The Catholic University of America
Library and Information Science

BRIDGING *the* SPECTRUM

The Department of Information Sciences
College of Arts & Sciences
The Catholic University of America

THE 2026 18TH ANNUAL BRIDGING THE SPECTRUM SYMPOSIUM

The Edward J. Pryzbyla Student Center
Friday, March 6, 2026

SYMPOSIUM PROGRAM WITH ABSTRACTS

About the Symposium

A Symposium on Scholarship and Practice in Library and Information Science (LIS) offers a knowledge-sharing forum and meeting place for practitioners, students, and faculty in LIS. Presentations are selected to showcase innovative practices, projects, and research activities in a variety of library, archival, cultural heritage, and information organizations.

2026 Symposium Sponsors

Schedule-at-a-Glance

All times are Eastern Standard Time

8:30AM- **9:00AM**	**Registration** *Pryz 3ʳᵈ floor lobby* **Poster Set-up:** The posters will be available throughout the day in the Atrium; engagement with presenters is scheduled between 4:15pm and 5:00pm *Pryz 3ʳᵈ floor Atrium*
9:00AM- **9:15AM**	**Opening session** Dr. Maria Mazzenga, Chair of the Symposium Committee, and Dr. Sue Yeon Syn, DIS Dept. Chair *Pryz Great Room B*
9:15AM- **10:00AM**	**Keynote Address** Laura Brower Hagood, Executive Director of the DC History Center *Pryz Great Room B*
10:00AM- **10:15AM**	**Break**

10:15AM- **11:30PM**	**Session A1 (Workshop)** **Organizing Catholic Archival Information: The Catholic Archives Directory Project** *Maria R. Mazzenga* *Shane MacDonald* *Taylor Weathers* Room: *Great Room C*	**Session A2 (Workshop)** **Rediscovering Leisure Reading in Academia: The Softer Side of the Library** *Patricia Ford* *Erica Hewett* *Keren Dali* Room: 321/323 (joint rooms)
11:30AM- **12:30PM**	**Lunch**	
12:45PM- **1:45PM**	**Session B1 (Papers)** **Information Literacy with a Creative Twist** Moderator: Keren Dali Combatting Misinformation Through Media: An Exorcist Edition, *Riley Rhoder, Emily Brondos Strompf, Jenelle*	**Session B2 (Papers)** **Technology and Innovation: From LIS Education to the Field of Practice** Moderator: Maria Mazzenga Designing Future-Ready LIS Education: A Case Study on Embedding AI Literacy into Graduate Curriculum, *Agnes Pearcy and Danielle Colbert-Lewis*

Aguilar, Kimberly Reyes, and Lara Loutfi
- The Quest: Digital Promotion of Underutilized Information Resources, *Niccolo Giambanco, Joseph Mitchell, Ella Spandorf, and Katherine Lawrence*
- Designing Motivation: Micro-Credentials, Gamification, and the Library as Learning Lab, *Jeff Prater*

Room: *Great Room C*

- Hitting the Suite Spot: Why Users Venture Beyond Enterprise Software Suites and How to Direct Them Back, *Peregrine Lowe*
- A.I. Misinformation and Utility for Self-Representing Litigants: How Librarians Can Build Civil Justice Guardrails, *Sarah Ryan*

Room: *Great Room A*

1:45PM-2:00PM	**Break**	

2:00PM-3:00PM

Session C1 (Papers)
Reading and Playing in Libraries
Moderator: Heather A. Wiggins
- Come one, come all…Library Book Club: How Library Programs Can Bridge Gaps and Create Community, *Amelia Costello and Natasha Griffin*
- Concerts from the Library of Congress at 100: A Study in Sustainable Philanthropy and Engagement, *Nicholas Brown-Cáceres*
- Ducks in the Library! Passive Outreach in Academic Libraries, *Veronica Hart and Melissa Kreiling*

Room: *Great Room C*

Session C2 (Papers)
People in Focus: Trust, Connections, and All Things Weird
Moderator: Keren Dali
- Take a Walk on the Wild Side: Things I Never Thought I Would Do as a Public Library Director, *Cindy Scheu*
- Knowledge as Liberation: Building Anti-Colonial and Resilient Academic Communities Through Transdisciplinary Librarian Research Partnerships, *Claire Joseph*
- Reducing Information Poverty through Public Trust in Honest Librarians, *Kim M. Thompson and Mashiat Tabassum*

Room: *Great Room A*

3:00PM-3:15PM **Break**

3:15PM- 4:15PM	<u>**Session D1 (Papers)**</u> **Outreach and Programming in Academic Libraries** Moderator: Shane MacDonald • Embracing Open Source Practices in Library Programming and Communities, *Rosemary Pauley* • Supporting Chinese International Students through Academic Libraries Services*, Yating Zhu* • Teaching Literacy to the Literate: Integrating Information Literacy into Catholic University's English 101 Curriculum, *Riley Rhoder* Room: *Great Room C*	<u>**Session D2 (Papers)**</u> **Archives and Special Collection** Moderator: Maria Mazzenga • Philippine Ancestral Remains at CUA, *Adam Palumbo* • Deaccessioning and Transferring Oral History Collections, *Agnes Gambill* • Improving Resource Records: Women Art Dealers, *Mae Hunt* Room: *Great Room A*

4:14pm-5:00pm   **Posters and Reception**

- Building Bridges: Establishing a Young Adult Non-Fiction Collection in Rural Appomattox County, *Cindy Scheu*
- Building GIS Confidence: A Visual Resource Guide for Non-Specialist Librarians, *Alexandra Manthey*
- Cross-Border Information Landscapes: LIS Responses to Migration in the Rio Grande Valley,*" Eric Ely-Ledesma*
- Getting on the Same Page: Refreshing Library Literacy for ENGL 103, *Elizabeth Workman and James Parrigin*
- Helping Parents Navigate Digital Citizenship with their Children, *Isabelle Brahana*
- Librarianship as a Second Career: Leveraging Transferable Skills and Identifying Opportunities for Professional Growth, *Paulina Cosma*
- Synthe-zine: Teaching Synthesis in a Hands-On Zine Workshop*, Jacob Hopkins, Yoko Ferguson, and Bethany Monea*
- A Tour of Fiction Genres: Genre Foundations for Working with Adult Readers, *Erica Hewett, Cindy Scheu, and Patricia Ford*

Atrium, Pryz, 3rd floor

5:00pm-5:05pm   **Concluding Remarks**
Atrium, Pryz, 3rd floor

5:30pm-6:30pm   **Tour of Catholic University's Special Collections**

Keynote Address

America250, with an Asterisk

Our keynote speaker this year is **Laura Brower Hagood**, executive director of the DC History Center.

Abstract: It's the nation's birthday—but Washingtonians aren't exactly in the mood. Drawing lessons from the 1976 Bicentennial, DC History Center Executive Director Laura Brower Hagood explores how the District's humanities institutions are approaching the America250 milestone. In this challenging moment for our field and our city, her talk highlights how organizations are seeking resilience by holding fast to core values, deepening partnerships, and embracing their community role as "third places." She closes with frank, practical advice for emerging professionals entering the workplace at this fraught moment—even the ones who are not AI robots

Bio: Laura has 25 years of experience as a nonprofit leader and cultural entrepreneur, including a well-established track record in development, audience engagement, and community building. She joined the organization in April 2020, in the early days of the pandemic. This is her second assignment at the organization since she first served as public relations and marketing director during September 11, 2001.

Most recently Laura held the vice president of development role at the National Building Museum. She was previously the Museum's director of corporate and foundation relations, before receiving a prestigious Robert Bosch Foundation Fellowship in 2014, which she spent in Berlin. In addition to fundraising roles at Cultural Vistas and FINCA, Laura has enjoyed public relations positions at Cultural Tourism DC and Biltmore Estate. She earned a dual masters from American University in arts management and art history, where she teaches fundraising as an adjunct faculty member, and has a bachelors degree in English from Bryn Mawr College. She is a proud resident of Shaw.

Catholic University Special Collections Tour

Join us on a staff-guided tour of the Catholic University Special Collections, home to the University Archives, Rare Books, Museum, and American Catholic History collections. The Special Collections includes materials ranging from medieval manuscripts and miniature books to labor activism and local Brookland history. The tour includes a visit to our reading room and working stacks, with highlights from the collections.

Abstracts: Workshops, Papers, Posters

10:15 am - 11:30 am: Concurrent Sessions A

A1. Workshop. "Organizing Catholic Archival Information: The Catholic Archives Directory Project." *Maria R. Mazzenga, Shane MacDonald, and Taylor Weathers*

Abstract: "For a variety of reasons that will be addressed in this panel, there is no central database of the hundreds of U.S. Catholic archives, which here are understood as archival repositories run by institutions that identify as Catholic and which hold materials related to the Catholic faith. While limited directories exist for religious order archives, diocesan archives, and university archives, these are not centrally located. The absence of such a centralized virtual directory compels researchers, archivists, scholars, and genealogists to search across the internet for resources related to U.S. Catholic culture and history. This presents a problem of knowledge management in that gathering, creating, sharing, organizing, and replicating archives and records is less efficient than it could be, with implications for the capture, organization, and sharing of knowledge among information seekers. Ultimately, the siloing of such information poses problems in accessing Catholic cultural, educational, and social history. Researchers miss connections between collections, duplicate one another's efforts, and overlook valuable materials. The Catholic Archives Directory Project seeks to create a central database of Catholic archival repositories in the United States to facilitate discovery and share material more efficiently and widely. This panel will explore the beginnings of the project, potential pitfalls, and its ultimate goals. Panel Structure (60 minutes); The panel will open with three presentations (35 minutes total): Project Overview (10 minutes): An introduction to the Catholic Archives Directory Project, its origins, scope, and objectives for creating federated discovery across U.S. Catholic archival repositories. Current Practices in Catholic Archives (15 minutes): An examination of how Catholic archives currently operate, including variations in access policies, online presence, and professional staffing across diocesan, religious order, and university settings. Experiences with Data Collection (10 minutes): A practitioner's perspective on the challenges encountered while gathering repository information, presented by a recent LIS graduate involved in the project's data collection phase. Following the presentations, the panel will shift to a collaborative problem-solving session (25 minutes). The panelists will present specific challenges currently facing the project—such as standardizing terminology for access policies, reaching archives with minimal web presence, and determining appropriate metadata schema—and invite audience members to share their expertise and experiences addressing similar issues. The session will conclude with an invitation for attendees to contribute information about archives that may not yet be captured in the project database."

A2. Workshop. "Rediscovering Leisure Reading in Academia: The Softer Side of the Library." *Patricia Ford, Erica Hewett, and Keren Dali*

Abstract: Building on the experience of two graduate LIS students and a course instructor, this panel will address the practice of integrating leisure reading into the work of an academic library. Based on the experience gathered through a practicum and project work at the Mullen Library on The Catholic University of America (CUA) campus, this panel will discuss the importance of reading non-academic titles, including fiction and narrative nonfiction. Reading for leisure has value for the person's well-being and academic performance, and academic library collections are perfectly positioned to serve this purpose. The panelists will share their experience in analyzing existing library collections to uncover the hidden treasure of fiction titles; acquiring new non-academic titles that would serve the needs of the CUA community; promoting thematic leisure reading on campus through book reviews, library blogs, book displays, and serendipitous encounters; and working with academic courses by integrating fiction and narrative nonfiction titles into course syllabi and delivering book talks to students enrolled in university courses. The panelists will start by briefly introducing different aspects of leisure reading promotion in an academic library; this will be followed by an interactive activity in small groups whereby participants will

brainstorm ideas and engage in hands-on exercises to get a sense of what this work entails in real life. At the end of the session, participants will reconvene for a general discussion. The session timeline: Introductory lightning talks: 20 min (3 panelists); Small group interactive activities (40 min); General discussion and wrap-up (15 min)

12:45 pm - 1:45 pm: Concurrent Sessions B.

B1. Information Literacy with a Creative Twist (*Moderator: Keren Dali*)

"Combatting Misinformation Through Media: An Exorcist Edition." *Riley Rhoder, Emily Brondos Strompf, Jenelle Aguilar, Kimberly Reyes, and Lara Loutfi*

Abstract: The American Library Association asserts that Information Literacy (IL) is a critical skill that equips individuals to "recognize when information is needed and [...] locate, evaluate, and use effectively the needed information" (ALA. Presidential Committee on Information Literacy, 2006, ala.org). The need for IL among university students is especially important considering the prevalence of misinformation in the age of AI and the internet. Although the library offers a variety of reliable resources for students to access information, students are often unaware of them. Through our creative IL video project, The Library: Special Collections (Exorcist Edition), we outline how CUA's library resources (including digital resources and the archives) can help students fact-check information. The purpose of this presentation is two-fold: to showcase creative ways of engaging students in information literacy, and to discuss the advantages and challenges of video-making for promoting information literacy. In the creation of this video, we dive deeper into the types of resources the library offers, modeling a reference interaction from start to finish, while maintaining an engaging and spooky tone. While the video itself is successful, constraints, which include time limits, filming restrictions, and access to editing software, presented challenges in the production process. That said, creating new and fun ways to educate patrons is crucial for the ongoing success of the university's library. Videos like ours can help ensure everyone knows how to access the information they are looking for and assess its reliability. Our presentation will discuss how the creation of this video illustrates the technical and editing skills librarians need to advertise their services. Moreover, we will also discuss how it could potentially serve as a marketing tool for the library to educate undergraduate students about CUA's library collections and recruit graduate students to the library science program, as well as the potential difficulties library staff may face in creating similar videos. Works Cited: "Presidential Committee on Information Literacy: Final Report." American Library Association, July 24, 2006. https://www.ala.org/acrl/publications/whitepapers/presidential (Accessed December 14, 2025). "PLA Strategic Plan 2022–2027"", American Library Association, July 19, 2018. https://www.ala.org/pla/about/mission/strategicplan (Accessed December 14, 2025)

"The Quest: Digital Promotion of Underutilized Information Resources." *Niccolo Giambanco, Joseph Mitchell, Ella Spandorf, and Katherine Lawrence*

Abstract: Academic and university libraries have an increasing tendency to focus on digital collections in order to support student research–yet these resources are often underutilized or even unknown due to a lack of general public awareness and/or proper marketing on behalf of the institutions that maintain them. Our collaborative project aimed to promote Catholic University's online library resources by means of a short video. By using creative outreach to promote our academic libraries' digital collections, we were able to produce an engaging, approachable, and entertaining tool that highlighted CUA's online resources. Our work on this project incorporated digital storytelling and visual media as a means of appealing to a broad audience while accurately reflecting the academic character of the digital collections in question. By depicting an approachable, fantasy-style 'quest' for information and academic resources, our project increased the visibility of our chosen library resources and reflected key principles of library science, including an emphasis on information literacy and user-centered design. Our video is a practical example of how a little bit of creativity can make academic resources approachable and ultimately go a long way towards helping academic libraries to promote digital scholarship. Creations such as our video reflect an innovative professional practice within the field of digital librarianship which will see greater relevance in a world that is

increasingly dominated by social media and the consumption of 'content'. This presentation will guide attendees through our process of digital storytelling and content creation, and will provide helpful resources for the planning and creation of similar media works that highlight informational resources of any kind.

"Designing Motivation: Micro-Credentials, Gamification, and the Library as Learning Lab." *Jeff Prater*

Abstract: Research shows gamified elements like points and badges increase student motivation and engagement. Librarians utilized design thinking and backward design to create a suite of micro-credential learning objects that reward students with digital badges. Discover how students learn by interacting with a wide variety of open education resources like H5P, videos, pictures, and comics! My project identifies differential instruction that will engage learners with emerging technologies instead of traditional read and recite projects. This talk details the NOVA Library task force's process for standardizing micro-credential learning objects. We reviewed existing micro-credentials to identify key features for engagement. The project established a framework using backwards design, focusing on optimal module length, structure, usability, and strategic digital object integration to maximize student learning outcomes. With the instructional design defined, the team asked NOVA Libraries Instruction Committee (LIC) to outline the Information literacy skills necessary for success in NVCC classes. The LIC crafted the specific learning objectives around required courses ENG 111 and 112 that every NOVA student must pass. The Librarians used the ACRL Framework to design the curriculum of its initial set of micro-credentials. NOVA Librarians learned that building engaging modules with digital badge awards was the first step in developing a micro-credential program. During the soft launch of the program, some faculty implemented micro-credentials without advisement while other professionals wanted more collaboration and assistance. This session will highlight practical strategies for faculty seeking to embed micro-credentials into their instruction and foster student success. Presentation attendees will learn how libraries can create micro-credential learning experiences with no budget and easily accessible technology.

B2. Technology and Innovation: From LIS Education to the Field of Practice. (*Moderator: Maria R. Mazzenga*)

"Designing Future-Ready LIS Education: A Case Study on Embedding AI Literacy into Graduate Curriculum." *Agnes Pearcy and Danielle Colbert-Lewis*

Abstract: As artificial intelligence becomes woven into everyday information practices, Library and Information Science (LIS) programs face growing pressure to prepare graduates who can navigate, critique, and teach within an AI-mediated environment. This case study presents the development of "AI and Libraries," a new special topics course launching in Spring 2026 in the Master of Library Science program at North Carolina Central University. Designed as an intentional response to emerging professional demands, the course integrates foundational AI concepts, ethics and policy, AI literacy frameworks, prompt design, instructional applications, and questions of equity and access. Students engage in hands-on activities including designing teachable AI literacy modules, simulating AI-assisted reference interactions, and evaluating institutional AI policies through a critical, justice-oriented lens. While the course provides a dedicated space for experimentation, it also functions as a transitional bridge toward a broader curricular development. Drawing on national guidance from the American Library Association's AI competencies for academic library workers and the North Carolina Department of Public Instruction's digital literacy standards, the course positions AI literacy not as a standalone specialization but as a core competency that will eventually permeate other LIS courses. The case study argues that creating temporary "intentional spaces" for AI learning allows programs to prepare future-ready librarians before AI becomes invisible through ubiquity. By sharing the motivations, design process, and pedagogical strategies behind AI and Libraries, this paper contributes to a growing field-wide dialogue about how LIS programs can responsibly integrate AI into professional preparation. Ultimately, the librarians who will guide the public through an AI-driven world are in our classrooms today, and LIS educators must equip them not only with technical knowledge, but with the capacity to critically question, adapt, and lead as the information landscape continues to evolve.

"Hitting the Suite Spot: Why Users Venture Beyond Enterprise Software Suites and How to Direct Them Back." *Peregrine Lowe*

Abstract: Professionals across the US share a common experience of software and sign-up fatigue when they are expected to use multiple software programs in a single workplace environment. While organizations may be paying tens of thousands of dollars for an enterprise product system such as Office 365, often their employees will still be editing shared documents on Google Docs, sending files on Dropbox, video calling on Zoom, and chatting on Slack. Colossal waste of money aside, software suites' main draw is their supposedly seamless information architecture meant to ease business functions. So why do users abandon premium integrated apps in favor of dismantling architectures by creating "work" profiles on basic versions of software? This paper will explore information architecture at a systems level from a user perspective to investigate the scope and driving factors behind this phenomenon, then develop IA-informed recommendations on improving suite's inter-program usability and navigability. The investigation will involve surveys and semi-structured interviews from users at a university setting and a nonprofit setting. It will compare these findings against two unseen case studies from my interviews with an experienced IA specialist who led the rollout of Google Suite at the first US federal agency to not use Office 365 and who led the rollout of Office 365 after restricting external software at another US federal agency. My preliminary research suggests attitudes towards "good" or "bad" IA (even when IA is not a known concept) is heavily influenced by individual workplace culture and emotions — not a novel concept in the IA field, but one I aim to add spotlight to as individual product's structure and UX solutions shine bright.

"A.I. Misinformation and Utility for Self-Representing Litigants: How Librarians Can Build Civil Justice Guardrails." *Sarah Ryan*

Abstract: "The Dallas County Law Library serves about 300 walk-ins a day (Dibble, 2025), nearly all of whom are representing themselves in legal matters (Dibble, 2025; Texas Commission to Expand Civil Legal Services [TCECL], 2016). Across Dallas-Ft. Worth and the nation, tens of thousands of pro se litigants turn to libraries and the Internet to navigate the justice system (Metheny, 2021; TCECL, 2016). Most of these litigants have limited legal knowledge and minimal access to proprietary research databases such as Westlaw or Lexis (Ahlbrand, 2021; Holmes, 2024; Metheny, 2021). Generations of law librarians have built public resources for these patrons, but the unmet information need remains great. Law librarians are now asking: Could A.I. help? (Holmes, 2024). The public will undoubtedly ask artificial intelligence for legal information and assistance (Holmes, 2024). What will they receive? To answer this question, legal research students and faculty at the University of North Texas spent two years exploring how A.I. handles legal queries. We found that generative A.I. tools such as ChatGPT, Claude, and Perplexity excel at brainstorming potential legal issues, a boon for law student papers but potential red herrings for pro se litigants. Gen-AI is also good at suggesting useful reference resources, including free resources. Gen-A.I. struggles with technical legal applications such as hierarchy of authorities, or knowing which precedent will be binding on a given state or federal court. And of course, Gen-A.I. is not an authoritative primary source of law. As a result Gen-A.I. is likely to both misinform and help the public with legal research in patterned and predictable ways. Knowing how Gen-A.I. responds to legal queries, librarians can help build civil justice guardrails. References: Ahlbrand, A. A. (2021). Working with non-law school patrons. In Z. Joyner & C. Laskowski (Eds.), Introduction to law librarianship. Pressbooks. Dibble, K. (2025, Feb. 24). Dallas County Law Library director presentation to the INFO 5366: Law Library Management class at the University of North Texas. Denton, Texas. Holmes, H. (2024). Making the justice leap: Using generative AI to bridge the literacy, equity, access, and privilege gaps for self-represented litigants. AALL Spectrum, 28(6), 10-13. Metheny, R. (2021). Public education, programs, & access to justice at the law library. In Z. Joyner & C. Laskowski (Eds.), Introduction to law librarianship. Pressbooks. Texas Commission to Expand Civil Legal Services. (2016, Dec. 6). Report of the Texas Commission to Expand Civil Legal Services. https://share.google/JzeW22Bu7GJBoGoOI

MAKE A DONATION TO THE STONE SCHOLARSHIP!

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!

2:00 pm - 3:00 pm: Concurrent Sessions C

C1. Reading and Playing in Libraries (*Moderator: Heather A. Wiggins*)

"Come one, come all… Library Book Club: How Library Programs Can Bridge Gaps and Create Community." *Amelia Costello and Natasha Griffin*

Abstract: Historically, library programming has often relied on the one-shot model, such as tabling or stand-alone events. Consistent programming, like the American University library book club, creates a third space, outside of library sessions and research appointments, for stronger connections between students and librarians. This outreach program was inspired by student requests for popular reading and AU librarians' desire to engage with students beyond one-shot classes, research appointments, and tabling events. These requests and goals aligned with the University Library's strategic aim of building relationships across campus, which pushed the creation of a library book club open to all undergraduate students. Taking a democratic approach, the program is run by students for students, with librarians serving as co-facilitators. This design gives students the opportunity to choose the book, lead discussions, and suggest future club activities. The program offers a sustainable model for library outreach. By providing a consistent space, a library book club amplifies student voices and fosters connections with librarians. Drawing on our experience and student assessments, this presentation proposes an outreach model for sustainable library programming for other academic librarians to implement at their institutions.

"Concerts from the Library of Congress at 100: A Study in Sustainable Philanthropy and Engagement." *Nicholas Brown-Cáceres*

Abstract: Nicholas A. Brown-Cáceres, Acting Chief of the Library of Congress Music Division, discusses the hundred-year history and replicability of the Library's world-renowned concert series, Concerts from the Library of Congress. The series was founded in 1925 by an act of Congress that resulted from the vision, leadership, and philanthropic support of Elizabeth Sprague Coolidge (1864-1953). Over the past 100 years, the series has been an important avenue for the Library of Congress and U.S government to play a permanent role in supporting the advancement of music performance and composition by engaging with the American and global public through radio broadcasts, digital media, commissioning of 700+ new works (e.g., "Appalachian Spring" by Martha Graham and Aaron Copland), live events, and cultural diplomacy. The concerts have enriched the Music Division's collections, expanding opportunities for user engagement and leading to major acquisitions of the papers of composers and performers. This session offers a history of the series, how its major supporters have cultivated a legacy of philanthropy, how the series has enriched the Library's collections, and how the Music Division leverages private funding to advance its public mission. The concert series is presented as a model that can be adapted at any size cultural heritage organization to develop a sustainable series of public programs that broaden the reach and relevance of archival collections. Brown-Cáceres draws on the rich stories and objects represented in the presenter's new book, *Let the People Hear It: Concerts from the Library of Congress at 100* (2025).

"Ducks in the Library! Passive Outreach in Academic Libraries." *Veronica Hart and Melissa Kreiling*

Abstract: Like many libraries, factors such as post-pandemic recovery and temporarily reduced reference services due to a staffing shortage led to diminished student engagement over the course of several semesters. While staffing levels improved, it still did not afford for a large, dedicated outreach program. There was a need for an outreach activity that was small, relatively simple to set up, attractive to students, and could run itself throughout the fall semester. For the second consecutive year, the DuFour Law Library has implemented the passive outreach program "Ducks in the Library!". Approximately 20 ducks were hidden within the physical space of the library, and each duck had a QR code with instructions on submitting findings and claiming a small prize. This outreach activity created low-stakes reference engagement with students who may not be familiar with the library staff or the services offered by the library. The end result was restoring student engagement, so students are more likely to reach out for reference services in the future. From the initial discussion and set up to first- and second-year implementation, this passive outreach program was executed without straining the library staff with additional duties. With a combination

of SpringShare and Google Suite software applications, implementation of this year's passive outreach program allowed for a more streamlined submission process. Additionally, quantifiable data was collected including information about initial and continual patron engagement and usage of the physical library space. Whether implementing a passive outreach activity in an academic, public, government, or corporate library setting with a wide variety of staffing levels, the core elements for mitigating staff workload, ensuring smooth execution, patron satisfaction, and collection of participation statistics depend on evaluating the gaps in library engagement as well as lesser-known library resources.

C2. People in Focus: Trust, Connections, and All Things Weird (*Moderator: Keren Dali*)

"Take a Walk on the Wild Side: Things I Never Thought I Would Do as a Public Library Director." *Cindy Scheu*

Abstract: Library school prepares you for budgeting, collection development, and strategic planning. It does not prepare you for trimming overgrown Japanese Maples, shopping for living room furniture, or banning cardboard boxes. This session explores the unexpected realities of leading a small, rural public library and how diverse professional experiences—including fifteen years in libraries and nearly as many in retail—provide unique perspectives on modern library leadership. Public library directors face challenges that no course syllabus covers. From managing staff with varying levels of formal training to handling interpersonal dynamics among team members who came to librarianship as second careers, directors must navigate complex personnel situations while maintaining community connections. This presentation examines practical strategies for addressing these challenges, including how to discover and leverage hidden staff talents, build authentic workplace relationships, and lead with language that fosters collaboration rather than hierarchy. Drawing from eighteen months of real-world experience, this session will discuss how small changes in leadership approach—such as using inclusive terminology ("we have done" rather than "I have done") and taking time to genuinely know your staff—can transform workplace culture and strengthen community engagement. Attendees will learn techniques for turning unexpected situations into leadership opportunities, connecting staff expertise with patron needs, and preparing for the inevitable surprises that come with library leadership. Whether you're a new director, aspiring library leader, or simply curious about the realities behind the job title, this session offers honest, practical insights into what it really means to lead a public library in today's world—Japanese Maple trimming and all.

"Knowledge as Liberation: Building Anti-Colonial and Resilient Academic Communities Through Transdisciplinary Librarian Research Partnerships." *Claire Joseph*

Abstract: Libraries are often seen as a public good. They champion access and tools for evaluating information and creating knowledge, which appears to democratize information and knowledge. However, library systems uphold the colonialist structures and aid in the marginalization we say we work hard to combat. Academic libraries' decolonizing efforts have mainly focused on aiding in diversifying curricula and reading lists which does little to address the root of academia's coloniality. I argue that transdisciplinary research partnerships are an integral part to building a decolonized academic landscape. Transdisciplinarity allows for complex issues to be addressed by various expertise and knowledge practices, encouraging the intertwining of traditional and community knowledge, practice, and academic research. Librarians offer a unique perspective and expertise due to our service oriented practices and rich history of community engagement and grassroots activism. Using case studies of indigenous decolonization efforts in the Americas and Southwest Asia scaffolded by personal experience in community research and grassroots activism, this research aims to highlight how transdisciplinary research partnerships will aid in librarians' and researchers' efforts to decolonize their own practices, decolonize the academy, and create resilient communities, ready to address complex problems.

"Reducing Information Poverty through Public Trust in Honest Librarians." *Kim M. Thompson and Mashiat Tabassum*

Abstract: For decades, the Pew Research Center has documented declining trust in government, universities, journalism, and public institutions (Deane, 2024; Holcomb, 2024). Although libraries consistently rank among the

most trusted American institutions (Bell, 2025; Horrigan, 2025), this trust cannot be taken for granted, and opportunities remain to strengthen community confidence. As Vårheim (2014) observes, public library services are universal, yet usage and benefits vary across social groups. Trust and access therefore remain uneven. Information poverty is often understood as a lack of resources, but Chatman (1996) argues it also arises when individuals deliberately limit information-seeking or sharing to protect themselves from social norms or perceived exclusion by mainstream society. In this sense, mistrust itself can deepen information poverty. Public libraries, as social institutions, hold unique potential to counter these dynamics by fostering equitable access for both privileged and underserved populations, including rural and immigrant communities (Shen, 2013; Hussain & Ameen, 2023). This presentation will address: How does information poverty intersect with trust in institutions, and what occurs when traditional gatekeepers lose credibility? Drawing on Chatman's (1996) Theory of Information Poverty, Critical Information Literacy theory (Drabinski & Tewell, 2019), and scholarship on trust and authority in information science, the presentation will examine three tensions: 1) erosion of social capital when schools, libraries, and media are perceived as biased or unreliable; 2) the rise of informal gatekeepers such as social media and peer networks, which often amplify misinformation; and 3) equity concerns, as those already experiencing information poverty are disproportionately affected when trusted institutions falter. A systematic literature review will frame implications for LIS practice, theory, and policy. The review emphasizes strategies for cultivating public trust through transparency, inclusivity, and responsiveness, positioning libraries as vital actors in rebuilding institutional credibility and mitigating information poverty. [Full references available upon request]

3:15 pm - 4:15 pm: Concurrent Sessions D

D1. Outreach and Programming in Academic Libraries. (*Moderator: Shane MacDonald*)

"Embracing Open Source Practices in Library Programming and Communities." *Rosemary Pauley*
Abstract: Are you looking for ways to draw patrons in? Library programming can be expensive, time consuming, and unfortunately, often unattended. Promoting open source in your library may be a way to combat these concerns, while providing patrons with invaluable innovation opportunities! Though it may seem daunting, this is an exciting and accessible way for patrons to learn basic skills that will support them from simple tasks, to continuing studies in computer science, to creating their own projects. This session explores the world of open source and how libraries can use it to empower patrons, connect with broader audiences, and stay current with our ever-evolving world of technology, all while keeping things low cost. From programming workshops, to open tools, to collaborative projects, libraries already lend themselves to a successful open source ecosystem. Now is our chance to harness the accessibility of open source software and practices for the benefit of our patrons, libraries, and our society as a whole. Whether you're considering open source programming or support in a public, school, or academic library setting, learning about open source can provide patrons with meaningful interactions and empower the entire community. This session will discuss the meaning of open source in a nutshell and how libraries can incorporate it into their existing resources and programs, benefitting experienced open source champions and new-to-open source learners alike. By approaching open source from a library standpoint, we can reach patrons with varying interests and students or researchers across different disciplines to connect, share their skills, and create lasting positive impacts within our libraries and surrounding communities. Participants are encouraged to offer their experiences with open source in librarianship and inspire fellow professionals to embrace openness in their own practices. Together we'll find ways to implement open source in our libraries!

"Supporting Chinese International Students through Academic Libraries Services." *Yating Zhu.*
Abstract: While recognizing that international students face challenges (Ma, 2022), understanding their needs and supporting them effectively remains a challenge in real-world practice (Özturgut & Murphy, 2010). Focusing on Chinese international students, who constitute the second largest group of international students in the U.S. (IIE, 2024), scholars in higher education and applied linguistics have found that students face challenges speaking English as a second language and making cultural adjustment, among others (Heng, 2018; Tian & McCafferty,

2021). In LIS, a systematic review by Click et al. (2017) examined publications from 1990 to 2014 on academic libraries' practices for serving international students and found that the number of LIS studies in this area is limited. The top five research topics related to international students were information literacy, library experiences, language issues, library services, and multicultural/intercultural concerns (Click et al., 2017). Since Click's study, few projects in the recent decade have systematically examined academic library practices involving international students. Given this gap, the proposed paper will review LIS literature published between 2015 and 2025 to understand the focus and scope of research about international students in academic libraries. It will then draw on the empirical data collected through interviews from a sample of Chinese international students studying at U.S. universities in the study that investigated their experiences with culture and language in the destination country. The presentation will also provide practical recommendations for academic libraries on improving services and programming for this group of patrons to help the libraries meet their learning and adjustment needs.

"Teaching Literacy to the Literate: Integrating Information Literacy into Catholic University's English 101 Curriculum." *Riley Rhoder*

Abstract: One major part of a librarian's work is Information Literacy (IL). On the surface, IL encompasses a variety of instruction types, including library instruction (teaching people how to use libraries) and bibliographic instruction (how to locate and use information). While these terms are often used interchangeably, they have distinct meanings. The American Library Association (ALA) defines what it means to be "information literate" saying, "a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ala.org, par. 2). In addition to facilitating independent and self-directed research, IL is crucial to ensuring library patrons have the skills required to satisfy the ever-growing demand for information. While most librarians agree on the importance of IL within academic libraries, the method of teaching these skills has been debated. While there are a myriad of forms through which the material can be taught, this paper focuses on course-integrated instruction. Considering that freshman English classes are often required because they teach students not only how to write, but also how to read critically, there is an overlap in the skills taught in English and IL programs and therefore English serves as the best place for course-integrated IL instruction. In this paper, I explore the following questions: What is the historical context of integrating Information Literacy in higher education classrooms? And what are the benefits of integrating IL into English class instruction? Additionally, I investigate how IL could be incorporated into English class instruction through qualitative research on CUA's freshman English classes and their current relationship with IL. At the end of this project, based on information gathered during interviews with English 101 professors and librarians at CUA, I propose a syllabus that integrates IL into Catholic's current English 101 curriculum. Works Cited: "Presidential Committee on Information Literacy: Final Report." American Library Association, https://www.ala.org/acrl/publications/whitepapers/presidential.

D2. Archives and Special Collections. (*Moderator: Maria Mazzenga*)

Philippine Ancestral Remains at CUA *Adam Palumbo*

Abstract: The collection and curation of skeletal individuals has been prevalent in museums, archives, and educational institutions since the 1800s. Through ethnographic collecting, Indigenous groups were specifically targeted for their remains and cultural heritage artifacts in order to seek out a scientific basis for racial differences. As the archeological and anthropological professions evolved into the 20th century, there were radical changes in the ethical and scientific principles with respect to handling ancestral individuals. With the help of Indigenous activism, this practice gradually fell out of favor within the profession during the 1900s. Although the United States passed the Native American Graves Protection and Repatriation Act (NAGPRA) in 1990, there are no laws requiring the return of international human remains. Anthropologists and missionaries connected to the Catholic University of America (CUA) collected and studied the human remains and artifacts of Indigenous peoples from across the world. CUA is currently in possession of five ancestral individuals in the archives' special collections and six individuals in the history and anthropology department. These individuals have been in CUA collections since before the passing of NAGPRA in 1990, and have little provenance information due to the complicated history of the museum. The

curation and storage of Indigenous ancestral remains present a legal, moral, and ethical dilemma into the 21st century. This research project explores the provenance, history, and context of the collection of ancestral individuals within Catholic University. By using the records and correspondence found in the CUA archives, new evidence was found that explains how the University accessioned and studied these individuals. This is an individual research activity that will include a 15-minute presentation on the research findings.

"Deaccessioning and Transferring Oral History Collections." *Agnes Gambill*

Abstract: Deaccessioning, the formal removal of materials from an archive or special collection, is a necessary but often underexamined aspect of archival management. While policies for deaccessioning books, manuscripts, and artifacts are well established, oral history collections present distinct challenges due to their format, provenance, and long-term stewardship requirements. This presentation will address the practical and procedural considerations involved in deaccessioning oral histories, with particular attention to situations where collections are transferred to new institutions, such as museums or heritage centers. This 15-minute paper presentation will outline the rationale for deaccessioning oral histories, including duplication of holdings, shifts in institutional collecting priorities, and the identification of a more appropriate repository. It will examine the steps required to ensure compliance with professional standards: documenting decision-making processes, reviewing donor agreements, and maintaining transparency in institutional records. Special emphasis will be placed on community engagement, the legal processes involved, and the logistics of transferring oral history collections to a new museum, including the preparation of metadata, digital files, and physical media for relocation. A case study from Appalachian State University regarding the collection, deaccessioning, and transfer of a 1977 oral history collection of interviews with locals from Cape Lookout on the Atlantic Ocean coastline of North Carolina will illustrate how transfers can strengthen access and relevance by situating oral histories within institutions better aligned with their subject matter. The presentation will conclude by proposing a framework for legally compliant and responsible deaccessioning that balances institutional priorities with the long-term preservation and usability of oral history materials. Attendees will gain practical insights into how deaccessioning and transfer can be managed as part of a broader collections strategy, ensuring continuity of care and scholarly value.

"Improving Resource Records: Women Art Dealers." *Mae Hunt*

Abstract: My project, conducted over the summer as part of an internship at the Archives of American Art, focused on enhancing archival resource records related to women art dealers and gallery owners within the collections of the Archives of American Art. The project scope also included women gallery directors, arts administrators, and members of artist-run cooperative galleries. These women played significant roles in shaping the history of visual arts in the United States but are often overlooked in archival description in favor of the institutions they founded or the artists they represented. The primary objective was to improve collection finding aids by incorporating accurate, detailed, and accessible information that foregrounds the contributions of these women. I researched approximately 165 women identified as creators of archival collections, and used my findings to update the finding aids for 120 archival collections in the Archives of American Art's ArchivesSpace system. In cases where no existing name authority file was available, I created new authority records using the Wikidata knowledge graph, which enabled verification and documentation of sources and supported the accuracy of my archival description. A substantial component of the project involved revising Biographical/Historical Notes to improve contextual representation of women associated with the collections. Approximately 90 notes were updated, and more than 235 subject terms were added to enhance discovery and access to primary source materials. Notably, the subject term "Women art dealers" was applied to 88 collections, significantly improving researchers' ability to locate relevant archival materials. Collectively, these efforts contribute to more inclusive archival description and increased visibility of women's roles in the history of American visual arts.

4:15 pm - 5:00 pm: Posters

"Building Bridges: Establishing a Young Adult Non-Fiction Collection in Rural Appomattox County." *Cindy Scheu*

Abstract: Project Overview: This poster presents a strategic initiative to develop a dedicated Young Adult non-fiction collection at the J. Robert Jamerson Memorial Library in rural Appomattox County, Virginia. Currently, the library lacks formalized YA non-fiction resources, creating a critical gap for the county's 2,400+ students who depend on the library for educational support, particularly given limited broadband access across the rural community. Project Scope: The initiative aims to acquire and catalog 300-400 carefully curated titles across key subject areas including STEM, mental health, social sciences, career development, and life skills. With an estimated budget of $5,300-$6,800 and a five-month implementation timeline, the project addresses documented needs identified through school partnerships and community assessment. Methodology: The project employs a phased approach: needs assessment, title selection through vendor relationships, systematic cataloging and processing, strategic shelving in the existing teen area, and promotional programming. Risk management strategies address potential challenges including space constraints, staffing transitions, and budget fluctuations. Expected Outcomes: Success will be measured through circulation statistics targeting a 20% increase in YA engagement within six months, program attendance data, and stakeholder feedback. The collection will serve multiple beneficiaries including students, educators, homeschool families, and parents: Significance: This project demonstrates how rural libraries can strategically address service gaps through targeted collection development. By leveraging existing resources, community partnerships, and evidence-based planning, small libraries can significantly expand their impact on adolescent literacy, academic success, and equitable information access in underserved communities.

"Building GIS Confidence: A Visual Resource Guide for Non-Specialist Librarians." *Alexandra Manthey*

Abstract: As geographic information systems (GIS) and spatial data increasingly appear in academic coursework, community research, civic planning, and digital humanities projects, librarians are often the first point of contact for users seeking help with maps, geospatial data, or location-based questions. However, many librarians, including those working in public, academic, and special libraries, are non-specialists who have little formal training in GIS and may feel unprepared to support these requests. This poster presents a practical, visual resource guide designed to help librarians start building foundational GIS literacy without requiring advanced technical expertise. The poster positions libraries as ideal access points for GIS services due to their role in providing data access, technology, and research support (Aber & Aber, 2019; Cowen, 2019). At the same time, it addresses common challenges faced by non-specialist librarians, including unfamiliar technical vocabulary, difficulty locating trustworthy open datasets, and uncertainty around ethical considerations such as privacy, bias, and data attribution. Rather than aiming to turn librarians into GIS experts, the guide visualized in the poster emphasizes confidence, conceptual understanding, and responsible support practices. The resource guide is presented using Padlet, a visual, web-based platform that allows content to be organized into clearly defined sections: GIS basics, beginner tutorials, open data sources, spatial thinking and analysis, and ethical data use. Resources were selected based on accessibility, credibility, relevance to non-specialist contexts, and applicability across different library settings. The poster highlights both the structure of the guide and examples of curated resources, demonstrating how visual organization can reduce cognitive overload and support self-directed learning. By framing GIS as both a technical tool and a way of thinking spatially, this poster offers a scalable, low-barrier model for supporting geoliteracy in libraries. It invites discussion on how librarians can integrate GIS support into reference, instruction, and outreach services in an ethical and user-centered way. Bibliography. Aber, S. E. W., & Aber, J. W. (2019). Map librarianship: A guide to geoliteracy, map and GIS resources and services. Libraries Unlimited. Cowen, D. (2019). Why are libraries the ideal places to provide GIS services? Esri StoryMaps. https://storymaps.arcgis.com/stories/7732e4951ab44f32ad59d004d8788dfe

"Cross-Border Information Landscapes: LIS Responses to Migration in the Rio Grande Valley."
Eric Ely-Ledesma

Abstract: The Rio Grande Valley (RGV) of South Texas and Northeastern Mexico is a historic and dynamic migration corridor. The Brownsville and Matamoros International Bridge, linking Brownsville, TX and Matamoros, TAM, Mexico, opened in 1909 and the Gateway International Bridge celebrates its centennial in 2026. This poster presents anecdotal insights that inform a planned formal study examining how LIS institutions in this border region respond to complex information needs of international migrants, including asylum seekers, seasonal laborers, students, and families navigating binational systems, where libraries, archives, and cultural heritage institutions operate on the geo-political frontline amid humanitarian urgency, cultural preservation, and digital inclusion challenges. The planned mixed-methods approach integrates (1) a review of LIS scholarship and practice on migration; (2) document analysis of programs in libraries, archives, and museums across Cameron County, Texas and Matamoros Municipality, Tamaulipas, Mexico; and (3) interviews with LIS professionals, nonprofit partners, and migrant patrons. Informed by experiences living in Brownsville, TX, preliminary anecdotal insights highlight innovative practices, such as bilingual legal-information services, mobile Wi-Fi units in shelters, and oral-history projects that document and preserve migrant narratives. These initiatives demonstrate the potential of LIS as infrastructures of belonging, yet persistent barriers, such as international, national, state, and local politics, staff shortages, and funding volatility limit scalability and sustainability. The poster will visualize a typology of migrant-serving services in the RGV context: legal services, language access, digital literacy, credential navigation, and memory work. It will also map the proposed project and discuss potential outcomes with borderland realities in mind. By situating LIS practice within the lived experience of migration at a primary migration corridor between the United States and Mexico, this work advances the Symposium's mission to bridge scholarship and practice while offering actionable insights for LIS institutions and practitioners nationwide confronting similar issues.

"Getting on the Same Page: Refreshing Library Literacy for ENGL 103." *Elizabeth Workman and James Parrigin*

Abstract: One long-standing connection between campus units at our medium-sized, regional comprehensive university has been between the University Library and the English Department through the course ENGL 103: Composition and Research. As the English faculty worked to align their sections' shared syllabus with the university's new general education structure for the 2025-2026 academic year, a unit of research librarians recognized that this would be an ideal time to improve how the library fits into this foundational course. Before this year's changes, library support for approximately 50 ENGL 103 sections included a class meeting with a librarian before the main research assignment was introduced, a keywords identification worksheet to be completed before class, and a customized research LibGuide for use throughout the semester. Throughout the summer of 2025, the librarians collaborated to develop a new lesson plan and resources based on what students need most while engaging in an annotated bibliography assignment. They identified meaningful learning opportunities from anonymous student feedback in surveys and by re-aligning course learning objectives with Information Literacy outcomes. The librarians determined that the library support for ENGL 103s could be focused on specific skills during in-class time such as strategic reading and catalog searching, while planning applied preparatory work students complete before each library session; two LibWizard Tutorials focus on Keyword Development and Evaluating Sources outside of class. Post-implementation, librarians have continued to assess student engagement and learning outcomes using tutorial results and survey responses. In this first semester, 373 students completed the end-of-class survey, meaning we have been able to review feedback from about 55% of the ~680 total attendees. Findings from self-reported student responses include research comfort levels and identification of the most valuable skills and concepts gleaned from library instruction.

"Helping Parents Navigate Digital Citizenship with their Children." *Isabelle Brahana*

Abstract: Preparing young people to participate in an increasingly digital world has become a key focus of both parenting and education. We tend to assume that teenagers are the group most likely to need support and instruction about how to responsibly exist online, and so numerous resources exist, for parents, educators, and teens themselves,

to support the development of necessary skills. The reality is, though, that children are exposed to the online world very young, and relevant resources for parents focused on children ages 0-12 are difficult to find. The poster identifies the 6 key aspects of digital citizenship–understanding the digital world, digital well-being, artificial intelligence use and understanding, Internet safety, information literacy, and digital etiquette–and collates resources designed to help parents build their own understanding and confidence and navigate conversations with their children in each area. The poster also details the intended user profile, resources, criteria for selection, and conclusions. The intended audience of the poster is practitioners and educators who work with parent populations and are in a position to connect parents with resources. In order to be selected, resources needed to be recent, research-backed, related to children ages 0-12, and directed at parents. If no reliable, up-to-date resources existed that addressed parents, as was often the case, preference was given to non-academic sources that were quick and easy to understand. Parents of younger children are an overlooked demographic in the conversation around online participation, though there are countless lesson plans and resources for educators available.

"Librarianship as a Second Career: Leveraging Transferable Skills and Identifying Opportunities for Professional Growth." *Paulina Cosma*

Abstract: This poster presents an experience of a graduate LIS student transitioning from a decade-long career in aviation to a second career in librarianship. It highlights strategies for students employed full-time while pursuing their MLIS to integrate professional development into their demanding schedules and enhance their employability post-graduation. The poster aims to provide other career changers with ideas for marketing their existing skills as transferable and identifying opportunities that align with their aspirations. Individuals who commence their MLIS degree while maintaining employment outside the library field often realize that many individuals enter librarianship as a second career, and that acquiring practical experience sought by employers while working full-time in another sector can be challenging. Professionals whose roles involve extensive travel must adopt innovative approaches and leverage opportunities to develop professional skills that accommodate their schedules and are more closely aligned with the expectations of prospective employers. The poster will present the author's personal experience and encompass the following sections: (1) Introduction, which delineates the distinctive transition from a career in aviation to librarianship; (2) Transferable skills acquired through previous airline industry experience, including leadership, teamwork, adaptability, intercultural communication, and creative problem-solving; (3) Volunteering activities at the Plainsboro Public Library, serving as the Seed Library Liaison and with the Friends of the Library; (4) Engagement as a student ambassador for the Library and Information Science (LIS) program at the University of Denver; and (5) Role as a reviewer for the New Jersey Library Association's Garden State Teen Book Award Committee. The objective of the poster is to empower other LIS career changers to generate innovative ideas for discovering professional development opportunities and to assist them in recognizing and showcasing their transferable skills, thereby enhancing their marketability upon graduation.

"Synthe-zine: Teaching Synthesis in a Hands-On Zine Workshop." *Jacob Hopkins, Yoko Ferguson, and Bethany Monea*

Abstract: This poster presents a case study in creative information literacy instruction: "Synthe-zine," an in-class zine-making workshop developed by two librarians and an English faculty member at the University of the District of Columbia (UDC). The poster documents the workshop's goals, design, and outcomes to offer a replicable model for other librarians and faculty interested in tactile approaches to teaching synthesis. The poster explains the workshop's pedagogical rationale and collaborative design. Students in a critical writing course learned about the history and purpose of zines and then created their own (all supplies provided) in response to their course readings. In doing so, they explored how cutting, pasting, and remixing images and texts parallels synthesis, an essential component of the research and writing process. In both cases, new meanings and insights emerge through combination and reinterpretation. Photos and excerpts from students' zines illustrate how the workshop supported students' personal engagement with course texts and themes. In an age dominated by screens and artificially generated content, analog zine-making reminds students, faculty, and staff of the value of hands-on creation. This poster illustrates UDC Library's dual role as a repository of knowledge and a space for creativity and expression:

students could choose to submit their physical zines for digitization and inclusion in a new open-access collection in the Library's institutional repository. The poster describes how this process centered student-authored metadata and introduced students to copyright and fair use concepts. The poster concludes with reflections on the workshop's successes, areas for improvements, and possible future directions. These reflections are translated into actionable guidance for symposium attendees interested in pursuing similar zine-based instruction or programming. Recommendations and adaptable resources, including a student-facing zine metadata form, will be shared on the poster and via QR codes and embedded links.

"A Tour of Fiction Genres: Genre Foundations for Working with Adult Readers." *Erica Hewett, Cindy Scheu, and Patricia Ford*

Abstract: "Many library professionals lack formal training in readers' advisory services, leaving them ill-equipped to connect patrons with satisfying reading experiences. This poster presents a comprehensive exploration of three cornerstone fiction genres—Fantasy, Mystery, and Romance—developed through graduate coursework in "The Reading Experience in Libraries, Museums, and Archives." Understanding genre foundations is essential for modern library practice. Today's readers are sophisticated consumers who seek specific appeal factors, explore genre-blended narratives, and venture beyond familiar territory. Effective readers' advisory to create a good reading experience requires knowledge of genre characteristics, subgenres, appeal elements, and the ability to navigate hybrid or genre-blended works. Our poster examines each genre systematically, identifying: Key characteristics and defining elements; Appeal factors (pacing, characterization, tone, setting); Major subgenres and their distinctions; Classic titles and contemporary bestsellers; Professional tools and resources. Given the frequent intersection of Fantasy, Mystery, and Romance in contemporary publishing, we analyze genre blending through representative titles. This examination highlights critical considerations when recommending cross-genre works: Which genre dominates? What appeal factors from each genre appear? How do multiple genres enhance reader satisfaction? This poster equips LIS professionals and students with practical frameworks for readers' advisory conversations. By understanding genre foundations, librarians can confidently recommend titles, help readers articulate preferences, introduce unfamiliar genres, and celebrate the rich diversity of contemporary fiction. Whether serving lifelong genre enthusiasts or curious explorers, librarians will benefit from systematic genre knowledge. Our poster serves as both educational resource and advocacy tool, demonstrating why genre literacy deserves prominence in LIS curricula and professional development. Strong readers' advisory transforms library service from transactional to transformational.
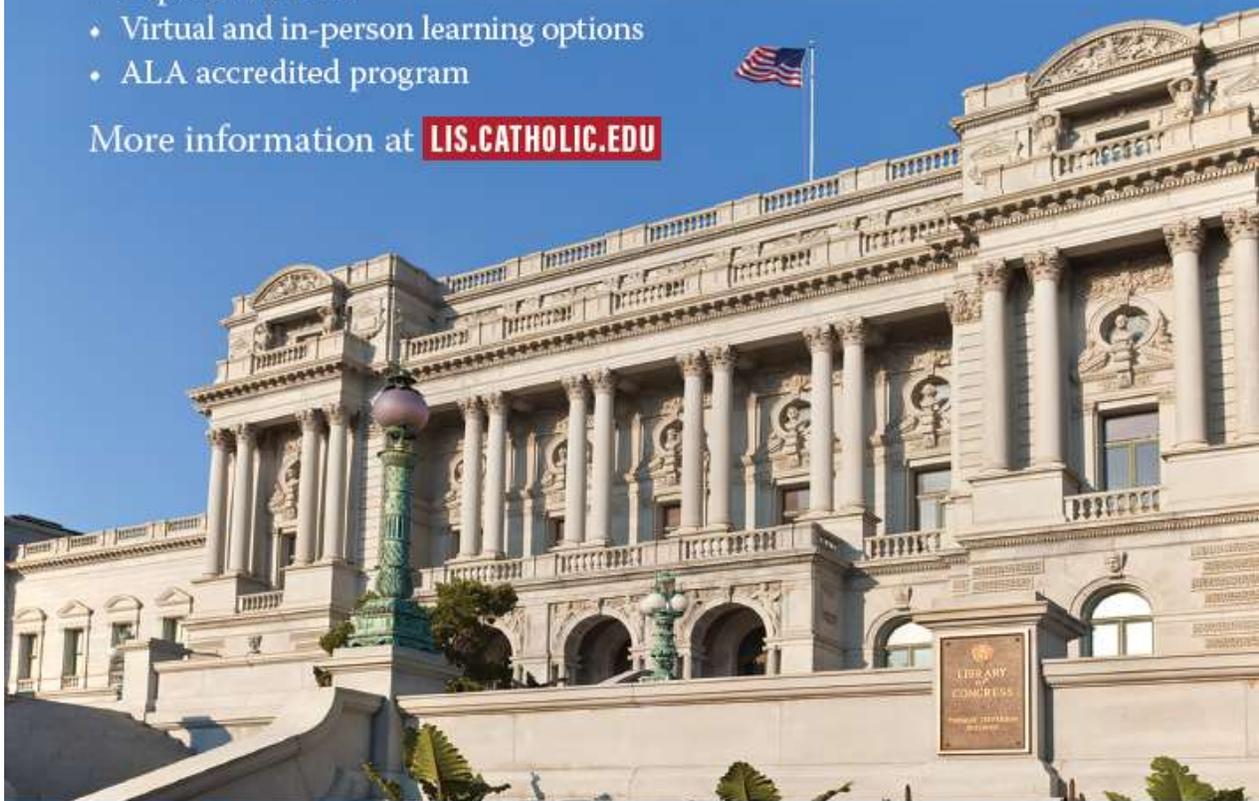
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