up the first limb of the eight-limbed path of yoga. The Yamas provide guidance on how to interact with the external world i.e. how to interact with external information. As educators who shape students’ views of how they interact with information, we are perfectly positioned to apply the Yamas to our information literacy instruction.

This poster will define each of the five Yamas (ahimsa, satya, asteya, brahmacharya, and aparigraha); briefly explain the deeper meanings by drawing on the work of Pantanjali, author of the first yogic text, and other yoga philosophers; show visualizations of the connections between each Yama for ease of comprehension; and provide examples of how to incorporate each Yama into information literacy instruction.
**Dylan Juhl** is the Humanities Librarian at Western Michigan University. Their research interests include visualizing research, Yogic philosophy in education and understanding information, and YouTube musicians marketing and branding.

Keywords: yogic philosophy, external information, ways of knowing

Tags: IIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**EXPLORE: Flipping a Traditional Needs Assessment to an Opportunity Exploration to Discover Our Calling**

**Nancy Kirkpatrick & Michelle Bradley - OhioNet**

This poster highlights how we reframed a traditional method to explore how library support organizations can best support libraries operating in a pandemic-altered world. We co-created the EXPLORE model, which utilizes the methods of Appreciative Inquiry and Human Centered Design, to flip the traditional “needs assessment” which looks for the “deficit gaps” to an “opportunity exploration” which builds on the “abundance gap.” Using this model, we engaged librarians from multi-types of libraries in a full day Exploration Summit to discover “What are libraries calling for Library support organizations to be?” Libraries from different types, sizes, and geographic regions were connected through paired interviews, small group discussions, and co-created solutions. Libraries were then inspired to explore opportunities in their own communities and ask, “What are communities calling for libraries to be?” This poster will present the difference between a traditional needs assessment and an opportunity exploration and will layout each step in the EXPLORE model and how it can be used by libraries and library support organizations to explore the new opportunities that are present in the pandemic-altered world. Additionally, the poster will include a QR code to access the final report and findings of our own exploration.

**Nancy S. Kirkpatrick** is the Executive Director & CEO of OhioNet. She practiced non-profit law and advocacy before entering the library space. She is certified in Human Centered Design and Creating Workplace Wellbeing, and gets really excited talking about many aspects of leadership – including leading consciously, collaboratively, and creating organizations where people love to work. An ALA Spectrum Scholar, she holds an MS in Library and Information Science from the University of Illinois, a JD from the University of Richmond, and a BA in Journalism from Drake University. Read more at the Director’s Desk ([https://www.ohionet.org/blog/category/directors-desk](https://www.ohionet.org/blog/category/directors-desk)).

**Michelle Bradley**, Director of Consulting Services at OhioNet, is a certified Conversations Worth Having Trainer as well as a certified Appreciative Inquiry Facilitator. She holds a Certificate in Creating Positive Change from the Change Lab, as well as a Certificate in Creating Wellbeing and PERMAH Survey Accreditation from the Wellbeing Lab, and is a Certified Practitioner and Facilitator of Human Centered Design from LUMA. She holds a Master of Library Science from Indiana University, a Graduate Certificate in Public Management from Indiana University, and a B.A. in Advertising from Purdue University.

Keywords: needs assessment, exploration, appreciative inquiry, deficit gaps, abundance gaps
2:10-3:00 p.m. Concurrent Sessions 3

Lightning Talks - Hickory 2

2:10 - Digging for Buried Treasure: Making Streaming Media Discoverable

Lily Wiest – Wayne State University

As students and faculty are adapting to the methods of hybrid learning, the demand for engaging, accessible asynchronous content is increasing. Faculty want to know how to use streaming media in their courses; students want to know where they can watch and listen to content for free. As librarians rush to meet these needs, they are stymied by a lack of content discoverability. Many library databases already index streaming media content, but much of it is buried in the interface rather than gathered into accessible collections. This project sought to take advantage of the breadth of library-subscribed streaming media content, using deep linking practices to make such content discoverable for educational use. As a complex academic library serving a large R1 campus community, the library system subscribes to hundreds of e-resources. This project began with a systematic review of each of the 500 databases linked on the library website for streaming media content. Mining these resources resulted in 200 unique links to streaming media content, which were then organized to create the final product of this effort: a one-stop-shop Streaming Media research guide providing the university community with immediate access to video and podcast content.

Lily Wiest is a graduate student earning her Master of Library and Information Science degree at Wayne State University. She holds a graduate assistantship focused on instruction under the supervision of WSU’s Student Success librarian. With a prior professional background in non-profits and education, she aims to become a public librarian specializing in youth services.

Keywords: streaming media, libguides, research guides, content discoverability

Tags: IIG, TEDSIG

2:20 - Engaging the Disengaged: Engaging Students with Library/Research Anxiety While Building Up Their Research Skills and Information Literacy

Aaron Greene – Lakeland Community College

Barriers to full research capabilities for students are a common issue that is encountered in community colleges. Whether it is because of time constraints or research anxiety, students may encounter and self-impose their own barriers when it comes to learning in 1-1 or group
information literacy sessions and engaging with other students or librarians. The presentation will explore how librarians can work with students who have developed library and research anxiety and learn how to engage with disengaged students who feel they do not want or cannot learn strong information literacy techniques. This will primarily be a review of material involving efforts to work with students who have issues with engaging with information literacy and methods used to help students overcome library and research anxiety and engage with the academic library.

Aaron Greene is a Reference and Instruction Librarian at Lakeland Community College. He has presented previously at ALAO and ACRL.

Keywords: Information access, academia, Barriers, OhioLink, E-books, print books, articles, scholarly articles, popular magazines, engagement, disengagement, library anxiety, research anxiety, information literacy classes

Tags: C2YCLIG, IIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

2:30 - Roll for Initiative: using role-playing games in library instruction

Stephanie D. Founds – The Ohio State University

Engaging students in information literacy instruction and making the content understandable and enjoyable are known challenges but are also some of the fundamental goals for library instruction, particularly for first year students. In this lightning talk, the presenter will discuss the creation of a role-playing game for information literacy instruction and library orientation for first year students. This session, one of a series of library-related offerings to a campus-wide first year experience program, combines all the fun of gamifying library instruction using the growing popularity of role-playing games such as Dungeons & Dragons and featured in award-winning television shows like Stranger Things. The presenter will briefly discuss the development and design of the session, challenges encountered with this instruction method, and reflect on the effectiveness of this format of instruction.

Stephanie D. Founds (she/her) is the First Year Experience Specialist at The Ohio State University Libraries. In her role she works with undergraduate students primarily in their first year, orienting them to the libraries and teaching about information literacy.

Keywords: role-playing games, instruction, orientation, gamification, first year experience, information literacy

Tags: IIG, PROMIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

2:40 - Teaching with Equity, Accessibility and Care: Pandemic Lessons Applied in the “New Normal” Library Classroom

Leah Morin – Michigan State University
During our time teaching library instruction sessions online during a pandemic, we necessarily applied pedagogies of equity, accessibility and care. Now we must remember the lessons we learned and find creative ways to recreate them in the in-person classroom. Relying on concepts of trauma-informed pedagogy, universal design for learning, and feminist ethic of care, this lightning talk will share practical tips for making the library classroom of the “new normal” better than ever before.

As an Information Literacy Librarian, Leah Morin primarily provides instruction to first-year writing students. She aims to affirm the knowledge students bring with them to college and demystify the academic research experience. Her research interests revolve around the feminist ethic of care and incorporating emergent strategy concepts in teaching, topics on which she has published and presented. Leah received her BA in English from Michigan State University and her MLIS from Wayne State University, and has been a librarian at MSU for five years.

Keywords: instruction, equity, accessibility, equity, trauma-informed pedagogy, ethic of care, universal design for learning

Tags: C2YCLIG, IIG

2:50 - Using the ADDIE Model to Redesign LibGuides

Lynn Warner – University of Cincinnati

LibGuides are an essential resource, especially for nursing students, who often have significant research needs. Upon starting a new role as a Health Sciences Librarian at a large university with high research activity, it became apparent to the author that the Nursing LibGuide, while heavily used as a portal to library resources, had become unwieldy, difficult to navigate, and full of unused information. This presentation will describe the process of utilizing the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) instructional design model to create streamlined, efficient new resources with student use in mind.

Lynn C. Warner, MSLS, is Research and Health Sciences Librarian at the University of Cincinnati. She is liaison librarian for the College of Nursing and the College of Allied Heath Sciences. Lynn is committed to supporting students in their research and information literacy needs. She has a MSLS from the University of Kentucky.

Keywords: LibGuide, ADDIE Model, best practices, redesign

Tags: C2YCLIG, DLIG, IIG

What to do with Dewey in the Age of DEI? : A Case Study in Reclassifying from Dewey Decimal Classification to Library of Congress Classification in a Small Liberal Arts University Library - Cypress 1

Frank J. Bove & Carla Sarratt – University of Mount Union
Matt Polcyn & Michael Dziabiak – OhioNET

As institutional awareness rises for issues of diversity, equity, and inclusion (DEI), the library of a small liberal arts university questioned the wisdom of maintaining a classification system so rooted in the racial, religious, and gender biases of its creator, Melvil Dewey. This case study will present the reasoning for committing a collection of over 237,000 physical volumes to pivot away from Dewey Decimal Classification (DDC) towards adopting Library of Congress Classification (LCC). Evaluation methods and workflows discussed will include the preliminary deep deselection (weeding) opportunity to better right-size the collection and how the library leveraged discarded material in sustainable ways for the institution and others. The processes of the conversion from DDC to LCC presented will explore the collaboration between the library and OhioNET with a special focus on the automated scripts developed for the project and the workflows used to implement the collection’s conversion from the system to the shelf.

Learning Outcomes:

- By the end of the presentation, an attendee will be able to discuss the difficulties Dewey presents when classifying collections.
- By the end of the presentation, an attendee will be able to analyze their collection for use in preparation for a shallow or deep deselection.
- By the end of the presentation, an attendee will be able to adapt reclassification workflow scenarios to their institution.

Frank J. Bove is the Technical Services Librarian at the University of Mount Union Libraries. He collaborates with staff and consortium partners (OPAL, OhioNET, and OhioLINK) to coordinate the cataloging records and access points to print and electronic materials in the UMU Libraries’ collections. Frank coordinates the acquisition workflows as well as the maintenance, analysis, and health of the collections, while also contributing to the UMU Libraries reference and instruction services. Frank’s professional interests revolve around the review and evaluation of electronic resource management and access systems (ERAMS), the lifecycle of electronic resources, and the user experience of accessing information.

Carla Sarratt earned a Master of Library Science from North Carolina Central University and a Bachelor of Arts degree in psychology and English from Wittenberg University. She is currently the Director of Libraries at the University of Mount Union. Previously she was the director of the Langston Hughes Memorial Library at Lincoln University in Pennsylvania and a librarian with New Hanover County Public Library and the African American Cultural Center Library at NC State University.

Matt Polcyn is currently the Director of Technology Services at OhioNet, where he leads the team that supports the Ohio Private Academic Libraries (OPAL) consortium. During his twenty-two year tenure at OhioNet, he has coordinated the migration of more than ten libraries from their previous library management systems to the OPAL systems, in addition to managing various of new system implementations.

Michael Dziabiak is the Library Systems Administrator at OhioNet where he helps to maintain and implement the various technology services and systems that support the organization’s members. Prior to his time at OhioNet, he served as cataloging librarian in both public and academic libraries.
Keywords: Dewey Decimal Classification, Library of Congress Classification, technical services, cataloging, DEI, collaboration, systems

Tags: AIG, CMIG, TEDSIG

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Reckoning with a Predominately White Institution’s Racial History on a Public Website - Cypress 2

Ken Irwin, Alia Levar Wegner, Jacky Johnson & Jerry Yarnetsky – Miami University

What can your university archives tell you about the history of racial justice and injustice at your institution? What stories do your alumni tell? Our library at a predominately white institution led a year-long project to identify and share stories, documents, and histories related to students, faculty, and staff of color. The result is Lived Experiences, an online collaborative storytelling project that chronicles the history of racial dynamics at our institution. Our presentation will discuss how the university libraries created this diversity-focused website to showcase people’s stories. We will address curatorial, design, and technical aspects of the project. We will also offer suggestions for how other institutions can pursue similar efforts.

Some of the challenges we will address include: the process of negotiating support for the project from university administration, the resources and skill sets needed to complete the project, the technical infrastructure needed to support the project, designing with people-focused storytelling in mind, and the collaboration between digital collections and the web team needed to create the complex, scalable data structure that power the website.

Attendees will learn how we succeeded in securing support for the project and how they can champion similar efforts at their own institutions.

Learning Outcomes - Attendees will be able to:

- identify the partners and resources needed to support a collaborative projects that reckon with challenging institutional histories
- articulate several design considerations that support diversity-focused storytelling
- describe a customizable data back-end that can support digital scholarship and collaborative projects.

Ken Irwin is a Web Services Librarian at Miami University. He is interested in developing open-source solutions to solve challenging library issues and to make the most of our resources. His projects have included a personalized research dashboard, tools for managing and analyzing the use of library collections, a mechanism for "checking out" software licenses, and a game to improve students’ skills at understanding book and journal citations.

Alia Levar Wegner is the Digital Collections Librarian at the Walter Havighurst Special Collections and University Archives at Miami University, Ohio. Her responsibilities include coordinating the digitization of special collections materials, developing digital collections, and consulting on digital humanities projects. Wegner holds a bachelor’s degree in History from Clemson University, a MS in Information from Florida State University, and a MSc in Book History and Material Cultures from the University of Edinburgh.
**Jacky Johnson** is the University Archivist at Miami University. She led the collaboration on the Lived Experience Project with other colleagues.

**Jerry Yarnetsky** is a web services librarian at Miami University where he focuses on user experience, information architecture, and accessibility. He also regularly teaches a course on interaction design and development at Miami. He’s previously worked as a librarian and interim library director at Montgomery County (Pa.) Community College and is a former newspaper journalist/editor.

Keywords: archives, digital collections, digital scholarship, content management, institutional histories, diversity and inclusion

Tags: SCAIG, TEDSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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**Strengths Based and Inclusive Strategic Planning: Exploring Stakeholder Needs in a Pandemic Altered World - Cypress 3**

Andrew Whitis, OhioNET, Dana Knott, Columbus State Community College & Michelle Bradley, OhioNET

A community college piloted a new model for strategic planning. The new model, rooted in Appreciative Inquiry and using principles of Human-Centered Design, benefits from an approach that includes a broad array of stakeholder voices. Using in-person and on-line interviews, this process explored best experiences with the library and ideas and wishes for the future in a pandemic altered world. By using snapshots of stakeholder input, along with the whole library staff dialogue during a day long planning summit, strategic themes emerged as if hundreds of stakeholders were actively involved in the planning process. Attendees will experience how to use snapshots to identify themes. The outcome from using this new strategic planning model culminated in a tangible plan with key strategic priorities, goals, and activities grounded by the library’s values.

Learning Outcomes:
- Attendees will be able to theme appreciative interview snapshots in order to include a wide range of diverse stakeholders in the strategic planning process.

**Andrew Whitis** serves as Director of Financial Operations and a Strategist at OhioNet with over 18 years of experience working in Ohio academic libraries. As a Strategist for OhioNet, Andrew facilitates strategic planning, trend exploration, and program evaluation.

**Dr. Dana Knott** serves as Director of Libraries at Columbus State Community College with over 25 years of experience in academia.

**Michelle Bradley** serves as Director of Consulting Services at OhioNet with over 20 years in public and academic library administration and management. As the Director of Consulting Services for OhioNet, she presents, trains, and facilitates in strategic planning, community engagement, wellbeing, positive change, communication, and leadership.
Providing meaningful feedback for student employees: a mastery-based approach for chat analysis - Sycamore 1

Jennifer Nyiri – The Ohio State University

At our institution, we have 17 undergraduate student staff who completed 745 chat interactions during Spring 2023. One of my strategic goals is to create a sustainable and meaningful method of providing formative feedback on students’ chat reference work. To do so I developed a quality control team of 3 students, organized on Microsoft Teams, who review two chats for each of our 17 student employees using a rubric every two weeks. The rubric was modified for student use and based off a chat rubric titled “Evaluation Rubric for Peer Transcript Analysis” created by Linda Rich and Vera Lux of Bowling Green State University. Based on the graded rubrics as well as my own feedback typically involving additional resources and instructional strategies, I send each student a Teams message including the link to the transcript for reference, specific feedback on what was done and came across well, and suggestions for other options to be considered.

Learning Outcomes:
- Attendees will examine their library’s reference practices to identify opportunities to implement formative feedback practices.

Jennifer Nyiri, Ask Us Coordinator at The Ohio State University Libraries is responsible for the planning, delivery, assessment, and promotion of reference services in Thompson Library. She supervises a team of approximately 17 undergraduate student employees, collaborating with library faculty and staff to further The Ohio State University’s mission of innovative research, service, and learning in alignment with the Libraries’ values of equity, diversity, accessibility, and inclusivity.

Keywords: formative feedback, student employees, sustainable work practices, continuous improvement

Tags: AIG, SSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Finding Your Workflow: Shifting from your inbox to online collaboration spaces - Sycamore 2

Heather K. Maloney & Michelle McKinney – University of Cincinnati, Blue Ash College

As work environments are increasingly hybrid, the integration of collaborative technology tools with more seamless workflows can be a game changer for library operations and project
management, significantly reducing email overload in the process. Our library team has been using collaborative technology tools for over 15 years and transitioned to the Microsoft 365 Suite in 2019. Our intentional and well-planned transition to MS 365 was integral in our uninterrupted shift to virtual work at the onset of the COVID-19 pandemic and makes our current hybrid work environment possible and highly productive. While these types of collaboration tools are here to stay, email continues to be an important part of the collaborative work environment. In this session, we will demonstrate how to find balance between new and existing technologies, how to leverage these tools to create or enhance a culture of collaboration, and how to meet the challenges that new technologies bring to organizational workflows. We also outline how we manage daily activities across functional library areas and projects of all types including planning and implementation of new in-person and virtual services. Our framework will showcase scalability and transferability to accommodate different types of technologies and working group structures.

Learning Outcomes - After participating in this session, attendees will be able to:

● Recognize use case scenarios for Microsoft 365 Suite tools or comparable collaborative technology tools in their library.

● Implement workflows and project management techniques using Microsoft 365 Suite tools or comparable collaborative technologies to increase efficiency, productivity, and innovation with their library groups or teams.

Heather Maloney (she/her) is the Library Director at the University of Cincinnati’s Blue Ash College Library. Heather earned an A.A. in Liberal Arts and B.A. in English and Comparative Literature from the University of Cincinnati and a M.S. in Library Science from the University of Kentucky. In addition to providing oversight of, and participating in, library operations, services and support, Heather provides strategic and budgetary leadership for the UCBA Library.

Michelle McKinney (she/her) is the Reference and Web Services Librarian at the University of Cincinnati’s Blue Ash College Library. Michelle earned a B.S. in Communications from Ohio University and a M.A. in Library and Information Science from the University of South Florida. Current responsibilities include Research Services, Web site management, web marketing and Collection Management for the Biology, Chemistry, Math-Physics-Computer Science, and Veterinary Technology departments. She manages the library’s web spaces and helps to oversee the implementation of new technology for the library.

Keywords: Collaboration; technology; hybrid; project management; organizational workflows

Tags: AIG, C2YCLIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

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Where do I go? A collaborative approach to improve wayfinding and signage within an academic library - Birch 1

Laura D’Amato, Dr. Rachelle Kristof Hippler & Sara Wichtendahl – Baldwin Wallace University
People enter physical spaces and need assistance finding their destinations. Within academic libraries, the signage may be outdated, and aspects of wayfinding are frequently overlooked. Apps on smartphones help people navigate to a place. Is it possible to design something that will allow better navigation within the physical environment as well?

We will present the results of a collaborative project between the library, Computer Science Department, and Digital Media & Design: Graphic Design program to improve wayfinding within the library. The results of a UX study involving eye-tracking glasses, along with a wayfinding audit, resulted in a student-designed kiosk for wayfinding within the library as well as improved signage throughout the building.

This project gave real-world experience to students with actionable results for improving wayfinding within the library. As you evaluate your library’s physical environment or consider planning for a renovation or new facility, ask yourself what role wayfinding has within the navigation of the building and what changes you can make to assist patrons as they navigate your physical spaces. At the end of the session, you will be inspired to critically assess your building in order to improve wayfinding for your patrons.

Learning Outcomes:
- Audience members will critically assess the wayfinding/signage in their libraries in order to make recommendations for improving wayfinding/signage for their library users.

**Laura D’Amato** is the Access Services Librarian at Baldwin Wallace University’s Ritter Library. In her current role, her primary function is to ensure patrons obtain the materials they require. She began her career as a school library media specialist. Laura is an alumna of Baldwin Wallace and earned her MLS from Kent State University in 1997.

**Dr. Rachelle Kristof Hippler** is a professor of software engineering and director of the UX Research Lab. She partners with local companies in the booming Cleveland tech scene to provide real-world, practical experiences to students and prepare them for their careers. Dr. Hippler is a graduate of Bowling Green State University.

**Sara Wichtendahl** is the Director of Hive Design Group and an assistant professor at Baldwin Wallace University. She has an M.F.A. in Graphic Design from Iowa State University and a B.A. in Studio Art and Communication Design from Wartburg College. As a professional designer, she has worked on accounts for Target, Wal-Mart, Michaels, JoAnn Fabrics, Starbucks, A.C. Moore, and Aldi.

**Sophia Morabito** is a senior Interactive and Graphic Design major at Baldwin Wallace University.

Keywords: User experience (UX), wayfinding, collaborative, student-led experience, graphic design

Tags: AIG, PROMIG

### 3:10-4:00 p.m. Concurrent Sessions 4
Chaos Creator: Teaching Students How to Identify Misinformation through an Interactive Game - Sycamore 1

Mandi Goodsett – Cleveland State University

Combating the spread of misinformation is a struggle that has inspired considerable research in the fields of psychology, education, political science, and information science, among others. This research has found that “prebunking” or “inoculation” techniques — strategies that reduce the acceptance of misinformation before one has encountered it — have had considerable success. However, there is little evidence that librarians are deliberately employing inoculation techniques in their information literacy instruction. This presentation describes a quasi-experimental study to determine the effect of prebunking techniques used in library instruction – specifically through an interactive team game called Chaos Creator. Attendees will learn about misinformation inoculation, discuss the challenges of teaching college students about misinformation persuasion techniques, and have the opportunity to try the Chaos Creator game.

Learning Outcomes - Attendees will be able to:
- Recognize the value of misinformation inoculation as a concept for information literacy instruction in order to improve their approach to teaching source evaluation.
- Design information literacy instruction that uses misinformation inoculation tactics in order to help students recognize misinformation persuasion techniques.

Mandi Goodsett is the Performing Arts & Humanities Librarian, as well as the OER & Copyright Advisor, at Cleveland State University. She has served as the ALAO Instruction Interest Group Co-Chair and ALAO President, and she is active in ALA’s Library Instruction Roundtable and ACRL’s Instruction Section. Mandi is passionate about improving library instruction through reflection, critical thinking, and open educational practices.

Keywords: Information literacy, misinformation, instruction, gamification

Tags: AIG, IIG

Rise of Open Access Usage on Campus: Deciphering OA Trends through COUNTER Data and Student Surveys - Cypress 1

Yuimi Hlasten – Denison University

Description: Join me in concluding my three-part research series, which began with the NISO Panel discussion in February, "Understanding the Value of Open-Access Usage Information." This series has led to an upcoming manuscript titled "Open Access and COUNTER Usage: Assessing the Impact of Hybrid OA at a Private Liberal Arts College," and now, it is reaching its final destination this fall: ALAO 2023. In the final stage of this OA usage series, I will share three years of Denison's e-resource and OA usage patterns, together with insights freshly gained from our April survey on student online resource habits. Key Questions to Explore:
- Is Open Access (OA) undermining library subscriptions?
- Is the digital age sounding the death knell for academic libraries?

Presentation Highlights:

- Claim Your Own Data: Collect your institution's usage data, in the way you want, bypassing third-party collectors, with the prowess of SUSHI API and Google Spreadsheet. Plus, get the latest scoop on COUNTER 5.1.

- Decode OA Usage: See the interplay between subscribed e-journal articles and OA journal articles, with both dominated by mega-journal publishers.

- Hear Our Students' Voice: Our April survey debunked myths, revealing that 50% start their research right at the library's discovery layer. The survey also revealed Denison student's learning habits outside of the library, including the use of ChatGPT.

Learning Outcomes:
- COUNTER usage collection via SUSHI API.
- Students' learning habits and non-library service usage habits
- Insights into the dominance of mega-journals in OA content, overshadowing diverse publishers

Yuimi Hlasten is the E-Resources and Scholarly Communication Librarian at Denison University. She troubleshoots E-resources access problems, maintains Database A-Z, and also handles Denison Digital Commons faculty collection. She is the Japanese translator for the COUNTER R 5.1 Friendly Guides.

Keywords: COUNTER usage; OA; correlation analysis; student learning behavior

Tags: TEDSIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Common Interest, Common Questions: How Two Librarians are Addressing Citational Justice or Inclusive Citation in Their Work - Cypress 2

Jane Hammons & Sheila Craft-Morgan – The Ohio State University

The Framework for Information Literacy for Higher Education characterizes scholarship as conversation. But what happens when scholars of certain groups are left out of the conversation? Citation bias is one example of the inherent biases in scholarly metrics (ACRL 2019). This type of bias occurs when an author cites or does not cite a source “for reasons other than its relevance and quality” such as gender, race, ethnicity, or nationality (Ray et al. 2022). In contrast, “citational justice” or “inclusive citation” are aimed at addressing the “inequalities in citational practices.” (Kwon, 2022).
In this presentation, two librarians from a large public research institution will discuss the concepts of “inclusive citation” and “citational justice,” share their experiences with integrating knowledge of this concept into their work and provide practical strategies for incorporating an emphasis on inclusive citation into research and teaching practices. Participants will leave with a greater awareness of citation bias and inclusive citation as a relevant area of concern for librarians.

Learning Outcomes:
- Develop greater awareness of the concepts of “citation bias” “inclusive citation” or “citational justice” and its relevance to librarians
- Identify practices and actions that support inclusive citation and counter citation bias

Jane Hammons is an assistant professor and the Teaching & Learning Engagement Librarian at The Ohio State University. Her work focuses on supporting the integration of information literacy into the curriculum through instructor development.

Sheila Craft-Morgan is the Research Impact Librarian and an Assistant Professor at Ohio State University. She leads the development of systematic, scalable approaches that support scholarly research impact within the research lifecycle. She also supports faculty, staff and students in managing, communicating and promoting the impact of their scholarly work.

Keywords: citation bias; inclusive citations; citational justice

Tags: IIG, SCIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference

Diversifying Collections: Moving from Intention to Action - Sycamore 2

Kathie Mason – Eastern Michigan University

Academic libraries make commitments to developing services and collections that reflect and support our diverse communities, often through the adoption of a Diversity, Equity and Inclusion (DEI) statement or similar document. Some libraries have well-developed plans to turn their commitments into meaningful action while other libraries continue to explore how to best proceed. Getting started can be challenging, particularly with projects that aim to diversify collections, improve metadata, or identify acquisition practices that limit the voices we hear. This presentation will address these challenges, identifying specific opportunities and offering high-impact suggestions for getting started and strategies for developing a longer-term plan of action.

Learning Outcomes - Participants will be able to:
- Identify opportunities to assess their collections, catalogs, and/or practices
- Plan a short-term project to assess their collections, catalogs, and/or practices

Kathie Mason is the Collections Librarian at Eastern Michigan University. She previously served as Digital Resources Librarian at Central Michigan University and Information Delivery Services Librarian at Old Dominion University in Norfolk, VA. Her professional interests include
intra-library communication, technical services workflows, collaborative collections and resource sharing, and collection assessment. She earned a BGS and MLS from Indiana University. In her free time, she enjoys looking for cool and unusual things at flea markets and secondhand shops.

Keywords: diversity, equity and inclusion (DEI), planning

Tags: AIG, CMIG, TEDSIG

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[No Session] - Hickory 2

[No Session] - Cypress 3

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Revising and Reviving an Existing Collection Development Policy - Birch 1

Julie Rabine, Chris Robinson-Nkongola & Rachael Acheson – Bowling Green State University

A collection development policy provides guidance to the librarians who select materials for the library's collections; it helps ensure consistency from selector to selector and from year to year. In the current environment of attempts to install governmental oversight of college curricula, it is wise to have an up-to-date collection development policy. Academic libraries do not currently face the challenges to library materials as public libraries. However, academic libraries must prepare for the possibility, particularly in light of Senate Bill 83 and its implications.

Our collection development taskforce was also created to address the outdated document, which was written in 1996. Although some aspects of the collection policy are current today, other facets need revision. For example, the enormous increase of electronic resources that has occurred since 20th century, as well as the growth of OhioLink, and due to COVID must be addressed. We also chose to add sections that were not part of the original policy, describing the budget allocation process and weeding guidelines.

Join us in our journey to rewrite our collection development policy as we receive guidance from the literature and encounter issues such as diversity, textbook affordability, reliance on OhioLINK holdings, and accessibility.

Learning Outcomes:

- Guide participants through the process of policy creation and subsequent revision to help them assess pertinent issues to their specific institution with their collection development policy creation.
- Participants will recognize the ways that information trends have changed in the past 25 years in order to better evaluate if their current and/or inherited collection development best practices do in fact meet the current needs of their institutions.

Julie Rabine took on a new role as the Collection Development Librarian in January 2023, although she has worked at the Bowling Green State University Libraries in various capacities since 1994, including Humanities Bibliographer, Acquisitions Coordinator, Cataloging
Coordinator, and Chair of Collections and Technical Services. She also worked at the University of North Dakota and the University of Toledo before coming to BGSU. She has published in Serials Review, Library Resources & Technical Services, Research Strategies, and Technical Services Quarterly.

Chris Robinson-Nkongola (she/her) is an Assistant Professor at Bowling Green State University. Her main duties are as a Reference and Instruction Librarian; she also is on the collection development. She has twelve years of experience in cataloging and ten years as a liaison librarian in a variety of programs in STEM and Humanities. She has published in Journal of Library Administration, and Against the Grain.

Rachael Acheson (she/her) joined the LTL department at Bowling Green State University as a Reference and Instruction Librarian in September 2022. She works as a subject liaison with English, Theater, and Film, as well as partnering with First Year Experience to teach information literacy. She also has a background in archives and special collections, and she has previously presented at ALA Annual and the South Carolina Library Association conference.

Keywords: Collection development, policy revision, inclusive collections

Tags: CMIG, C2YCLIG, Other Interests: Library administration/supervision, diversity, consortia, emerging technologies, reference
# In-Person Conference Session Grid

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<td>Business Meeting -- 8:45 - 9:00 a.m. - Grand Ballroom</td>
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Please take a moment to comment on each of the sessions you attend. Follow the QR code or go to LINK to access the evaluation form.

### Session 1-- 10:00-10:50 a.m.

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<td>Information Literacy in the Curriculum: Building a New Initiative Through Librarian-Faculty Collaborations (Information Literacy, Instruction, Freshman Seminars, Librarian-Faculty)</td>
<td>Using data-driven collection analysis to evolve monograph collections, responsibly (Weeding, deselection, protecting the scholarly record, data-driven collection analysis, monographs deselection)</td>
<td>How to say you’re not for DEI without saying you’re not for DEI: the failure of DEI initiatives, strategic plans, training, and workshops in cultivating real change in libraries and what can be done</td>
<td>Hire Education: an ever-changing recruiting landscape (Recruitment, Hiring Practices, Hybrid Spaces)</td>
<td>Balancing Staffing, Services and Stewardship in Archives and Special Collections (public services, special collections, archives, research, instruction)</td>
<td>Finding Balance Through Playing Games? An attempt to creatively encourage student staff teamwork, leadership, and problem solving (student employment, teamwork, games, problem-solving)</td>
<td>Collaborative Workflows in Hybrid Environments: Organizing, Communicating, and Instilling Ownership (strategic planning, collaboratio, hybrid work environment, remote work environment)</td>
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<td>Katy Mathuews</td>
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**Session Two -- 11:00 - 11:50 a.m.**

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<th>Hickory 2</th>
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<tr>
<td>Creating Wicked Information Literacy Activities: A Mini-Workshop (Wicked Information Literacy; active learning; activity design; teaching and learning)</td>
<td>Aligning Library Spaces and Services to Meet Evolving Patron Expectations (Community, Engagement, Integration, Accessibility, Parallel Study, Learning and Research)</td>
<td>#CripLib: Creating a Community of Care for Disabled Librarians (disability, communities of care, advocacy)</td>
<td>How finding your question and following your curiosity can naturally craft your research identity (researcher identity, research methodology)</td>
<td>More than Shelving: Engaging Student Employees with your Collection (student workers; collection marketing)</td>
<td>Technical Services Retreat: Rebuilding what we lost (Staff, Technical Services, Professional Development, Team Building)</td>
<td>Social Teambuilding in an Academic Library: Inspiring a Balance between Work and Play (mentoring, team-building, work culture, employee engagement)</td>
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<tr>
<td>Jane Hammons</td>
<td>Tom Sens Scott Lloyd Michael Wells</td>
<td>Brea McQueen</td>
<td>Kristen Adams</td>
<td>Rachel Hoople</td>
<td>Cara Calabrese Masha Stepanova</td>
<td>Grace Allbaugh Angela Yon Susan R. Franzen</td>
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<td>Andrea Brooks</td>
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**Lunch & Awards -- 12:00 - 1:00 p.m. Grand Ballroom**

**Exhibitors, Posters -- 1:00 - 2:00 p.m.**

Visit exhibitors, attend poster sessions in NorthPointe Ballroom 2

**Afternoon Snack in Ballroom Break Area -- 1:30 - 4:30 p.m.**
### Session Three -- 2:10 - 3:00 p.m.

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<tr>
<td><strong>Lightning Talks</strong>*</td>
<td>What to do with Dewey in the Age of DEI? : A Case Study in Reclassifying from Dewey Decimal Classification to Library of Congress Classification in a Small Liberal Arts University Library (Dewey Decimal Classification, Library of Congress Classification, technical services, cataloging, DEI, collaboration, systems)</td>
<td>Reckoning with a Predominantly White Institution’s Racial History on a Public Website (archives, digital collections, digital scholarship, content management, institutional histories, diversity and inclusion)</td>
<td>Strengths Based and Inclusive Strategic Planning: Exploring Stakeholder Needs in a Pandemic Altered World (Strategic planning, appreciative inquiry, stakeholder inclusion)</td>
<td>Providing meaningful feedback for student employees: a mastery-based approach for chat analysis (formative feedback, student employees, sustainable work practices, continuous improvement)</td>
<td>Finding Your Workflow: Shifting from your inbox to online collaboration spaces (Collaboration; technology; hybrid; project management; organizational workflows)</td>
<td>Where do I go? A collaborative approach to improve wayfinding and signage within an academic library (User experience (UX), wayfinding, collaborative, student-led experience, graphic design)</td>
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*Lightning Talks:*

2:10 - Digging for Buried Treasure: Making Streaming Media Discoverable (Lily Wiest)
2:20 - Engaging the Disengaged: Engaging Students with Library/Research Anxiety While Building Up Their Research Skills and Information Literacy (Aaron Greene)
2:30 - Roll for Initiative: using role-playing games in library instruction (Stephanie Founds)
2:40 - Teaching with Equity, Accessibility and Care: Pandemic Lessons Applied in the “New Normal” Library Classroom (Leah Morin)
2:50 - Using the ADDIE Model to Redesign LibGuides (Lynn Warner)

Frank J. Bove  
Carla Sarratt  
Matt Polcyn  
Michael Dziabiak

Ken Irwin Alia Levar Wegner  
Jacky Johnson  
Jerry Yametsky

Andrew Whitis  
Dana Knott  
Michelle Bradley

Jennifer Nyiri

Heather K. Maloney  
Michelle McKinney

Laura D'Amato  
Dr. Rachelle Kristof Hippler  
Sara Wichtendahl  
Sophia Morabito
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<td>No session</td>
<td>Rise of Open Access Usage on Campus: Deciphering OA Trends through COUNTER Data and Student Surveys.</td>
<td>Common Interest, Common Questions: How Two Librarians are Addressing Citational Justice or Inclusive Citation in Their Work (citation bias; inclusive citations; citational justice)</td>
<td>No session</td>
<td>Chaos Creator: Teaching Students How to Identify Misinformation through an Interactive Game (Information literacy, misinformation, instruction, gamification)</td>
<td>Diversifying Collections: Moving from Intention to Action</td>
<td>Revising and Reviving an Existing Collection Development Policy (Collection development, policy revision, inclusive collections)</td>
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| Yuimi Hlasten | Jane Hammons | Sheila Craft-Morgan | - | Mandi Goodsett | Kathie Mason | Julie Rabine Chris Robinson-Nkongola Rachael Acheson |