



The Catholic University of America
Library and Information Science

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*The Department of Information Sciences
The Catholic University of America*

17TH ANNUAL BRIDGING THE SPECTRUM SYMPOSIUM

Pryzbyla Student Center
Friday April 11, 2025

2025 Symposium Schedule

8:30 AM - 9:00 AM	Registration Continental Breakfast	
9:00 AM - 9:15 AM	Opening Session	
9:15 AM - 10:15 AM	Keynote Address: Drawn to Service: David Mao in Conversation with Robert Newlen David Mao , Librarian of the Supreme Court of the United States Robert R. Newlen , Interim Principal Deputy of Library of Congress	
10:15 AM - 10:30 AM	Break	
10:30 AM - 12:00 PM	Session 1 (Briefing) Artificial Intelligence and Libraries Great Room A	Session 2 (Workshop) Making Libraries Inclusive of Disabled and Neurodiverse Employees Room 321/323
12:00 PM - 2:00 PM	Lunch , Great Room B	
	Poster Session , Great Room C	
2:00 PM - 3:30 PM	Session 3 (Briefings) Community Engagement and Services Great Room A	Session 4 (Briefing) Technology for Information Services Room 321/323
3:30 PM - 3:45 PM	Break	
3:45 PM - 5:00 PM	Session 5 (Panel) Empowering Legal Research with Business Insights Great Room A	Session 6 (Briefings) Service Innovations Room 321/323

Online Program Access

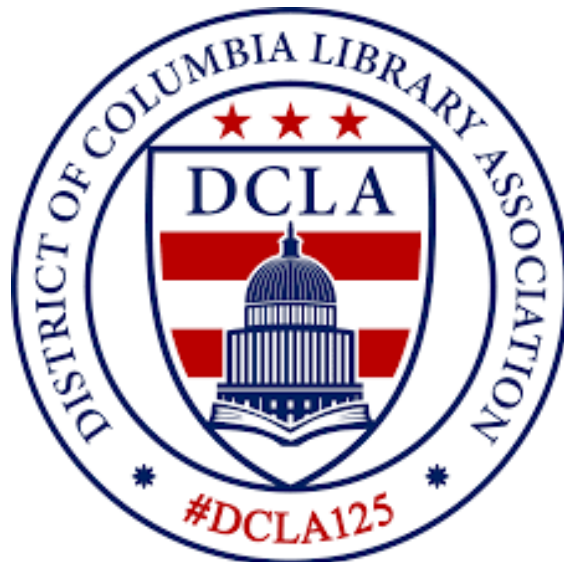


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Keynote Address

Drawn to Service: David Mao in Conversation with Robert Newlen



David Mao

Librarian of the Supreme Court of the United States

David Mao is the 12th Librarian of the Supreme Court of the United States. He joined the Court in July 2024 from the Georgetown University Law Center where he served as chief operating officer and was responsible for the school's administrative operations. From 2005 to 2017, he served in various roles at the Library of Congress, including as the 23rd Law Librarian of Congress, the Deputy Librarian of Congress, and acting Librarian of Congress. Mr. Mao earned his B.A. at The George Washington University, his J.D. at Georgetown University Law Center, and his M.S.L.S. at The Catholic University of America.



Robert R. Newlen
Interim Principal Deputy, Library of Congress

Robert R. Newlen is Interim Principal Deputy of Library of Congress and has a 43-year career at the Library of Congress, holding leadership positions in the Congressional Research Service (CRS), the Law Library and as Deputy Librarian of Congress. He most recently completed a 14 month term as Interim Director of CRS and currently serves as a Special Advisor to the Director. He served in a number of leadership positions in CRS from 1975 until 2010. They included: assistant director of Knowledge Services Group (KSG); deputy assistant director, KSG; head, CRS Legislative Relations Office; supervisory team leader of the Senate Reference Center; and head, Inquiry Unit. Subsequent positions in the Library included assistant law librarian for Collections, Outreach & Services; Library of Congress chief of staff; and deputy Librarian of Congress. Newlen has held a variety of positions in the American Library Association (ALA), which includes serving as a member of the Executive Board and senior trustee of the ALA Endowment. He was the recipient of the ALA Medal of Excellence in 2016. He has also been active in the International Federation of Library Associations and Institutions, and the Joint Council of Librarians of Color. Newlen holds a bachelor's degree in political science and French from Bridgewater College; a master's degree in art history from American University; and a master of science in library science degree from Catholic University.

Morning Breakout Sessions, 10:30 a.m. - 12:00 p.m.

Session 1. Briefings: Artificial Intelligence and Libraries

Moderator: Heather Wiggins

Activating *Our* Intelligence: A Common-Sense Approach to AI

Dorothy Stoltz – Waldo Publishers, Stoltz Creative Consulting

We are being bombarded with news about artificial intelligence. While many, including libraries, are jumping on the bandwagon, we must remember that AI – a finite and precarious tool – cannot do our thinking for us. AI is a tool to be used by thinkers. Join us to explore tips and strategies for redefining the role of libraries through curiosity, hope, and discovery. This session doesn't focus on specific AI tools, per se; instead, it teaches how to activate creative thinking and enrich our daily activities in practical ways, regardless of the challenges or technologies we encounter. The goal is to help library staff members jumpstart their creative thinking and develop healthy habits to fully engage in the work they do, including helping themselves and library customers deal with artificial intelligence.

Bridging Informational Justice and Privacy Principles for Ethical AI Integration

Nina-Simone Edwards – The Catholic University of America

Artificial intelligence (AI) is increasingly integrated into libraries, streamlining operations and enhancing accessibility. However, its adoption raises concerns about data privacy, algorithmic bias, and informational justice. This presentation explores these challenges, advocating for a dual framework that incorporates privacy protections and informational justice principles for ethical AI implementation. Key privacy issues include data collection, retention, and third-party involvement, which may erode patron trust. AI systems can also heighten surveillance fears and create transparency gaps. Additionally, informational justice concerns, such as equitable access and algorithmic discrimination, must be addressed to prevent disproportionate impacts on marginalized communities. Analyzing legal frameworks and responses from organizations like IFLA, this presentation highlights gaps in addressing both privacy and informational justice. It calls for AI policies that prioritize transparency, accountability, and equity, ensuring libraries remain trustworthy and inclusive spaces for learning in the AI era.

A Law Librarian's Argument Against Generative AI As Access to Justice Panaca

Rebecca Katz – JusticeAccess

Generative Artificial Intelligence is this decade's Internet: a technology that is going to democratize information and minimize access disparities. Lawyers in the private sector and in legal services believe that Gen AI is going to close the justice gap and be a valuable tool for self-represented litigants. But will it? This presentation will temper this excitement by identifying key skills brought to access to justice by librarians, such as conducting effective reference interviews, encouraging information literacy, and understanding the organization of information, and

demonstrating that the value brought to access to justice by these skills cannot be replaced by artificial intelligence.

Conceptualization of AI Literacy Competencies

Nina-Simone Edwards – The Catholic University of America

Sue Yeon Syn – The Catholic University of America

Despite AI's widespread integration, AI literacy lacks a consistent definition. Librarians and information professionals have long defined literacies—such as information, data, and media literacy—to empower individuals in gathering and assessing information. As AI's role expands, similar definitions and competencies are needed. Scholars have proposed AI literacy frameworks, but many focus on technical expertise, making them difficult to apply in public or academic libraries. Broader competencies exist, but they often lack practical application for the average person. A 2022 Pew poll found that many people don't recognize their daily AI interactions, such as music or book recommendations. Given this gap, AI literacy competencies must consider that most individuals remain unaware of AI's complexities. This project builds on prior research to define AI literacy and develop competencies suited for both public and academic library contexts, ensuring they are accessible and applicable to a wide audience.

Session 2. Workshop: Making Libraries Inclusive of Disabled and Neurodiverse Employees

Keren Dali – Research Methods & Information Science, Morgridge College of Education, University of Denver

Kim M. Thompson – iSchool, University of South Carolina

Merinda McLure – University of Colorado Boulder

Frederick Charles Carey – University of Colorado Boulder

This interactive workshop will engage attendees in learning about (1) different types of disabilities and neurodiversity seen in library workspaces; (2) barriers experienced by disabled and neurodiverse LIS graduates on the job market; (3) firsthand accounts of their struggles and triumphs at the workplace; and (4) evidence-based recommendations for improving LIS workplaces in terms of day-to-day practices, personal attitudes, and institutional policies. The session will center study participants' own voices and engage workshop attendees in interactive activities that will involve cognitive, behavioral, personal, social, and emotional aspects of learning. The workshop is designed to be relevant to all types of libraries, archives, and other information organizations. We welcome library and archives managers of all levels; LIS students and soon-to-be graduates; LIS educators; and academic colleagues from other departments who are interested in accessible workplaces.

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Poster Session, 12:00 p.m. - 2:00 p.m.

New Tech, Old Money: The Budgeting Implications of E-books on United States Public Libraries

Peregrine Low – The Catholic University of America

The rise of e-books over the past decade introduces a unique opportunity to connect with communities beyond the bounds of library walls, but comes with challenges. Public libraries currently face an alarming decrease in foot traffic and federal funding and by offering free lending apps (e.g. Libby) for books and other media, libraries can attract previously unengaged patrons and promote services. E-book titles bolster collections, expand accessibility and human rights, and keep libraries current while at the same time may incur financial challenges and legal pitfalls due to copyright restrictions (e.g. “one copy, one user” versus “pay-per-use” models), sometimes at the cost of other library programs. This poster will comprehensively review the pros and cons of implementing e-books as a new information technology with respect to public library budgets and argue that e-books can establish approachability and reliability for libraries, contributing a strong argument for increasing federal funding.

Evaluating and Improving Student Worker Training

Katherine Schoonover – The Catholic University of America

Katherine Palazzolo – The Catholic University of America

Student workers play a crucial role in academic library services, yet their training often lacks structure and sufficient preparation for the demands of an information desk. At The Catholic University of America’s Mullen Library, Information Desk student workers assist with research questions, technology troubleshooting, and directional inquiries, but current training provides limited hands-on experience and ongoing support. This study examines the existing student worker training model at Mullen Library, drawing from supervisory experience and feedback from student employees. Workers reported feeling unprepared for the breadth of inquiries, uncertain when to seek supervisor support, and disconnected from their coworkers. These insights, combined with a review of scholarly literature on student training in academic libraries, highlight opportunities for improvement, including extended training, peer learning, and structured feedback mechanisms. By evaluating current practices and incorporating student perspectives, this study offers recommendations for more effective training models that benefit both student workers and the libraries that rely on them.

Research Trends in Information Behavior Studies Using Eye Tracking Techniques: A Systematic Literature Review

Laura Lannan – The Catholic University of America

Sue Yeon Syn – The Catholic University of America

This paper analyzes 103 studies published between 2004 and 2023 to identify research trends in information behavior research using eye-tracking. Eye-tracking technology has become a

valuable tool to study Information Behavior (IB), and the findings of this study indicate a significant increase in eye-tracking studies since 2014 with high levels of collaboration between fields such as psychology and computer science. Substantial international and interdisciplinary collaboration was also identified, along with frequent integration of eye-tracking methodologies with more conventional IB research methods like surveys and interviews. There was a notable emphasis on online and web-based contexts as well as studies focusing on populations of university students. This paper overall contributes to a deeper understanding of how eye-tracking can enhance information behavior research and provides insights into emerging methodological trends and developments in the field.

Early Literacy and Community Outreach through Imaginative Storytelling

Michel Garcia – University of Denver

Paulina Moreno – University of Denver

Isabella Morrisette – University of Denver

Kayla Shaw – University of Denver

The poster presents the conceptual development of a community engagement initiative called “Imaginative Storytelling for Children and their Caregivers.” In this program, library staff would invite families to join them online for a fun and interactive storytelling experience that would spark creativity and imagination! “Imaginative Storytelling for Children and their Caregivers” is conceived as a space for community members to get resources and help their young ones develop skills for literacy and storytelling. The program combines online technologies (Zoom) with traditional media (crayons and coloring pages), allowing children from different communities to meet and celebrate diversity and inclusivity from an early age. The proposed program is low-cost and easy to implement for any library.

In search of ultimate design for digital collections interface: Based on behaviors, strategies and needs of archival users

Kee-Young Moon – University of Maryland

The search and browse interface for UMD Libraries' digital repositories launched in 2020, providing staff with administrative functions for digital objects. Digital Programs & Initiatives (DPI) conducted staff interviews to identify user needs, which were translated into use cases for development. However, not all use cases were implemented. Recently, UMD Libraries completed data migration to a new system and began upgrading the administrative interface to enhance search functionality. Meanwhile, the public interface faces increasing feature requests. To create a consistent experience, the team is leveraging the staff interface as a foundation for public search improvements. Currently, staff must switch between misaligned interfaces, reducing efficiency. This study reviews literature on archival search behaviors to reassess past use cases and identify new needs before the next design phase.

Support they didn't know they needed: Creating, advocating, and implementing Interactive Online Information Literacy Tutorials in a new First Year Seminar

James Parrigin – Salisbury University Libraries
Katie Delezenski – Salisbury University Libraries
Elizabeth Workman – Salisbury University Libraries

Research librarians at a regional university found that new First Year Seminar (FYS) courses lacked Information Literacy, an institutionally agreed-upon essential competency of the program. Despite its importance, librarians were initially excluded from the FYS curriculum development, raising concerns about students' research skills. With 42 FYS sections launching in Fall 2024, traditional in-person library instruction was impractical. To address this, librarians created interactive online modules based on Information Literacy outcomes, providing foundational research skills and aligning coursework with program goals. They conducted a needs assessment, designed engaging modules with quizzes and scenario-based activities. Librarians also advocated for faculty adoption, demonstrating the modules' value and securing broad faculty buy-in. After the first semester, they assessed student engagement and learning outcomes through quizzes and feedback. By taking initiative and leveraging online learning tools, librarians addressed a critical instructional gap in the FYS program, ensuring that Information Literacy remained an integral part of first-year students' academic experience

Mapping Library-Community Participatory Network: U.S. Librarians' Perspectives of Participatory Practice

Hayley Park – University of Maryland, College Park

Serving immigrants has been an essential part of library services since the early 20th century in the United States. However, despite the long history, the repertoire of immigrant services in libraries has not evolved much beyond the traditional set of language-learning programs, often criticized due to the perceived low relevance of the resources and lack of accessibility. To address such a disconnect between intended users and provided services, participatory methodologies have been encouraged when working with historically and traditionally marginalized communities. Zooming in on the precise intersection of U.S. library workers' experiences of employing participatory practices in their work with local immigrant communities, this mixed-methods study aims to create an overview of the library-immigrant community participatory network that shows how distinct actors are related and influence the process as well as the outcome of co-design efforts from the library workers' perspectives.

Between Two Worlds: The Job Satisfaction of Library Staff Members who Hold MLS Degrees

Melissa Becher – American University Library

This poster discusses research in progress to study the job satisfaction of library support staff members who hold the MLS degree. What data can be found suggests that MLS holders comprise a significant number of library support staff, yet little is known about their experiences as a group. The library science literature tends to mention staff MLS holders whenever there is an economic stressor in the librarian hiring landscape, holding them up as a visible indicator of an underlying problem. My study seeks to understand the experiences of MLS holders in

support staff positions across technical and public services, including reasons for being in these positions, relationships with MLS holders in librarian positions, other support staff, and library administrators, and the factors that have the greatest impact on their job satisfaction. I hope to suggest support strategies that may increase job satisfaction and professional growth among members of this group.

Cultural Heritage Destruction in Armed Conflict: Why Should Librarians Care?

Claire Joseph – The Catholic University of America

Cultural institutions (libraries, museums, and archives) have been increasingly viewed as having political agendas. They champion the access to and the tools to evaluate information and knowledge which can be seen as political stances. Cultural heritage is a unique form of cultural knowledge that has become a target in wars due to it possessing worldviews that conflict with that of an aggressor. This research expands on the American Library Association's Core Value of public good, with an international definition of public, and aims to link cultural heritage destruction with spreading misinformation as a tool of war. It explores the different strategies used by organizations to preserve unique cultural heritage markers in response to the Russo-Ukrainian and Israel-Palestine conflicts. It argues that LIS professionals need to be equipped with the tools and knowledge to protect cultural heritage in times of intense conflict, and create the protection plans as soon as possible, to avoid efforts being "too late."

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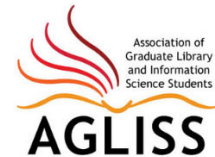
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Afternoon Breakout Sessions, 2:00 p.m. - 3:30 p.m.

Session 3. Briefing: Community Engagement and Services

Moderator: Sue Yeon Syn

Managing and Analyzing Information: The Information Behavior of Black Single Mothers with Terminal Degrees

Kiera O'Shea – University of South Carolina

This presentation examines the information behavior of Black single mothers with terminal degrees, exploring how they seek, manage, and use information across academic, professional, and personal spheres. Using Elfreda Chatman's small world theory and life course theory, the study investigates how race, gender, and socio-economic status influence their information strategies. Through qualitative case studies, including interviews and focus groups, the research highlights their unique challenges and opportunities in accessing and managing information. Key findings reveal how these women engage with formal and informal networks, navigate barriers, and manage resources for success. The presentation will discuss the implications for designing data management systems and information services that better serve underrepresented populations. It offers actionable insights for information professionals and policymakers, emphasizing the need for inclusive systems that address the complex, intersectional experiences of Black women in academia.

Indigenous Knowledge and Tribal Citations: The Impact of Inclusivity in Academic and Non-Academic Law libraries

Alayna Jasso – The Catholic University of America

This research proposal aims to investigate the impact of including Indigenous knowledge and culturally appropriate training in Tribal citations in academic and non-academic law libraries. Despite a large output of legal information of the 574 federally recognized tribal governments in the United States, standardization of Tribal law citations and library collections have historically underrepresented these sources. It is important to note that this research proposal does not aim to offer a standardization of the tribal citations, but to examine the impact when they are utilized. Through a mixed methods approach, the use of content analysis and the creation of a code schema to generate quantitative data the study aims to show the importance of the inclusion of Indigenous knowledge and training surrounding Tribal law citation practices. The proposal will highlight the importance of diversity within the legal information field in both academic and non-academic libraries and how inclusion creates more opportunity to improve patron engagement. The study also aims to highlight how law libraries can benefit from collaboration with Tribal nations.

Reading Practices of Chinese Speakers and Their Interactions with Public Libraries

Keren Dali – Research Methods & Information Science, Morgridge College of Education, University of Denver

Yating Zhu – Curriculum & Instruction, Morgridge College of Education, University of Denver.

LIS studies rarely explore reading practices of Chinese-speaking communities within and outside of libraries. Based on the results of an empirical survey-based study of Chinese-speaking readers in the states of New York and Colorado, this presentation will discuss the many facets of their reading lives. It will examine their post-migration reading behaviors and readers' relationships with public libraries in the context of their pre-migration reading histories and reading trends in their places of origin. It will also explore Chinese-speaking patrons' engagement with library programming and other information and culture agencies, such as community centers and bookstores. The study findings will shed light on the Chinese-speaking patrons' reading preferences in terms of format and language. They will also provide insights into library patrons' participation in leisure activities beyond reading and the reasons for the significance of these activities.

Session 4. Briefing: Technology for Information Services

Moderator: Shane MacDonald

The Role of Academic Libraries in Digitizing U.S. Student Newspapers

Ben Leubsdorf – Library of Congress

Academic libraries are playing a critical role in preserving and ensuring long-term access to newspapers produced by students on college campuses. This study provides an overview of student newspaper digitization efforts in the United States by assessing the current status of 177 “newspapers of record” at large research universities. In all, 109 (62%) of those newspapers have been fully digitized, an additional 48 (27%) newspapers are partially digitized, and 20 (11%) newspapers lack digital surrogates for their pre-internet print editions. Among the 157 partially or fully digitized collections, the vast majority (127, 81%) are hosted by university libraries and archives. Unsurprisingly, universities with access to more resources are more likely to have digitized their campus papers – which raises the prospect that uneven digitization could create structural bias in the records that will be used by future historians and other researchers.

All together now: reflections on a consortial ILS migration

MD Galvin – USMAI Library Consortium

Joseph Koivisto – USMAI Library Consortium

Beginning in 2021, the University System of Maryland and Affiliated Institutions library consortium (USMAI) migration to Ex Libris's Alma / Primo VE suite of library applications was a far-reaching, high impact initiative that required active collaboration and strong managerial guidance. The migration successfully ended in 2024 with all 17 member institutions onboarded to the new system and workflows. As co-managers of the central consortial technical staff, we shared parallel and connected responsibilities for oversight of both the project and systems administration. In this presentation, we will reflect on this initiative and provide our critical reactions to the nature of such a large initiative. We will provide a general overview of the project management structure used to coordinate the efforts of central staff and our extensive, geographically-distributed consortial partners. Furthermore, we will discuss the scope and

variety of systems coordination that influenced project activities. Lastly, we will discuss the lessons learned from this project with recommendations for optimizing management approaches to achieve a successful migration.

Bridging Siloed Databases by Building Shared Wikidata Practices: The Smithsonian AWHI Adding URIs Project

Rachel Menyuk – National Museum of the American Indian, Smithsonian

Kara Lewis – Cataloging and Collections Information, National Museum of American History

Amanda Sorensen – National Museum of the American Indian, Smithsonian

Smithsonian Institution (SI) repositories maintain people records associated with collections information within multiple database systems, often without reference to an external authority identifier. This results in name data that is often siloed within multiple SI databases as “local” names. This siloing and the prevalence of “local” names presents significant challenges to sharing data across the institution. The Adding URIs project, funded through the Smithsonian American Women’s History Initiative, aims to build data sharing practices by developing institution-wide guidelines within Wikidata. Through this project, we are working to promote the discovery and disambiguation of names across the SI, but also between the SI and other cultural heritage institutions by using a public, collaborative platform. Our presentation will discuss our experience piloting Wikidata as a tool for data sharing. Broadly, this project aims to connect people, particularly women, with their SI contributions, attributing credit with greater accuracy.

Assessing the Accuracy of Crowd Sourced Image Tags at the National Library of Wales

Amelia Eldridge – Baltimore County Public Library

To enrich collections and make them more accessible, information institutions digitize their collections. Various factors thwart efforts to make digitized collections usable to patrons. An increasingly popular method to remedy this is through volunteer crowdsourcing efforts. One institution utilizing this approach is the National Library of Wales in Aberystwyth, Wales, United Kingdom. Over the last decade the National Library of Wales has developed an award-winning volunteer program. An example of crowdsourcing, public volunteers are asked to describe digitized photographic material in the collection via descriptive tagging. The library has a partnership with Wikimedia and utilizes Wikidata. Using structured Wikidata tags, volunteers describe images in both Welsh and English, to provide more detailed data. This briefing will present findings from a study of the accuracy of volunteer added tags to a collection of 19th century photo albums. As of May 2023, over 100 volunteers have participated in tagging on their crowdsourcing platform, adding more than 20,000 tags over 900 hours. The results showed how effective these crowdsourcing efforts can be.



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The Elizabeth W. Stone Scholarship honors Dr. Stone's wish to support students from Washington, DC in their LIS studies by awarding \$5,000 to a student to assist in paying their tuition.

We are very grateful to all of the alums and friends of the department who have contributed to the Stone Scholarship fund over the years, and made it possible to award this scholarship.

To make a contribution to the fund and ensure it will be awarded again in future years, please visit <https://advance.catholic.edu/giving/to/Stone-Scholarship>.

Thank you!



Afternoon Breakout Sessions, 3:45 p.m. - 5:00 p.m.

Session 5. Panel: Empowering Legal Research with Business Insights

Lynn Weinstein – Library of Congress
Jennifer Boettcher – Georgetown University
Karen Stephanites – Weil, Gotshal & Manges

Unlock the power of business resources for effective legal research. Join Lynn Weinstein (Library of Congress), Jennifer Boettcher (Georgetown University), and Karen Stephanites (Weil, Gotshal & Manges) as they share their expert perspectives on business research strategies in government, academic, and legal environments. This panel will delve into practical methods for accessing and utilizing vital information, showcasing key resources applicable across disciplines. Learn from their diverse career paths, including shared CUA LIS roots, and discover how to elevate your research skills.

Session 6. Briefing: Service Innovations

Moderator: Maria Mazzenga

The Contours of Service Innovation in Academic Libraries

Shimelis Assefa – University of Denver

More than 350 years ago, John Dury (1650) argued that libraries and librarians should be both useful and serve as agents for the advancement of universal learning. Charles Martell (2000) examined the impact of technology on libraries, identifying four discontinuities—time and space, mind and body, real and virtual, and humans and technology. He warned that libraries must adopt new service philosophies or risk diminishing relevance. He argued that librarians must shift from gatekeepers of physical spaces to curators of knowledge in cyberspace. Today, as advances in ICT, AI, and large language models (LLMs) disrupt access to information, the warning from Dury and Martell remain relevant. This presentation discusses the contours of service innovations in academic libraries, exploring how they remain vital, arbiters of information, and enablers of universal learning. By examining emerging services and strategies, it highlights how libraries can adapt to disruptive technologies and evolving user expectations.

The Reverend John Crocker Jr.: Imprisoned on a Civil Rights Pilgrimage

Jackson Caffrey – Keene State College

The presentation covers my archival project on the papers of civil rights activist Rev. John Crocker Jr. (1923-2011). For two years, I have processed this collection at Keene State College's Archive and Special Collections, focusing on photos, correspondence, and news articles related to his arrest and lifelong commitment to social justice. Under the mentorship of Professor Rodney Obien, I conducted an in-depth reading, organized the collection, created a biographical

sketch, and developed a finding aid. Rev. Crocker, an Episcopal minister and chaplain at Brown University and MIT, was an outspoken civil rights and anti-war activist. He participated in the 1961 Prayer Pilgrimage with the Episcopal Society for Cultural and Racial Unity (ESCRU) and was arrested for defying segregation. Overall, the collection consists of such correspondence, as well as the Rev. John Crocker's personal notes and drafted sermons, and a vast assortment of published journals and news articles encapsulating the progression of the Civil Rights Movement and later the Vietnam War. My research as an undergraduate student on the John Crocker Collection has also allowed me to compose a paper on the Prayer Pilgrimage and the many other expressions of civil disobedience performed by ESCRU.

In-Reach to Boost Morale and Realize Our Full Potential

Dorothy Stoltz – Waldo Publishers, Stoltz Creative Consulting

Does your department or organization need a morale boost to unlock its full potential? Is your library looking for creative ways to better serve individuals, families, students, businesses, and community partners while maximizing your staff's skills and talents? Sometimes, all that's needed in administrative planning is a new approach to learning, thinking, and doing! Try the in-reach role – the ability to develop our inner best and bring that energy to the table. In-reach, a play on 'library outreach,' helps foster fresh perspectives and boosts morale. In this session, participants will learn about seven easy-to-use in-reach techniques or 'can-do-isms.' This session will demonstrate how the in-reach role can inspire creativity, whether navigating internal communications or identifying community needs. It will also show how cultivating a kind, cheerful, and even-tempered attitude in oneself and staff can reduce friction and tap into creative intelligence to move the organization forward.



Department of Information Sciences
620 Michigan Ave., N.E.
Washington, DC 20064

202-319-5085
cua-lis@cua.edu
lis.catholic.edu



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