

Academic Library Association of Ohio - Annual Conference 2022



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Welcome to ALAO Annual Conference 2022!

On behalf of the conference planning committee, I am very thrilled to welcome you to ALAO's 48th Annual Conference, our first in person since 2019. As has been the case over the past several years, this year's conference program continues to contribute to the organization's efforts to help create and sustain an academic library landscape that is diverse, equitable, inclusive and accessible. In addition to the pre-conference program and keynote by Alexia Hudson-Ward, several sessions also address DEIA issues in a variety of settings. For this year's service project we have chosen the National Coalition Against Censorship, composed of 99 diverse organizations in support of protecting First Amendment rights. I sincerely hope you learn from the selection of sessions, engage with our exhibitors, and enjoy being physically present with friends and colleagues once again. Thank you for attending #2022alao!

A handwritten signature in black ink that reads "Gerald Natal".

Gerald Natal

ALAO President, Conference Planning Committee Chair: Gerald Natal

Conference Planning Committee

- Don Appleby - University of Akron
- Cara Calabrese - Miami University
- Paul Campbell - Ohio University
- Mark Eddy - Case Western Reserve
- Kathy Fisher - Cleveland State University
- Ken Irwin - Miami University
- Sara Klink - Stark State College
- Katie Maxfield - Wittenberg University
- Gerald (Jerry) Natal - The University of Toledo
- Melissa Cox Norris - University of Cincinnati
- Rob O'Brien Withers - Miami University
- Peggy Rector - Denison University
- Allen Reichert - Otterbein University
- Seth Sisler - Ohio University
- Ann Marie Smeraldi - Cleveland State University
- Katy Tucker - Xavier 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. Please 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: [More suggestions: <https://www.alaoweb.org/conferences/2022/lodging>]

- Enjoy nature: Highbanks Metro Park, Sharon Woods Metro Park, Shale Hollow 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

Service Project

For this years' service project, ALAO has chosen to donate to The National Coalition Against Censorship. The coalition is made up of a diverse group of fifty-nine national not-for-profit organizations, representing the artistic, educational, religious, and labor communities, joined together in the interest of protecting First Amendment rights. <https://ncac.org/about-us/coalition>

Thank you to our sponsors:

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Visit our Exhibitors in NorthPoint Ballroom 2:

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De Gruyter

EBSCO

Emery-Pratt

Gale/Cengage

HF Group

Infobase

Northeast Ohio Regional Library System (NEORLS)

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OhioLINK

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OLSSI

Oxford UP

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StackMap

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: Dana Knott, Antioch University & 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: Stefanie Hilles, Miami University & Jaclyn Spreatz, 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)

Co-Chairs: Nate Floyd, Miami University & Eboni Johnson, Oberlin College

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: Paul C. Campbell, Ohio University & Sarah Nagle, Miami University

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)

Co-Chairs: Cindy Kristof, Kent State University & 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)

Co-chairs: Josh Zeller, Mount St. Joseph University & 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 co-chairs at scaig-chairs@alaoweb.org for more information on this interest group.

Tag: SCAIG

STEM (STEMIG)

Co-chairs: Evan Meszaros, Case Western Reserve University & 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: STEM

Support Staff (SSIG)

Co-chairs: Peggy Rector, Dennison University & Rob Withers, Miami 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)

Co-chairs: Kim Hoffman, Miami University and 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)

Co-Chairs: Jerry Yarnetsky, Miami & 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

Save the Date:

ALAO Annual Conference
Friday, November 3, 2023
Pre-conference: Thursday, November 2, 2023
Nationwide Hotel & Conference Center

2022 Schedule of Events: Friday, November 4, 2022

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: Alexia Hudson-Ward

Theme: Active Allyship in Action



Alexia Hudson-Ward, pronouns: She/Her

Alexia Hudson-Ward is the Associate Director of Research and Learning of the Massachusetts Institute of Technology (MIT) Libraries. Her past roles include serving as the Azariah Smith Root Director of Libraries for Oberlin College, a Penn State University tenured librarian, an award-winning entertainment editor, public radio promotions coordinator, and a Coca-Cola Company marketing manager.

Alexia is the inaugural Editor-in-Chief of Towards Inclusive Leadership (TIE), hosted by Choice Editions – a popular multimedia blog dedicated to illuminating insights-to-action diversity-centered research and discourse. She contributes service to the librarianship, cultural heritage, and educational communities by serving as a trustee of the Corning Museum of Glass and on the Board of Directors for The Center for Research Libraries, LYRASIS, and The Conversation U.S. Edition.

The recipient of several honors, including being named one of fifty "Mover and Shakers" by Library Journal in 2008, Alexia is a member of the American Antiquarian Society, the MIT Libraries' representative to the MIT Press Editorial Board, and an Advisory Board member of the Andrew W. Mellon Society of Fellows in Critical Bibliography. She is also a Harvard University Graduate School of Education Leadership Institute for Academic Librarians faculty member.

She received an MLIS degree from the University of Pittsburgh & a B.A. in English Literature and African American Studies from Temple University, and holds certificates in change leadership and negotiation from Cornell University and the MIT Sloan School of Management, respectively. She is currently a Simmons University doctoral candidate in the Managerial Leadership in the Information Professions program.



Please take a moment to comment on each of the sessions you attend. Follow the QR code or go to t.ly/Pt6Q to access the evaluation form.

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

DEI in Action: Conversations on Embedding Diversity, Equity, and Inclusion in Daily Practice - Hickory 2

Rachel Makarowski and Kim Hoffman - Miami University

Our profession seeks to overcome a history of centering cis white men and their experiences. Though we steward many diverse stories, we struggle to move beyond the celebrations of legacy collections that fail to demonstrate the true breadth and variety of perspectives found in our libraries. There have been many discussions to reflect on DEI efforts in our field, but the energy and ability to create large-scale change can be challenging to sustain beyond these reflections due to staffing, budget, and time constraints.

Join us for a lively discussion of the ways that we as information professionals center DEI in our everyday practice, outreach, conservation, and more. We hope these conversations will empower librarians to become agents of change in their institutions regardless of size or staffing. This world café discussion will involve attendees in small group brainstorming, culminating in a share-out session in which we can learn from each other's ideas. The focus of the conversations will be about what small-scale efforts and decisions can be made at the ground level that accumulate to create larger scale changes. Attendees will leave with actionable ideas and fresh energy and momentum to bring to DEI practices in their institutions.

Learning Outcomes:

- Attendees will learn how to sustainably center DEI in their everyday duties in their position.
- Attendees will discuss different approaches to incorporating DEI work through discussions and conversations.

- Attendees will interrogate legacy narratives in the collections of their home institutions and learn how to re-frame their collections to uncover obscured narratives and perspectives.

Tag: SCAig, IIG, DIV

A's Aren't Everything: Leveraging the Tipping Point to Redefine Student Success – Cypress 1

Zachary Lewis - University of Dayton

Student success has reached its tipping point. Covid-19, the shift to and from remote learning, and other current events have laid bare the fact that students are struggling. Struggling with mental health, struggling with the obvious gaps in access exposed and exacerbated by the pandemic, and struggling to connect. Academic achievement, retention, and degree attainment have long been used as measurements of student success. Many library programs, services, and partnerships are designed to promote academic achievement. But does academic achievement show us the whole picture? Is a straight A student successful if they don't feel supported? This session will use an intergroup dialogue format to address other factors that should play a key role in conversations about student success, such as student engagement and sense of belonging, and the role the library can play in helping students succeed in a more holistic way. From building relationships with campus partners to better understand student needs to creating space for and acknowledging students of all backgrounds and identities, attendees will be asked to think critically about the type of success their libraries and institutions ask of their students.

Learning Outcomes:

- Attendees will be asked to think critically about student success metrics in order to better understand how their library does or does not promote student success. Attendees should leave the session with a fuller understanding of student success as it is traditionally defined and measured, and should leave feeling challenged to view student success in a different light.
- Attendees will learn how to apply different student success metrics in their own libraries or institutions in order to better support students with varying needs.
- Attendees will participate in intergroup dialogue in order to share their own experiences and views on student success while actively listening to others.

Tag: DLIIG, C2YCL, IIG, AIG, PROMIG

Library Support for Systematic Reviews: An Introduction for Social Science Librarians - Cypress 2

Maureen Barry – Bowling Green State University and Ash Faulkner – The Ohio State University

While medical and health science librarians have collaborated with systematic review teams since the early 2000s, recent years have seen the methodology growing more popular in social science disciplines as well. An increasing number of academic librarians who liaise with faculty and graduate students in social sciences, business, and education are now being called upon to support systematic review projects. The hallmark of this methodology is exhaustive and reproducible literature searching across multiple databases and sources of grey literature, the critical appraisal of the relevant literature and data, and a synthesized conclusion, the goal of which is often to inform practice, policy, and future research.

Learning Outcomes:

- Differentiate systematic reviews from other types of literature reviews in order to improve support for students and faculty at their home institutions
- Identify the implications of systematic review support for reference and instruction programs in order to plan for adequate library staffing and services.
- Recognize potential challenges of systematic review methodology in order to set realistic expectations for research teams about librarian contributions to the process.

Tag: C2YCL, IIG, STEMIG

Digital Preservation as Activism: Ensuring Access to Ukrainian eResources in Peril - Cypress 3

Tina Schneider and Zach Walton – The Ohio State University

A tiny academic library is an unlikely hotbed of digital activism. Yet with the Russian invasion of Ukraine, two librarians decided that they could not sit on the sidelines when there was an opportunity to help preserve Ukrainian culture. A global initiative called SUCHO (Saving Ukrainian Cultural Heritage Online) offered the chance, using a variety of tools new to us, to capture websites and digitized materials hosted in Ukraine, with the hope of preserving them in case of destruction of the original physical materials or online presence. Some of our involvement then extended to administrative tasks to help with workflow. The ultimate goal was and is to have these sites and files ready should Ukrainian institutions need assistance in getting websites back up in the future.

Learning Outcomes:

- Attendees will learn about the skills needed to do this work to help organizations or areas that are vulnerable or in crisis.

Tag: SCIG, TEDSIG, SCAig, IIG

A Third Space STEM Library: Preparing to Deliver Service in a Learning Commons - Sycamore 1

Dawn Winans, Meagan Brown, Courtney Cooney and Stephanie Ruddock – Kettering University

The Library Third Space serves as the inclusive hub of faculty-student-industry collaborations, with flexible learning and dining spaces, and our next century digital collection. We will share all the steps it took to shift library services from a traditional library setting to an inclusive third space seamlessly. Reference services transitioned to a model that includes a physical desk and adds a barrier-free roving research service. The predominantly print library collection converted to all electronic, including a new ILS that further supported the digital transition. Library stacks closed and service moved to a request-driven booking system for physical materials, with patron delivery of items via a smart locker system. A focus was placed on the accessibility and discoverability of resources and services through improvement of the library website, FAQ's, LibGuides, and also increased marketing and outreach to the campus community. The results of a best practices survey of our colleagues across the nation also helped prepare us to serve our patrons in a significantly different way. We have continued to provide essential services while building a sense of community amidst a major location and digital shift.

Learning Outcomes:

- Identify what practices worked and didn't work while planning and executing a major shift in library services, in order to gain insight into tested strategies for library transformation

Tag: SCIG, TEDSIG, STEMIG, CMIG

[Initiating Change One Workshop at a Time: Creating an Information Literacy Workshop Series for Instructors - Sycamore 2](#)

Jane Hammons - The Ohio State University

When COVID-19 required a shift to all virtual events, one librarian took advantage of the need for programming to develop an Information Literacy Virtual Workshop Series for instructors. Although not originally part of the library's plans, the success of the first series has encouraged the librarian to incorporate workshops as a regular component of the library's programming. Workshop topics have ranged from specific core concepts from the Framework to an exploration of the connections between information literacy and social justice. By changing the topics regularly, connecting information literacy with pedagogical strategies, and providing practical steps for incorporating information literacy, the librarian has been able to keep the workshop series engaging for participants. Offering the workshops has helped to increase the library's visibility and create connections with other units that support teaching and learning. In this session, the presenter will describe the creation of the workshop series and provide guidance for librarians interested in developing their own workshops. She will share tips for selecting topics, keeping the workshops engaging and relevant for participants, and building an audience through strategic promotion. Participants should leave with steps that they can take to begin planning an instructor-focused information literacy workshop or series.

Learning Outcomes:

- Examine their institutional context in order to consider how information literacy workshops for instructors can support their library's goals
- Identify steps that they can take in order to develop an information literacy workshop (or workshops) for instructors

Tag: (DLIG, C2YCL, IIG, PROMIG, AIG)

Acquisitions Is in the House: Navigating transitions in Academic Library Acquisitions Units - Birch 1

Richard Wisneski and Frank Bove - University of Mount Union and Cara Calabrese, Miami University

In the Fall 2020, the OhioLINK Acquisitions Community of Interest (COI) surveyed OhioLINK member librarians responsible for acquisitions to conduct an environmental scan of the state of acquisitions units at OhioLINK libraries. A follow-up survey was conducted in the Fall 2021, with the same question set, to investigate what changes, if any, occurred in one year's time, especially given COVID-19 driven adjustments to library operations. Additionally, a virtual Acquisitions COI roundtable was held in Spring 2022 to discuss library reorganization effects on Acquisitions, challenges in library positions related to Acquisitions work, and budgetary issues pertaining to Acquisitions. We will present the results of the surveys and roundtable, especially as they concern acquisition unit staffing, resources and support needs, and changes in one year's time.

We will further discuss implications arising from the survey and Acquisitions COI discussions, including: How are acquisitions units evolving, or devolving, in academic libraries? What collaborations exist between acquisitions units and other stakeholders in library and financial units? What skills and tools are helpful for acquisitions librarians and those assigned with acquisitions responsibilities? And, what trends in acquisitions work may occur in regards to collection budget changes? How the presentation/poster will engage with audience: This presentation will show qualitative and quantitative data from the surveys, with emphasis on participant comments. The open-ended questions we asked of acquisitions librarians will in turn be asked of presentation attendees.

Learning Outcomes:

- Propose strategies to present acquisitions data In order to strategically engage with colleagues both within and outside the library, such as those in collection management and finance offices.
- Demonstrate acquisitions work to underscore the importance of staffing acquisitions and supporting units to administrators.

- Examine ways to teach various tools and resources to acquisitions librarians so that they may be able to deploy skills to enhance engagement with other library stakeholders, such as those assigned with collections responsibilities.

Tag: C2YCL, TEDSIG, SCAig, SSIG

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

Understanding your library culture: tips for Managing Up & Managing Out - Hickory 2

Meris Longmeier and Pamela Espinosa de los Monteros – The Ohio State University

Culture is present in your library whether it is acknowledged or even immediately apparent. The more you as an individual are aware of the culture and its impact on your library processes, the more effective you will be at successfully proposing changes within your organization. By explicitly unpacking the organizational culture, norms and values of the library, individuals will be able to maneuver within their organization, anticipate potential pitfalls, and navigate a project to successful completion. This session will help attendees identify characteristics of culture at their organization, understand what influence they have within the system, elevate their individual agency within the organization, and build strategies for managing up (with supervisors and administration) and out (with colleagues and campus) to propose changes and projects within their library. This will be achieved through the use of active learning using real-world case studies to unpack and understand methods for successfully proposing changes to services. Our case studies will also touch on projects and changes related to equity, diversity, inclusion (EDI).

Learning Outcomes:

- Participants will be able to identify and reflect on explicit and implicit elements of organizational culture that may influence the success and timeliness of projects, including projects with a DEI focus.
- Participants will learn how to develop a strategy for managing up and out in the context of their organizational culture after working through case studies.
- Participants will collaborate to determine different techniques for elevating their agency within their organization to support their individual project goals.

Tag: SCAig, DIV, PROMIG, SSIG

Bite size projects to promote and highlight Diversity, Equity, and Inclusion in your Library's collection - Cypress 1

Mark Strang – Bowling Green State University

So you work in Acquisitions, Cataloging, Collection Development, Systems, or other backend library service areas and you want to contribute to your institution's Diversity, Equity, and Inclusion goals or initiatives. During this presentation we'll provide ideas and examples of bite size projects to promote and highlight Diversity, Equity, and Inclusion in your library's collection. If you have any bite size or small projects you've done or ideas to share, please bring them to the Q&A session to share with others.

Learning Outcomes:

- Understand why DEI is important in providing access to library resources and services to meet the needs of all members of the library community.
- Identify small projects that backend/technical services library faculty and staff can work on to promote and highlight the library's collection.

Tag: (C2YCL, TEDSIG, SCAig, PROMIG)

When Librarians Rank Last: First-Year Student Research Readiness, Library Intimidation & High School Experiences - Cypress 2

Abigail Morgan – Miami University, Jerry Yarnetsky – Miami University and Janell Verdream – The Ohio State University at Newark

What happens when high school students don't have access to librarians? In fall 2021 we conducted a survey of first-year students at two Ohio public universities. We hoped to learn about incoming first-year students' confidence in their ability to conduct college research based on their library experiences at different types of high schools and districts throughout Ohio. For example, we found that 82-88% of rural and small town students in our survey reported they never or rarely received librarian help with their research in high school. These same students reported feeling much less prepared to do college-level research. Similarly, students reporting lack of access to library instruction due to remote learning also reported feeling a similar lack of preparedness. In turn, consistent with library anxiety literature, many of our respondents also find college libraries intimidating. While the students don't report finding library staff to be intimidating, they rank librarians as the last choice for who they would ask for research help. We will share additional findings from our survey, such as our students' understanding of how college librarians can help them. We will then discuss how our findings impact librarians' work with first-year students in reference, instruction, and web services.

Learning Outcomes:

- Describe the differences in exposure to library instruction reported by students in Ohio high schools.
- Understand first-year students' self-described knowledge of college librarians
- Develop novel approaches to overcome first-year students' library anxiety

Tag: DFIG, C2YCL, TEDSIG, IIG

Student Employees as Collaborators: Re-imagining the role of student staff in a reference service point - Cypress 3

Stephanie Founds, Anna Gardener, Kristin Henkalin and Michael Flierl – The Ohio State University

How do you approach redesigning a traditional reference service into something more impactful? In this presentation we will describe our experience of inheriting a traditional service point and our new vision to focus on enriching student employment. Student employees, in an academic library environment, often provide much of our service coverage and assistance. With this awareness, we decided to make students, both as employees and as users, the focal point of our redesign. We began to work with student employees as our partners and prioritized student contributions to our strategic goals and vision.

This experience of pivoting to a new design presented a unique opportunity to build a re-imagined workplace culture where we centered student contributions and incorporated consistent, formative feedback processes. We shifted from a transactional model of these contributions to our services to one of integration into the mission, goals, and vision of the service. We will share examples of student work, student perceptions of their experiences in this new model, and provide participants with opportunities to reflect on and discuss how they might cultivate a positive student employee workplace culture where student contributions and work are prioritized.

Learning Outcomes:

Participants will:

- Re-imagine reference services in their local institutional context and identify examples of transformative student work
- Conceptualize specific ways for student employees to contribute meaningfully to strategic goals in their institutional context

Tag: SCAig, IIG, AIG

Searching for Familiarity in the Time of Covid: Creating a YouTube-style Instructional Video Channel for Undergraduate Nursing - Sycamore 1

Anita J. Slack – Kent State University

The research demands of Evidence-Based Practice courses in the Nursing curriculum benefit from Information Literacy instruction. This presentation details how a librarian in a new position

serving a large Nursing program navigated the challenges of working to establish ties with Nursing faculty, negotiated providing information literacy instruction for about 12-15 sections of the required EBP course per semester during the early stages of the Covid-19 pandemic lockdowns and protracted period of remote and asynchronous course offerings. In remote and asynchronous courses, synchronous online instruction was not permitted. The solution was to provide a YouTube-style channel of instructional videos to meet the needs of faculty and students. While this method was devised in response to the pandemic, it will continue beyond. This presentation provides details on how Kaltura was leveraged to provide items that were familiar to students, flexible for faculty, and how they became assigned activities in all EBP courses that allowed the librarian to scale instruction to a new, more expansive audience in the new position. The results of this exploration have been published in Medical Reference Services Quarterly and further research including pre- and post-testing continues.

Learning Outcomes:

- Participants will discover YouTube features that can most easily be mimicked using the Kaltura video platform in order to take advantage of the strategy on Kaltura or similar platforms at their home institutions.
- Participants will be encouraged to evaluate the adjustments made during the pandemic in order to determine whether to continue utilizing them.

Tag: C2YCL, IIG

OhioLINK Luminaries Program: Lighting career pathways in data and information - Sycamore 2

Ken Irwin – Miami University, Ione Damasco – University of Dayton, Aimée deChambeau – University of Akron, Elizabeth Kerr - Miami University and Amy Pawlowski - OhioLINK

Developing a diverse workforce in academic libraries requires taking deliberate action to encourage and support undergraduate students from underrepresented backgrounds to pursue careers in libraries. The OhioLINK Luminaries program looks to meet this need. This presentation will be a panel discussion to help participants learn more about the OhioLINK Luminaries program. Panel members will include administrators, program directors, mentors, and, potentially, a Luminaries program student. The panel will be hosted by one representative who will ask questions of the panel participants. Questions will cover topics related to basic program information, the experience of participating programs, best practices, challenges and strategies for addressing them, reflections on the student experience, and future opportunities for the Luminaries program. Audience members will also have the opportunity to ask questions of the panel participants.

Learning Outcomes:

- Participants will engage with panel members in order to learn more about the OhioLINK Luminaries program and, hopefully, participate in future cohorts.

- Participants will ask questions about the OhioLINK Luminaries program in order to strategize on meaningful ways to foster a diverse pipeline of individuals into careers in Librarianship.

Tag: SCAig

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

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

Posters - NorthPointe Ballroom 2

Big Changes, Little Changes and everything in between: The impact of COVID-19 on an academic library

Amanda Levine and Joe Payne – Ohio State University Health Sciences Library

The COVID-19 pandemic required a lot of flexibility from libraries in order to continue serving our users. At our library the driving forces for these adaptations were requirements from our academic institution and state and local governments, colleagues at other libraries, best practices within the library community, and staff input. We will share examples of changes our library made in response to COVID-19 during the last two years. These changes impacted all facets of our library including physical access, staff schedules, delivery of existing services, new services and space usage. The impacts of these changes will be shared and we'll explore which changes were permanently adopted and why.

Learning Outcomes:

- Attendees will learn about adaptations made at our library due to the COVID-19 pandemic and the long term results.

Tag: library services, resource management

RecrEational REading: Reflections on a Digital Leisure Reading Pilot

Laura Birkenhauer - Miami University

After initiating a shift in leisure reading purchasing from leased print titles to E-book and E-audio titles in response to the events of 2020, librarians reflect on a year of the pilot project: How was the collection change communicated and marketed to the campus community? What sticking points arose within the new workflow? Which digital titles and formats were popular with patrons? How did use of the digital collection fare in comparison to use of the remaining print titles? What's next for the leisure reading collection? Poster additionally details titles purchased for and use of the grant funded, DEI-focused popular E-book collection, housed within the larger leisure reading collection.

Learning Outcomes:

- Attendees will identify successes and challenges experienced in the context of a significant collection change.

Tag: Collections, marketing

Chat Reference Rises: Transitioning Platforms and Shifting Culture

Ida Martinez and Katrina Rouan - Wayne State University

Libraries will remember forever the challenges and tough decisions faced over the last two years. Our large public Midwestern university has always offered virtual reference service, but culturally it has taken a backseat to our classic reference desk. The pandemic-forced transition to exclusive virtual service was seamless, fortunately, and our chat reference service rose in quality for patrons and acceptance among our reference librarians. However, less than a year into the pandemic, a budget analysis required us to identify and transition to a more cost-effective chat service vehicle. In the fall of 2021, we successfully joined an established academic library reference service collaborative which meant expanded service for patrons but also an adoption of a new culture for our librarians to navigate. Now, in addition to fielding chats from our own institution, we provide reference services to a wider network of patrons, picking up chats from state, national, and international institutions. This presentation will outline the reasons for making the transition, the opportunities and challenges in making the changes, and some quantitative and qualitative analysis after a full year of using the new platform.

Learning Outcomes:

- Appreciate the opportunities and challenges in evaluating and adopting a new virtual reference platform in order to optimize chat services for both the library and its patrons.
- Discuss workflows in providing virtual reference services through different platforms or shifting culture as it relates to reference services in order to recognize the shared experiences of academic libraries.

Tag: Reference, technology

Using Collaborative, Data-Integrated Shelf Reading to Broadly Improve Collection Health and Stacks Management

Emily Rich and Christopher Bowen - Case Western Reserve University

Shelf reading, the baseline effort across libraries to keep collections in classification order, can have any number of variations. This poster will outline a shelf reading program which is supplemented by gathering additional data to better inform library staff when assessing and making decisions about library assets.

Using a simple and straightforward spreadsheet populating directly from ILS functions and standardized processes, student assistants and other staff collect data to benefit specific library departments and their goals.

Library staff members will present a new shelf reading program designed to collect data according to the library's needs while assuring the required work was both manageable and within the capabilities of the student team completing it. Within the first section (Library of Congress "A") consisting of 5,031 items, 118 item records have been corrected — 2.3% of the total items evaluated.

This program improves stacks management, data across the library, maintains an accurate catalog, and has a direct impact on the collection's long-term health and assessment.

Learning Outcomes:

- This poster will inform attendees how to use shelf reading to its full potential in order to produce statistically observable impacts on their library, including:
- Efficient processes that result in re-evaluation of collection health based on goal-oriented data among physical assets
- Student associates performing independent informational research

Tag: Collections

Remember: Building Displays to Promote a Prominent Collection in the Community

Beth Anderson and Heather Back - Wright State University

Specialty collections can feel lost in the stacks of a university library. When the budget conversations in 2020 began, a prominent community collection was relocated to the University Libraries with a need to promote and educate the campus and community about those resources. Using materials in the collection, an annual display is created to market the collection and bring awareness to a history that cannot be forgotten. This poster will share information about creating mindful displays with sensitive content and sustainable materials.

Learning Outcomes:

- Identify creative solutions to promote and support a collection

Tag: Collections, displays, marketing

Learning by Leading: Working Together to Create an Inclusive Classroom

Zachary Lewis and Heidi Gauder - University of Dayton

Looking to create a more inclusive and accessible classroom? This session outlines one library's strategy for incorporating elements of DE&I into library instruction in a manageable yet engaging way. The presenters outline the process of creating a structured schedule of professional development that allows the Libraries Instruction Team to explore new teaching strategies and concepts during less busy times of the year. Instruction Team members brainstormed a list of topics including accessibility, DE&I, universal design, and instructional software, with team members volunteering to lead discussions and facilitate learning opportunities for the team. By reflecting on these strategies with their peers across the University Libraries (including special collections and the University Archives), sharing successes and failures, and closing the loop on strategies when used, the Instruction Team developed the flexibility required to create the kinds of spaces students need to feel accepted, valued, and engaged in varying types of instruction sessions. Session attendees will learn how to apply this model to their own professional development needs and will leave with a better understanding of the variables that make up inclusive and accessible learning spaces.

Learning Outcomes:

- Session attendees will identify potential teaching topics related to diversity, equity and inclusion in order to consider for use at their own institutions.
- Session attendees will articulate ways that their own teams can examine teaching topics in order to most effectively implement at their own institutions.
- Session attendees will learn how to incorporate new strategies into their instruction sessions in order to create a more accessible and inclusive space.

Tag: DEIA, instruction, universal design, learning spaces

Student Perspective on Strategic Project Engagement in the OhioLINK Luminaries Program

Hal Howard - Miami University

Detailing the experience of a Luminaries student may help to shed some light on the OhioLINK Luminaries Program. This would be a poster session detailing the student's perspective with effective mentorship, project introduction, project conclusion, and "check-in" methodologies for creating developmental and meaningful Luminaries' departmental rotations, from a Luminaries' student perspective based on functionality as well as the gain of domain familiarity. Audience members would be able to learn from a direct perspective, what has and has not worked, in departments such as special collections, technical services, strategic communications, instruction, makerspace, and systems and web services. Specific involved projects include the curation of a digital collection, an inclusive cataloging initiative, web design, productivity statistics, academic course design, and more. Audience members would then be able to ask questions pertaining to strategies that they could potentially employ, as well as of the projects in question and whether or not project type has anything to do with engagement method effectiveness. Beyond rotational internals, this will also discuss integration of the wider range of domain knowledge, emerging technology, and strategic development that Luminaries can be easily presented with and consider directly and theoretically, pertaining to the future of effective librarianship and information literacy.

Learning Outcomes:

Audience members will observe information pertaining to the student perspective on various Luminaries projects. They will then be able to ask questions in order to gain further exact context of both how to successfully train a student on such material in a rapid-paced environment, as well as what the specific projects undertaken that have been successful were. They will be able to formulate understandings and ask questions of the student's end on strategic planning and mentorship to effectively curate similarly successful results to these within the Luminaries Program, with takeaways pertaining to their own available projects.

Tag: Mentorship, project development

[Equitable Access to the Library: Equitable Access to the Library: Best Practices in Developing a Library Accessibility Webpage](#)

Josie Cotton - Case Western Reserve University

According to the National Center for Education Statistics, nearly twenty percent of undergraduate students in the 2015–2016 academic year (most recent data available) reported having a disability [1]. But despite the increasing enrollment of this group, students with disabilities continue to face barriers in accessing information in academic libraries. One way libraries can work to become more inclusive of this group is through the creation of accessibility web pages.

This poster describes the steps taken by one academic library to create a webpage that promotes accessibility resources and services. These steps included reviewing the accessibility pages of peer institutions, collaborating with staff members across the university, and developing new accessibility services for the library. This webpage is now live and describes both what the library has already been doing to facilitate accessibility and new resources it now offers. Ultimately, the page aims to show students with disabilities that they belong and are welcome in the library as much as anyone else. [1] "Students with Disabilities," National Center for Education Statistics, <https://nces.ed.gov/fastfacts/display.asp?id=60>.

Learning Outcomes:

- Attendees will understand the benefits of an accessibility webpage in supporting students with disabilities and become familiar with best practices in creating one. This poster will demonstrate how accessibility webpages lead to more inclusive library environments.

Tag: Accessibility, web page development

Visualize Freely: Data Visualization Doesn't Have to Be Difficult and Expensive (Or Lessons Learned From a Data Dashboard Project)

Jerry Yarnetsky - Miami University

Our library, like yours, has storehouses of user data. Yet, we find it challenging to analyze data and create visualizations from across departments and data sources. Some apps, such as LibInsights, do a good job handling data from specific products. Other apps, such as Tableau, are expensive or difficult to learn. Our goal was to find a better workflow for analyzing, then publishing our data and visualizations, so our whole staff could reliably use it to better plan our services and communicate our worth with our community. To this end, we discovered a data science app with free academic licensing called Exploratory. It has allowed us to instantly pull data from a wide range of sources from Excel to web analytics. Due to its clear design, even starting with no knowledge of the app, we were able to develop and publish our first online visualizations in an afternoon — mapping our website's geographic reach and analyzing the hours to staff our chat reference service. This poster will share the lessons learned from our dashboard project, how we publish our interdepartmental data for our staff to access, and offer an introduction to using Exploratory.

Learning Outcomes:

- Understand the variables to consider when designing an internal data dashboard-data sharing project. + Learn about the Exploratory data science software application.

Tag: Data visualization, technology

2:10-3:00 p.m. Concurrent Sessions 3

Embedding Inclusive Excellence in an Academic Library: Strategic Planning & Infrastructure Considerations - Hickory 2

Ione Damasco - University of Dayton

While many of our libraries have issued public statements declaring a commitment to greater diversity, equity, and inclusion (DEI), many of us have struggled with how to move beyond words to enacting sustained, anti-oppressive actions. We will look at one library that used a multi-pronged, stepped approach to embed inclusive excellence as a framework in every department. Inclusive excellence recognizes an institution's ability to succeed is dependent upon how fully it values, engages, and includes the rich diversity of each of its members. First, the library formalized its diversity committee, developing a charge and requiring representation from each department. Second, the library reconfigured a senior administrator position to include oversight for library-wide DEI initiatives. Finally, the library completed an inclusive diversity strategic planning process that solicited input from stakeholders across campus, with a

particular emphasis on library employee engagement, ensuring the plan would connect to other campus DEI initiatives while meeting the needs of all library users. The presenter will discuss how these components are key to ensuring DEI frameworks are deeply embedded in a library's culture and daily operations. Participants will consider approaches to infrastructure, professional development, outreach, and strategic planning that they can use at their own libraries.

Learning Outcomes:

- Participants will learn about steps to include in a diversity strategic planning process to ensure equitable outcomes
- Participants will develop critical questions to ask at their home institutions to ensure long-term sustainability of diversity initiatives.

Tag: C2YCL, IIG, DIV, AIG

[Use tools already at your library to increase accessibility and meet DEI description and discovery goals - Cypress 1](#)

Jill Jones and Grace McGann – OCLC

Libraries are embracing the need to provide better, or even corrected, description, discovery, and delivery of resources by applying DEI principles. While this can seem an unwieldy process, chances are your library already has the tools necessary to get started and make great progress in your efforts. In this session we will look at a few of these tools, methods, and techniques to make these edits, and the resulting user experience. We will look at metadata and report on the practices libraries are adapting to change and update descriptive MARC fields easily to enhance discovery and give users increased access to more relevant search results. The session will wrap up with a time for questions and discussion so we can share experiences and brainstorm together. You will leave the session prepared to contribute to your library's strategic and tactical DEI improvements.

Learning Outcomes:

Following this session, participants will:

- Understand key challenges related to interface accessibility and applying DEI principles to metadata and library discovery that are critical to giving diverse user communities access to library resources.
- Understand the difference between usability and accessibility to inform the actions needed to meet user needs.
- Be able to use a recommended tool for testing the accessibility of interfaces in library applications.

Tag: TEDSIG, SCAig, DIV

It's an on-demand world: Exceed your library user's expectations with fast document delivery and interlibrary loan - Cypress 2

Laura D'Amato - Baldwin Wallace University and Peter Collins – OCLC

The idea that people expect to be able to get anything, anytime, anywhere is not new. Then the pandemic hit. Now, more than ever, users expect immediate access to information, personalized to their needs, and delivered in the way they prefer. As you develop your library's post-pandemic strategy, ask yourself how your ILL fits into this on-demand framework and what changes you can make to exceed your library users' expectations.

Join us for this session where we will discuss opportunities to create impactful user experiences through a vision and an ILL strategy that speeds delivery of library resources to users. By using automated processes, reducing staff intervention, and finding the suppliers that best meet your library's criteria, you achieve significantly faster turnaround times and reduce costs associated with document delivery and interlibrary loan.

You'll hear how one ILL professional gets resources into their users' hands more quickly and efficiently. You'll also hear how you can free up your ILL staff's time so they can focus on more complex ILL requests and new initiatives at your library. In this session, you'll discover how your library can provide exceptional ILL delivery in order to get what your users need fast.

Learning Outcomes:

- Attendees will learn how your library can provide exceptional ILL delivery in order to get what your library's users need fast.
- Attendees will learn how they can use automated processes, reduce staff intervention, and find the suppliers that best meet their library's criteria, in order to achieve faster turnaround times and reduce costs associated with document delivery and interlibrary loan.
- Attendees will hear how they can free up their ILL staff's time so they can focus on more complex ILL requests and new initiatives at their library.

Tag: DLIG, SCIG, SCAig

Creating an Internal Knowledge Sharing Conference: Library Staff Learning Exchange - Cypress 3

Mandi Goodsett, Brandon Walker and Terri Greer - Cleveland State University

As libraries face rapid change, more work-from-home arrangements, and the disruptive effects of the pandemic, it can be difficult for library staff to connect and share to the same extent they did pre-pandemic. Attend this session to hear about an internal library conference our libraries organized to facilitate cross-communication and knowledge sharing between our campus library colleagues. The event included pre-recorded videos, live sessions, lightning talks, and an informal social event in Zoom. The session topics were relevant to our internal work practices with applicability to our main campus and law school library personnel, and topics ranged from diversity, equity, and inclusion, to how to combat work-related stress. Our key goals included not just professional ties but also social ties, to combat some of the emotional isolation imposed by pandemic precautions. Learn how to develop a similar knowledge-sharing program at your library, regardless of size, budget, or format (online or in person).

Learning Outcomes:

After attending our session, attendees will be able to:

- Articulate the value of internal knowledge-sharing events for exchange of information and morale building.
- Develop an internal knowledge-sharing event based on the needs and capacities of their library staff.

Tag: SCIG, PROMIG, SSIG

[Building Relationships One Snapshot at a Time: Enhancing Liaison Services with Collection Development Tools - Sycamore 1](#)

Angel Clemons and Rob Detmering – University of Louisville

Cross-department collaboration has initiated changes in how we communicate with and demonstrate value to faculty. Liaison librarians provide support for researchers through consultation services, information literacy instruction, and outreach around collections. Building relationships with faculty and partnerships throughout the university is their primary role. Librarians managing collections work to ensure that the research needs of our university community are met. Throughout the last 5 years, our collections librarians have compiled a large amount of data about our resources. We wanted a way to share this information with others and developed the Collection Snapshots project as a result. The Collection Snapshots were designed as a tool that our liaison librarians can use to communicate information about our collections with faculty in their assigned departments. Collection Snapshots provide a broad view of the libraries collections and include information about database usage, top journals in an area, book holdings, and specialty collection assessments. In this presentation, we will discuss the evolution of the Collection Snapshots project, how the liaison librarians and collections librarians have worked together to communicate information about our digital and print resources, and how liaisons are using the Snapshots and other tools to communicate with faculty.

Learning Outcomes:

- Design tools to share detailed collection information and communicate library value across campus.
- Develop systematic strategies to build relationships with faculty and foster productive dialogue regarding collections.

Tag: C2YCL, SCAig, STEMIG, PROMIG, CMIG, AIG

The Inspirational Machine: AI-Model Assisted Creativity in Library Instruction - Sycamore 2

Mark Dahlquist – Miami University

A new generation of algorithms are creating, or seeming to create, examples of art, literature and music that parallel human creativity to a surprising degree. Libraries have long provided instructional support for learners interested in using digital tools for creative and communicative purposes. But to what extent should libraries provide support for tools that aim to replicate human creativity itself?

This presentation describes a study at Miami University that assessed the attitudes of creative writing students encountering the OpenAI GPT-3 AI generative model. Students used the AI to generate “completions,” based on the students’ own writings, and experimented with GPT-3’s other creative and conversational tools. Pre and post activity surveys were administered, measuring student interest in and aversion to AI-assisted creativity, and interest in potential library instruction in the use of such tools.

A second part of the presentation briefly considers a range of available AI creativity tools and approaches to introducing these in library instructions. AI tools present risks of misinformation, and can serve to echo and even amplify biases found in their training datasets; however, such tools may also present opportunities for fostering growth mindsets, and the cultivation of human creative potential.

Learning Outcomes:

- Participants will encounter examples of AI-generated creativity, in order to assess the state of the technology in this area.
- Attendees will assess the responses of student creative writers to this technology in order to understand potential users’ interest in this new category of tool.
- Attendees will consider (in connection with their own institutions) a variety of approaches to providing instructional support for AI creativity tools, and challenges and benefits these approaches.

Tag: DLIG, IIG

Lightning Talks - Birch 1

2:10 - You Really Think Someone Would Do That, Just Go on the Internet and Tell Lies? : Gen Z's Perceptions of Truth on Social Media

Olivia Hobbs - Case Western Reserve University

Generation Z (roughly 1996-2010) has come of age during two tumultuous presidential elections and a global pandemic. These events have been plagued by fake news, misinformation, disinformation, and conspiracy theories. In response, librarians, journalists, and educators have emphasized the need for media literacy. However, one facet of this phenomenon that has been largely overlooked are smaller, seemingly innocuous posts on social media that go viral despite being complete fiction. These stories are easy to fall for because they can be difficult to fact-check, especially using methods like C.R.A.P. This lightning talk will provide examples of this phenomenon to illustrate why some users create such stories, why other users fall for them, and why we, as librarians, should be concerned. Attendees will learn how to use these examples and others in the classroom to connect with students, raise their awareness about the omnipresence of (dis)information on social media, and urge them to take such cases seriously, even if they seem minor. Once students are able to recognize information even when they aren't expecting it, they'll be able to incorporate information literacy skills into their daily social media scroll and not just when doing academic research.

Learning Outcomes:

- Attendees will learn how to recognize the common qualities of these cases of disinformation in order to raise awareness with students and teach them information literacy skills to implement on social media.
- Attendees will learn how to incorporate examples of pop culture disinformation in order to teach students about the subject, without the divisiveness or emotional response that political or public health examples can create.

Tag: Instruction

2:20 Centering Disability Justice in Library Instruction

Jaclyn Spraetz - Miami University

What is the place of disability studies in information literacy and library service? What can we learn from disability justice principles and frameworks to break down barriers and create transformative teaching in the classroom? The presenter will share an ongoing project that resulted from participating in a cross-disciplinary learning community seeking to foster disability studies on its campus. The project includes developing information literacy lessons guided by disability justice theories and the ACRL Framework. As librarians continue to challenge and

advance current information literacy practices, this lightning talk will highlight the importance of disability justice as integral to informing our work.

Learning Outcomes:

- Participants will recognize disability studies' place in information literacy and public service
- Participants will identify ways to apply disability justice frameworks in their own practice.

Tag: DEIA, instruction

2:30 - Breaking Down Barriers to Information Access for Community College Librarians and Students and Working with Non-traditional students and Methods for Helping Conquer Library and Research Anxiety.

Aaron Greene - Lakeland Community College

Barriers to information access are a common issue encountered in community colleges. Whether it is because of funding issues, priorities of the school or the expenses of paying database vendors such as EBSCO, community college librarians will encounter barriers. For students, the barriers can be greater. The presentation will explore different methods that library faculty and staff can use to work with non-traditional students and students who have library and research anxiety and how the librarians form relationships with students, and this will be done as a literature review. Both of those situations present themselves when students work in a one on one or group setting with a librarian. At my institution, there were situations during the pandemic that necessitated different solutions to the issue of information access such as giving away Chromebooks to students with Wifi access issues or working over teaching platforms such as Webex in 1-1 settings or information literacy classes and continuing to do so after returning to campus. Different ways for librarians to gain relationships with students will also be explored in this presentation.

Learning Outcomes:

- Participants will learn new methods for working with non-traditional students in order to implement the methods that they have learned from both the literature review and listening to other participants.
- Participants will learn new ideas on how to work with students with library or research anxiety based off of the literature review and from talking to other audience members about how they have helped students in those situations. They will be encouraged to try different methods with students and take longer with students
- Participants will gain new ideas on how to form relationships with students. These ideas will be gained from the literature review and from listening to other participants.

Tag: Instruction, equitable access, community college

2:40 - Remaking the Makerspace: Transformational Student Training

Lori Chapin and Sarah Nagle - Miami University

In a library makerspace, student training can be less straightforward than traditional library environments. Students are required to be aware of a wide variety of tools, techniques, software, and patron interactions. Makerspace student worker training presents new challenges, but also opportunities. This presentation demonstrates a unique model of student training developed by staff at an academic library makerspace. When 10 new student workers were hired in fall 2021, there was a need to establish a program of training that allowed students to gain confidence and take ownership of their employment experience. Because learning makerspace technology can sometimes be an intimidating undertaking, staff sought a training program that gave students an achievable path towards mastering a wide range of equipment and skills. As most of the newly-hired individuals were first-year students, retaining their employment during their entire time at the university was highly desired. With all of this in mind, staff developed a training program that used aprons as a canvas to display physical representations of students' skills. For each machine that students mastered, they added an element created on that machine to their aprons. We will present attendees with the tools to implement similar training models in their own makerspaces.

Learning Outcomes:

- Create visual displays of student training in order to empower student workers
- Implement steps to position students as makerspace stakeholders

Tag: Student worker training, makerspace

2:50 - Building a New Model Library

Brittany Brannon - OCLC

We interviewed 29 library leaders from around the world in the first half of 2020 to discuss emerging library models in response to the changes caused by the COVID-19 pandemic. Leaders were asked to reflect on their long-term vision for libraries as a result of changing practices and environments. These transformations and aspirations are described as movements toward a New Model Library.

Learning Outcomes:

- Identify future trends in libraries in order to analyze their own library's trajectory

- Apply the new model library framework in order to make proactive, strategic choices

Tag: Library trends

3:10-4:00 p.m. Concurrent Sessions 4

Ideas for Action: Creating and Collaborating for Inclusive Teaching - Hickory 2

Sarah Nagle and Abigail Morgan - Miami University

The process of embedding anti-racist practices into library instruction is vitally important, especially as we and our students navigate ongoing systemic injustices at our institutions, in our communities, and on a national level. But this process can also seem daunting for many reasons. In 2020, a group of twelve librarians at our institution came together to create an Inclusive Teaching Interest Group in order to develop or deepen our praxis of critical pedagogy. These librarians come from a variety of backgrounds and disciplinary focuses, allowing us to learn from each other as we read articles, discuss topics related to critical pedagogy, and develop shared goals and teaching practices. This session will provide an opportunity to begin a discussion on inclusive instructional practices and envision how librarians can feasibly incorporate these practices into their work with three example activities. Having a shared community of practice surrounding inclusive pedagogy safeguards individual librarians from burnout in the face of the sometimes overwhelming task of staying informed, analyzing our own biases, educating our students, and creating inclusive teaching environments.

Learning Outcomes:

- Gain actionable group activities in order to brainstorm anti-racist methods of academic librarianship.
- Understand how communities of practice can reduce burnout and allow for librarians to stay current on the latest research on critical pedagogy

Tag: C2YCL, SCAig, IIG

Reflective Practice for Library Employees: Identifying Changes to Initiate - Cypress 1

Jolene Miller – The University of Toledo

How do we know when we need to make changes at work? How do we know what changes to make? Applying intentional reflection (also called reflective practice) provides insight and answers to these questions. The literature of reflective practice can be intimidating, with many models, questions, and frameworks. Within the library literature, the focus on using reflective

practice to improve instruction leads readers to think that perhaps reflective practice is not relevant to them. This experiential session is designed to show participants that reflective practice is relevant to any library employee, regardless of the type of work they do. A simple reflective model will be presented, then each participant will apply it to a work situation using reflective writing, followed by reflective conversation with one or two other participants. There will also be scheduled time for participants to ask questions and talk about their reflective practice experiences, barriers they might encounter, and ways to overcome these barriers, and how they might start or continue to apply intentional reflection to work. Participants will leave the session with skills and confidence to use reflective practice to identify where in their work they may need changes and what changes might be made.

Learning Outcomes:

- Participants will be able to: (1) engage in reflective writing and reflective conversation in order to better understand the process of reflective practice, and (2) identify ways in which reflection practice can be applied to their current position in order to improve performance.

Tag: IIG, SSIG

[Designing and Testing Library Websites for Maximum Usability and Accessibility: Engaging Computer Science Faculty and Students to Aid in the Effort - Cypress 2](#)

Charles Vesei, Rachele Kristof Hippler and Alexander D. Zemskov – Baldwin Wallace University

Library website redesigns can be overwhelming and expensive for libraries with limited budgetary and staff resources. This presentation will provide an overview of how an aging library website was completely overhauled on the Springshare's LibGuides CMS platform involving close collaboration with a computer science faculty member and group of undergraduate student researchers. Emphasis will include how focus-groups, usability testing, UX, accessibility, and best-practices design principles were incorporated before and after the project began. Additionally, an innovative process that evaluated website usability using the latest eye-tracking hardware and software will be described. During the Q&A, the presenters will engage the audience by asking them to share their experiences with website redesigns and tips for collaborating with faculty and students.

Learning Outcomes:

Session attendees will:

- Learn about how to engage faculty expertise and turn a library website redesign project into a real-world, hands-on, experiential learning experience for students.

- Learn about maximizing UX design for evaluating a website with campus focus groups, end-user studies, and eye-tracking hardware & software.
- Learn about steps on overhauling and re-designing a library website from start-to-finish.

Tag: DLIG, C2YCL, TEDSIG, STEMIG, PROMIG

Building the plane as you fly!: Implementing Diversity Statements in Library Job Postings - Cypress 3

Cara Calabrese, Krista McDonald and Elizabeth Kerr – Miami University

Our university rolled out diversity statements for faculty job postings and the library wanted to be at the forefront of this initiative. The library's DEI Committee was appointed to consider such things as: How to request a diversity statement; the need to develop a rubric for assessing statements objectively; determining the training required so that reviewers can effectively engage with candidates' statements. Members collaborated with the Office of Institutional Diversity and Inclusion to learn about best practices and existing university policies. Then used that knowledge to build a rubric that was better suited for libraries rather than traditional faculty positions. During this work a new library position was approved to include a diversity statement. So now we continue to build the plane as we fly! Our presentation will share how we worked with campus partners to align internal library work with university level initiatives and how we developed and tested our new rubric to prepare for library wide deployment. We will also share our recommendations for using the rubric, our practical application, and what other considerations we evaluated during the development process.

Learning Outcomes:

- Attendees will recognize the value of using a rubric in order to evaluate candidate diversity statements fairly when serving on hiring committees at their universities.
- Attendees will gain experience working with a rubric to assess candidate diversity statements in order to fairly and evenly evaluate them while serving on search committees.
- Attendees will gain insight into the importance of partnering with other university departments and use their expertise in order to craft a rubric that meets the goals of the institution and is well designed.

Tag: C2YCL, SCAig, SUSIG, PROMIG, AIG

Contactless Library Services: Case Studies from Ohio's Private Academic Libraries - Sycamore 1

Derek Zoladz – OhioNET, Rebecca Raeske-Grinch – Otterbein University, Laura D'Amato – Baldwin Wallace University, and Noreen Mulcahy – Mount Carmel

While contactless library services have been available for decades, there's been a distinct shift in the design of and expectations from contactless services in the last few years. Whether accelerated by the pandemic, or by the expansion of contactless services in adjacent industries, there's an increasing demand for simplicity and convenience of library services. A smooth user experience on the surface often involves complex behind-the-scenes procedures, requiring a depth of technical knowledge, cross-organizational communication skills, and a high level of patience and understanding as the process for creating new service models that remove barriers to accessing library resources can be burdensome.

This session will showcase three case studies of new contactless library services from three different private academic libraries in Ohio.

Learning Outcomes:

- Learners will be able identify the major component parts of several contactless library services in order to sketch out a plan for implementing new service models
- Learners will be able to estimate their implementation readiness level, in order to identify campus partners or skills gaps required to successfully implement contactless services

Tag: TEDSIG, SUSIG, PROMIG

[Crisis Management: Creating a safe and supportive environment for the human and the work - Sycamore 2](#)

Matthew Wisotsky – Wayne State University

While the global pandemic allowed personal and professional crises to be a more predominant factor of daily life, crises are ever present and must be regularly acknowledged to maintain the wellbeing of the person and the work. As responsibilities, environments, and priorities change, so too do the capacities of an individual to understand and contribute to managing personal and professional problems. This can result in an increase in anxiety and a decrease in morale, which could negatively impact the individual, their work, and the personal and professional communities they are linked to. The presentation will focus on recognizing the power of vulnerability, the strength of personal and professional networks, and the possibility to positivity contribute to creating a safe and supportive environment for the individual, their colleagues, and their institutions, regardless of their position. The lessons learned, and experience lived, over the past two years should be treated as a tipping point in creating innovative processes that promote inclusivity, engagement, and empowerment, to ensure the wellbeing of us all, as humans, that will contribute to positive advancements within the Library profession.

Learning Outcomes:

- Library leaders will assess their roles within their organization and consider how they can contribute to becoming a true ambassador of support for their colleagues
- Establish a stronger sense of creating a safe and supportive environment that primarily focuses on the person's wellbeing which, in turn, helps for the institution to meet its overall goals and objectives (instead of the other way around)
- All attendees will determine new and inclusive ways to leverage strengths and establish a collective community to assist one another with solutions-based thinking to help themselves, as individuals, and their library, as a whole, reach its full potential.

Tag: SUSIG, SSIG

Time to face the music: Equipping staff to develop competence and build confidence after a library consolidation - Birch 1

Jacey Kepich – Case Western Reserve University

In summer 2020, Case Western Reserve University's music collection unexpectedly moved into its main library after operating as a branch location for over thirty years. While the change reduced operating costs and improved collection access, it also created challenges for frontline staff unfamiliar with music materials who suddenly needed to help patrons use them. As a result, the music librarian collaborated with the library's Access and Delivery (A&D) team to help them become more comfortable working with a music collection. After consulting the A&D team leader, who gathered and shared staff feedback, the music librarian identified and prioritized steps to address knowledge gaps. As a result, she provided one-on-one training, group presentation, and online tutorials to explain key concepts such as music uniform titles, item types and locations, as well as basic reference interview skills. The move also offered an opportunity to reevaluate policies and procedures; frontline perspectives inspired clarifications such as better signage and item labeling to assist accurate shelving. With the help of accessible guidelines, followup assessment, and ongoing training, the learning process has improved collegial teamwork, demonstrating how the consequences of change can be leveraged to benefit an entire community.

Learning Outcomes:

- Attendees will learn from a case study the challenges and opportunities presented by a collection move, and become familiar with steps that can be taken to navigate service transitions, including assessment strategies, which neither need to be formal or complicated to be effective.
- Attendees will consider unique needs of managing music materials, and how strategies for helping non-music specialists - such as one-on-one training, quizzes, and tutorials, can be applied to any context that requires becoming familiar with a new collection.

Tag: SCAig, CMIG, SSIG

Schedule

Thursday Evening Pre-Conference and Social, sponsored by [OhioLINK](#), [OhioNet](#), and [GALE CENGAGE Learning](#)
 Fee and registration required for pre-conference: <https://www.alaoweb.org/event-4964633>
 Friday Schedule below. For full session descriptions see [JUMP TO](#) links.

Registration & Breakfast -- 8:00 - 9:00 a.m. - Grand Ballroom						
Business Meeting -- 8:45 - 9:00 a.m. - Grand Ballroom						
Keynote Address: Alexia Hudson-Ward 9:00 - 9:50 a.m. - Grand Ballroom Sponsors: OhioLINK, OhioNet, Gale Cengage Learning						
Session 1-- 10:00 -10:50 a.m.						
Hickory 2	Cypress 1	Cypress 2	Cypress 3	Sycamore 1	Sycamore 2	Birch 1
DEI in Action: Conversations on Embedding Diversity, Equity, and Inclusion in Daily Practice (SCAig, IIG, DIV)	A's Aren't Everything: Leveraging the Tipping Point to Redefine Student Success (DLIG, C2YCL, IIG, AIG, PROMIG)	Library Support for Systematic Reviews: An Introduction for Social Science Librarians (C2YCL, IIG, STEMIG)	Digital Preservation as Activism: Ensuring Access to Ukrainian eResources in Peril (SCIG, TEDSIG, SCAig, IIG)	A Third Space STEM Library: Preparing to Deliver Service in a Learning Commons (SCIG, TEDSIG, STEMIG, CMIG)	Initiating Change One Workshop at a Time: Creating an Information Literacy Workshop Series for Instructors (DLIG, C2YCL, IIG, PROMIG, AIG)	Acquisitions Is in the House: Navigating transitions in Academic Library Acquisitions Units (C2YCL, TEDSIG, SCAig, SSIG)
Session 2 – 11:00 - 11:50						
Hickory 2	Cypress 1	Cypress 2	Cypress 3	Sycamore 1	Sycamore 2	Birch 1
Understanding your library culture: tips for Managing Up & Managing Out (SCAig, DIV, PROMIG, SSIG)	Bite size projects to promote and highlight Diversity, Equity, and Inclusion in your Library's collection (C2YCL, TEDSIG, SCAig, PROMIG)	When Librarians Rank Last: First-Year Student Research Readiness, Library Intimidation & High School Experiences (DLIG, C2YCL, TEDSIG, IIG)	Student Employees as Collaborators: Re-imagining the role of student staff in a reference service point (SCAig, IIG, AIG)	Searching for Familiarity in the Time of Covid: Creating a YouTube-style Instructional Video Channel for Undergraduate Nursing (C2YCL, IIG)	OhioLINK Luminaries Program: Lighting career pathways in data and information (SCAig)	No Session (Canceled)
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 NorthPointe Ballroom 2 Break Area -- 1:30 - 4:30 p.m.						
Session Three -- 2:10 - 3:00 p.m.						
Hickory 2	Cypress 1	Cypress 2	Cypress 3	Sycamore 1	Sycamore 2	Birch 1
Embedding Inclusive Excellence in an Academic Library: Strategic Planning & Infrastructure Considerations (C2YCL, IIG, DIV, AIG)	Use tools already at your library to increase accessibility and meet DEI description and discovery goals (TEDSIG, SCAig, DIV)	It's an on-demand world: Exceed your library user's expectations with fast document delivery and interlibrary loan (DLIG, SCIG, SCAig)	Creating an Internal Knowledge Sharing Conference: Library Staff Learning Exchange (SCIG, PROMIG, SSIG)	Building Relationships One Snapshot at a Time: Enhancing Liaison Services with Collection Development Tools (C2YCL, SCAig, STEMIG, PROMIG, CMIG, AIG)	The Inspirational Machine: AI-Model Assisted Creativity in Library Instruction (DLIG, IIG)	Lightning Talks (IL; library trends; makerspaces; DEI/Disability in instruction; IL/research anxiety)
Session Four -- 3:10 - 4:00 p.m.						
Hickory 2	Cypress 1	Cypress 2	Cypress 3	Sycamore 1	Sycamore 2	Birch 1

<p>Ideas for Action: Creating and Collaborating for Inclusive Teaching (C2YCL, SCAig, IIG)</p>	<p>Reflective Practice for Library Employees: Identifying Changes to Initiate (IIG, SSIG)</p>	<p>Designing and Testing Library Websites for Maximum Usability and Accessibility: Engaging Computer Science Faculty and Students to Aid in the Effort (DLIG, C2YCL, TEDSIG, STEMIG, PROMIG)</p>	<p>Building the plane as you fly!: Implementing Diversity Statements in Library Job Postings (C2YCL, SCAig, SUSIG, AIG, PROMIG)</p>	<p>Contactless Library Services: Case Studies from Ohio's Private Academic Libraries (TEDSIG, SUSIG, PROMIG)</p>	<p>Crisis Management: Creating a safe and supportive environment for the human and the work (SUSIG, SSIG)</p>	<p>Time to face the music: Equipping staff to develop competence and build confidence after a library consolidation (SCAig, CMIG, SSIG)</p>
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