



The Catholic University of America
Library and Information Science

BRIDGING
the SPECTRUM

*The Department of Library and Information Science
The Catholic University of America*

16TH ANNUAL BRIDGING
THE SPECTRUM SYMPOSIUM

Virtually on Friday March 1, 2024

16th Annual Bridging the Spectrum Symposium
 Department of Library and Information Science
 The Catholic University of America

2024 Symposium Schedule

9:00 AM - 9:20 AM	Opening Session	
9:20 AM - 10:30 AM	Keynote Address “Libraries for the Win!” by Emily Drabinski , the President of the American Library Association (ALA) and Associate Professor at the Queens College Graduate School of Library and Information Studies	
10:30 AM - 10:40 AM	Break	
10:40 AM - 11:50 AM	Session 1. Panel Academic and School Library Partnerships: An Organization-Led Collaboration	Session 2. Briefing Marketing and Outreach
11:50 AM - 1:50 PM	Lunch	
	12:20 PM - 1:50PM Poster Lightning Talk Presentations	
1:50 PM - 2:00 PM	Break	
2:00 PM - 3:30 PM	Session 3. Briefing Evaluation of Library Services and Librarians	Session 4. Briefing Academic Libraries
3:30 PM - 3:40 PM	Break	
3:40 PM - 4:50 PM	Session 5. Briefing Archives and Special Collections	Session 6. Panel The Diffusion of New Ideas through Epidata and Proximity
4:50 PM - 5:00 PM	Closing Session	

Keynote Address



Emily Drabinski

President, American Library Association (ALA)
Associate Professor, Queens College Graduate School of Library and Information
Science

Libraries for the Win!

Description: Librarians are experts at the pivot. We move between print indexes, CD-ROMS, and relational databases with ease, leaping big technology shifts in a single bound. We offer readers advisory while explaining how to find the bathroom and advocate for increased library funding in the moments in between. But we can't do it alone! Join ALA President Emily Drabinski for a discussion of the good work libraries do, the support we need to keep it going, and strategies for staying nimble as we fight for the world we want.

About the Speaker: **Emily Drabinski** is the President of the American Library Association. Emily Drabinski is Associate Professor at the Queens (N.Y.) College Graduate School of Library and Information Studies. She edits *Gender and Sexuality in Information Studies*, a book series from Library Juice Press/Litwin Books.

SLA 2024 ANNUAL CONFERENCE & EXPO

A circular logo with a dark teal background and a white border. Inside the circle, the number '115' is written in large white font, with 'th' in a smaller font to its upper right. Below '115', the word 'YEAR' is written in white. A white banner with a grey shadow curves across the bottom of the circle, containing the word 'CELEBRATION' in white capital letters. The background of the circle is decorated with small white stars and a white line with a dot, resembling a clock face or a decorative border.

JULY 14-16, 2024 // UNIVERSITY OF RHODE ISLAND

Our 2024 Annual Conference and Expo is a celebration of 115 years of SLA! We're planning an extraordinary event and inviting all special librarians, and information, data research and knowledge professionals from the academic, corporate, government, scientific and non-profit sectors.

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Morning Breakout Sessions 10:40 a.m. - 11:50 p.m.

Session 1. Panel: Academic and School Library Partnerships: An Organization-Led Collaboration

Moderator: Heather Wiggins

Ewa Dziedzic-Elliott - The College of New Jersey
Neil Grimes - William Paterson University
Gary Marks - William Paterson University

This session will provide an overview of a statewide initiative offering College Readiness skills to high school students and the development of a shared community of practice between K-12 librarians and academic librarians. The initiative provides high school students with an orientation to the academic library, an introduction to academic research, examples of subject-specific resources and research assignments, and tips for enhancing information literacy skills. Librarians from both communities also benefit from shared professional development opportunities as they work to forge a continuum of information literacy skill development and bridge the gap between high school and higher education.

Attendees will receive an overview of the initiative, hear from the organizers, and learn about the program's outcomes, resource tools, and future plans.

Session 2. Briefing: Marketing and Outreach

Moderator: Maria Daniela Thurber

Acclimate through Art: Opportunities for Creativity when Orienting Students

Samantha Kanneiser - Rutgers University, Camden

In the first weeks of college, new students are inundated with programming. Librarians have long known that we need to use creative approaches to foster student engagement, and by including students in the creation of information objects we can engage their interest, honor their experience, uncover the hidden curriculum, and build community. This talk will cover how I incorporated art, conversation, and reflection into orientations and events for new students that include conceptual drawing, creative journaling, and mapmaking. I will share the development of the activities, learning outcomes, and feedback from students.

Understanding the Fediverse: How open protocols are upending traditional social networks
Simon Ringsmuth - Oklahoma State University

Traditional social networks such as Twitter and Facebook use closed, proprietary protocols that only allow people to engage with users and content as long as they have an account on each of the platforms. In other words, you can't post on Facebook unless you have an account on Facebook. Newer social networks such as Mastodon and Threads are built on ActivityPub, an open protocol that is much more flexible, scalable, and customizable. This has sparked worldwide interest in a new form of social networking—one that is built on interoperability and user choice. In essence, you can post on Mastodon even if you do not have an account on Mastodon.

This session will help attendees understand the technology behind modern social networks like Mastodon and Threads and consider how it can be utilized by Libraries to enable new types of knowledge-sharing and open conversations.

Better Marketing Leads to More Student Engagement: Improving the Marketing of Christian Brothers University's Personal Librarian Program

Mark Duncan - Christian Brothers University

Librarians brainstormed ways to improve the marketing of the personal librarian program after Christian Brothers University experienced the lowest personal librarian student turnout for the CBU 101: Orientation to CBU course's personal librarian program during Fall 2022. While we reminded students through email to meet with their personal librarian for their required assignment, others needed additional communications. Also, we lacked collaboration with course instructors. In Fall 2023, in addition to previous methods, we posted in the weekly CBU newsletter and across campus about the personal librarian program. We also emailed instructors two weeks before the meeting deadline to indicate how many students still needed to meet with their personal librarian. Through improved marketing, we increased turnout by 33 percent, showed that the personal librarian program is still a valuable component of the CBU 101 course, and demonstrated that simple changes to an outreach strategy can reap significant benefits.

Poster Lightning Talk Presentations, 12:20 p.m. - 1:50 p.m.

Cultivating Engaging Library Events Through Outreach

Mallory Walker - Loyola Notre Dame Library

Amanda Kramer - Loyola Notre Dame Library

In the Fall of 2023, the Loyola Notre Dame Library held Fall Fest, its largest student-centered event in history. In this poster, you will learn about the different approaches and processes that led to the event's success, from strategic partnerships and planning to intentional internal communication and coordination. Walk away with planning templates and big ideas for your library's next great event!

Dismantling structural and individual cisgenderism in Illinois libraries: A descriptive research study on transprejudice and biases against trans and nonbinary populations

Tal Ness - University of Michigan

In the wake of targeted legislation, fearmongering and misinformation aimed to render trans people unrecognizable from humanity, the profession must reflect on current library practices and biases reinforcing the further marginalization of trans and nonbinary populations in libraries. The results of the study highlighted in this poster find that Illinois library and information science professionals may be reinforcing structural cisgenderism in libraries. The study utilizes a critical queer theory lens and includes a Likert scale survey with a demographic question on gender identity, measuring across four constructs: self-reported (1) biased attitudes, (2) biased behaviors, (3) knowledge of trans and nonbinary user needs and individual inclusive practices, and (4) organizational inclusive practices. Results suggest a relationship between cisgender-identifying respondents and constructs (1) through (3). This research contributes quantitative data, analysis, and practical implications to a body of predominantly qualitative library literature on trans and gender diverse experiences in libraries.

Coordinating the Eckles Prize: A multi-stage project highlighting first year student research

Sheila Dougherty - The George Washington University

Elizabeth Kuntz - The George Washington University

The Eckles Prize for First Year Research Excellence is an annual prize that recognizes students who produce a research project that demonstrates significant and meaningful use of library services and collections in their first year at George Washington University. It is a wonderful opportunity to motivate students to take advantage of the library's many services and also to highlight the excellent academic work of first year students. The prize would not be possible without the complex, multi-stage endeavors that sustain it. With this poster, we detail the deliberate workflows that we have created and the rationale behind each of the intentional stages.

This poster will demonstrate not only the benefits of such a contest, but also the various project management techniques that can be used to coordinate such an involved project.

Human Rights and Information Access: Reimagining Finding Aids

Elizabeth Pineo - University of Maryland

Article 19 of the Universal Declaration of Human Rights is interpreted to grant individuals the right to information access, which includes access to information in archives—and, therefore, in finding aids. Finding aids are intended as the first points of contact between archival users and materials, but they are not currently created in wholly accessible manners, which impedes this right. To assess the accessibility of finding aids, I explore three metrics: discoverability, usability, and readability. This topic has particularly strong ramifications for Disabled users and users with low literacy levels, but implementing suggestions for increasing access for these populations will benefit all archival users.

The Marrakesh Treaty: Connecting scholars with accessible texts across borders

Kelsey Corlett-Rivera - National Library Service for the Blind and Print Disabled

Katherine Klosek - Association of Research Libraries

Globally, only seven percent of all printed works are available in accessible formats. The Marrakesh Treaty allows for the exchange of accessible books across borders for use by Treaty beneficiaries. Special libraries such as the U.S.'s National Library Service for the Blind and Print Disabled (part of the Library of Congress) have been sharing books under the Treaty for some time. The Association of Research Libraries (ARL) and the Canadian Association of Research Libraries (CARL) recently completed a three-year pilot project exploring elements of Marrakesh Treaty implementation in the US and Canada, so that scholars may request and borrow texts in accessible formats in their field of scholarship and preferred language. This poster will share additional background on the Treaty, findings from the ARL/CARL task force – including qualitative data from interviews with Treaty beneficiaries and research library directors – and recommendations for leveraging the Treaty to provide accessible materials.

A Universal Design Approach to Creating a Sensory-Friendly Study Space

Hayley Holloway - University of Baltimore

Gaby Messinger - University of Baltimore

As two neurodivergent librarians, we recognize the need to proactively and intentionally design spaces conducive to the unique needs, study habits, and preferences of neurodivergent students. Our project also aligned with our wider library's goals of creating community within our physical spaces and increasing foot traffic in our building. This project was in the planning and proposal stage in our Fall 2023 semester, with implementation throughout our Spring 2024 semester.

During this project, we adapted a current, multi-use study room in our library to make it sensory-friendly – a space that is comfortable and usable for neurodivergent students. Using principles from UDL, the attributes of the room not only benefit neurodivergent students, but make it a welcoming space for all students and other patrons.

Managing Complex Digital Resources: A Case Study in Experimental Photogrammetry

Nikki Wise - University of Maryland

This poster will present a case study of experimental photogrammetry for ceramic artifacts comparing the quality of models created using two different photogrammetric approaches. This case study elucidates the problems in preserving and managing complex digital data (images and models) created from analog data (artifacts). 3D models are unwieldy digital resources made up of many components that can be easily separated or lost but are only meaningful when used in context with each other. How can we ensure that these complex digital resources are managed and preserved to support the sharing and reuse of data in archeological research? This case study presents an opportunity to examine the strategies taken to manage these complex digital resources.

Weeding a physical collection in an almost virtual library: Lessons learned the hard way

Jackie DeLong - Shenandoah University

Andy Kulp - Shenandoah University

The next big technology shift in libraries might happen when every user is already a human-software hybrid or an AI puppet. In the meantime, the Smith Library at Shenandoah University still often directs students and others to its physical resources. These print collections were overgrown and unkempt, but not entirely replaceable by growing online resources. "Weeding" elicits groans from librarians and faculty alike, but faced with external timelines and space restrictions, the Smith Library enlisted the help of Shenandoah faculty to dramatically reduce its print collections. This poster will graphically represent the scope, processes, and results of the Smith Library's overall weeding project and will include a deep dive into the collaborative effort with the Conservatory faculty. Special attention will be paid to the embarrassing, preventable failures and encouraging lessons learned throughout this process.

Factors Affecting Citations: A bibliometric study of highly productive authors of Pakistan

Nazia Wahid - Fatima Jinnah Women University

Nosheen Warraich - University of the Punjab

The study aimed to investigate the citation patterns of the most productive authors of Pakistan using bibliometric techniques and to explore factors that affect citations. One hundred authors have been recognized from ten years publication data of Web of Science. These authors published 10907 publications obtaining 198636 citations. The citations were found widely scattered. One tenth of the total publications were not cited while other publications have received at least one citation. Findings of Mann-Whitney U and Kruskal Wallis test revealed

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significant difference in citations between academic ranks; collaboration types; journal quartile; funding and non-funding publications, and publications in national and international journals. This paper reinforces that citations are affected by some factors identified in this study which may help the researchers, HEIs, and policymakers by considering them for revising the policies for academic research. Therefore, the study provides a better understanding of the role of these factors in getting citations.

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

Session 3. Briefing: Evaluation of Library Services and Librarians

Moderator: Sue Yeon Syn

The Socioeconomic Class Backgrounds of American Librarians

Vikki Terrile - Queens College CUNY

In an effort to unpack how socioeconomic class experiences impact American librarians and their work in communities, this project is employing an explanatory sequential mixed methods design where phase one (conducted from November to December 2023) was a survey using accepted measures of socioeconomic class status (education, work, housing, food security) to measure the socioeconomic class backgrounds of a sample of 494 librarians in the United States. Phase two (in progress) is using in-depth qualitative interviews with a smaller sample of survey participants who self-select to participate further in the study. The briefing will share highlights of the findings from the phase one survey, emphasizing patterns and outliers in the data, and will explain how these findings are being used to shape the quantitative phase two to explore the lived socioeconomic class experiences of librarians and their work.

First-Gen and the Library: Using Student Perceptions Surveys to Measure Academic Library Services

Teddy Stocking - University of Nevada, Reno

Rosalind Bucy - University of Nevada, Reno

Carlos Ramirez-Reyes - University of Nevada, Reno

Although a large share of undergraduates, first-generation college students (FGCS) remain difficult to describe. In the Spring of 2022, researchers conducted the MISO Survey (Measuring Information Services Outcomes) to gather user perceptions of University library services.

Researchers will present their study, measuring perceived importance of and satisfaction with library services at the University of Nevada, Reno. Researchers' data exploration went further than traditional analysis of aggregated data by separating the survey data into cohort-level groups including FGCS. Researchers will present: 1) the approach splitting aggregated survey data 2) topline perceptions of library services and 3) FGCS perceptions of library services.

Analyzing first generation college students vs. the overall undergraduate student body, researchers discovered the campus FGCS placed a higher importance and maintained higher satisfaction with library services. Author's will discuss the implications of library services perceptions differences between FGCS and non-FGCS.

Innovative Services in Public Libraries: Cases during COVID-19 pandemic

Sue Yeon Syn - The Catholic University of America

Donghee Sinn - University at Albany

Sujin Kim - University of Kentucky

This presentation will introduce public library innovations during the COVID-19 pandemic. With the lockdown, public libraries had to quickly adapt to the pandemic environment to continue their services to users. This study investigated public library services during the pandemic to identify types of innovative services public libraries provide. We collected two datasets: the first dataset comprised 751 tweets from the 12 largest public libraries in the U.S., and the second dataset included 72 articles from 3 major professional magazines. These datasets were analyzed to identify innovative services provided between 2020 and 2021. A content analysis from both datasets highlight that public libraries changed their service delivery modes quickly and implemented diverse innovative services to bridge the digital divide, support health and technology literacy, and help with unemployment and career development. The key to the library services was to make efforts to reach out to their communities and become community education centers during difficult times. It was also found that the innovative services support not only users but also libraries' internal operations.

Librarians as OER content creators: an evaluation of research guides

Katie Hut - American University

Rachel Borchardt - American University

Clarissa Ihssen - American University

Olivia Ivey - American University

Librarians, often advocates for OER creation, use, and adaptation may not consistently see themselves as creators of such materials.

A close analysis of librarian-created research guides revealed that many guides had elements of standardization and reuse, such as reuse of images. However, the inclusion of the necessary permissions to facilitate OER use, such as a Creative Commons license allowing for derivatives, was relatively low. Additionally, many guides had a university-level copyright appended to the website.

These results led to questions regarding intellectual property rights, intended vs. potential users for this content, and official vs. unofficial channels for the use and reuse of library-created knowledge and content. Ultimately, we conclude that there are many cultural and institutional factors that affect the application of Creative Commons licenses to research guides, and more education and advocacy about this may encourage research guide creators to consider their content in a broader OER context.

Session 4. Briefing: Academic Libraries **Moderator: Kevin Gunn**

Where Do We Come In?: Faculty Research Assignment Design and Implications for Librarian Practice

Meghan Kowalski - The University of the District of Columbia

Catherine Meals - The University of the District of Columbia

Faith Rusk - San Francisco State University

Librarians encounter myriad research assignments in their work supporting students, running the gamut between well-trodden to creative and bad to great. A student came to the library seeking help understanding a research assignment, but the prompt confused the librarian as much as it did the student, leading the librarian to ask: What was the professor trying to accomplish through this assignment? This briefing will report on the findings of an exploratory study where we sought to determine how faculty understand research as a concept, how they teach it, and how they design assignments.

From our findings, we will share insights that inform our librarianship and approaches to allow us to better support students in their development as researchers and information literate citizens, and faculty in their research pedagogy. We argue that increased engagement with embedded librarianship and train-the-trainer approaches present sustainable approaches to increased librarian engagement, and meaningful faculty support.

Doing More with Less: Scaling up Library Information Literacy Instruction Offerings through Curriculum-Mapping Based Asynchronous Learning Modules

Ladislava Khailova - Georgetown University

With higher education's budgetary challenges only deepening in the post-pandemic environment, academic libraries frequently face reductions in the workforce and the related need to do more with less. This presentation helps librarians navigate these challenges in the area of information literacy instruction. More specifically, it offers a feasible pathway to scaling up library information literacy offerings through the creation and distribution of curriculum-mapping based asynchronous learning modules. Using the implementation of research findings at Georgetown University's School of Continuing Studies Library, the presenter outlines the associated key steps, including the creation of program-level information literacy learning benchmarks, conducting a school-wide information-literacy focused curriculum mapping of core classes, developing a robust suite of video tutorials combinable into modules supporting the information literacy benchmarks associated with these core classes, and assessing the effectiveness (perceived or actual) of the asynchronous learning objects to further improve instructional offerings. Time will be given for questions.

Designing a teaching module help students recognize, avoid, and dispel misinformation and disinformation

Aaron Bowen - Wichita State University

Amy Drassen Ham - Wichita State University

A result of an extensive collaboration between a librarian and a public health professor, this presentation presents the development and deployment of a teaching module designed to instruct public health students in a university setting on how best to recognize and avoid (or challenge) misinformation and disinformation. Strategies for helping students understand the contours of misinformation and disinformation will be presented, as well as strategies for teaching them how to resist such false or misleading information. Discussion of current heuristic tools such as the SIFT Method will be included, along with discussion on their effectiveness (or alternately where stronger tools may be needed to help students parse the information they receive). Assessment of the effectiveness of these strategies, and by extension the effectiveness of the module, will be presented as well. While the main audience for this presentation is likely to be librarians and library science students, we will discuss methods in which this module can be adapted to other teaching and research settings.

How writing experts understand information literacy: A message to academic librarians

Chengyuan Yu - Kent State University

While academic librarians have been encouraged to collaborate with writing experts to improve students' academic writing and research competence, their collaboration is perhaps far from satisfactory due to the lack of mutual understanding. This study, therefore, interviewed four writing experts to investigate their understanding of information literacy as a basis for meaningful collaboration. The analysis shows that although writing experts only have a rough understanding of information literacy, they believe that information literacy is closely associated with and important for academic writing and research. If writers do not have content information, they cannot write satisfactorily. They also highlight the textual dimension of information literacy. Based on these findings, I suggest formal communication of information literacy theories and co-development of a text-based rubric of information literacy.

Afternoon Breakout Sessions, 3:40 p.m. - 4:50 p.m.

Session 5. Briefing: Archives and Special Collections

Moderator: Shane MacDonald

Using Metadata Cataloging as Means to Teach Primary Source Literacy

Jo Swenson - Keene State College

Rodney Obien - Keene State College

The Special Collections & Archives at Keene State College recently created an open lab for students interested in gaining experience with archival work and research. As part the lab, the staff is investigating how to use traditional processing activities to teach students primary source literacy. One of the investigations is how to use metadata cataloging to teach students primary source literacy. The presentation will give an overview of the open lab and discuss the curricula and demonstrate some of the proposed lesson plans.

Misinformation and Information Avoidance in the Archives

Scotty Beland - University of Maryland

The omnipresence and speed at which misinformation can be disseminated today makes it easier than ever to avoid information and the effects of this continue to be a growing research topic today. Although archivists are considered to be information professionals, the concept of information avoidance, or the fondness for gravitating toward information that aligns with an individual's beliefs in lieu of opposing information, and its salience with the profession is under-studied. My previous research has explored this topic by developing a conceptual framework utilizing literature from the fields of misinformation studies and archival theory. This briefing first aims to summarize this framework to a group of peers and the second aim is to introduce future research plans with the goal of starting conversations around information avoidance in the field of archives to combat misinformation and information avoidance.

CARE Data Primer for Ethical Data Stewardship

Sarah Barsness - University of Minnesota, Libraries, Archives & Special Collections

Ann Myatt James - George Washington University, Libraries and Academic Innovation

Katie Pierce-Farrier - Tarleton State University and Network of the National Library of Medicine

Alex Wieker - University of Minnesota, Magrath Library

The CARE data principles (Collective benefit, Authority to control, Responsibility, and Ethics) are a conceptual framework meant to ensure ethical collection, sharing, and stewardship of Indigenous data. As part of a workshop hosted by the Data Curation Network in 2022, librarians created a foundational data curation primer on the CARE data principles and how they apply to

data management, curation, and sharing. The primer touches on the cultural context regarding the CARE data principles, the historical misuse of Indigenous data, tribal sovereignty, and Indigenous Peoples' right to governance of their data. Using the CURATE(D) checklist, the primer walks information professionals, researchers, and data curators through key questions and steps to ensure ethical use, sharing, and preservation of data.

Session 6. Panel: The Diffusion of New Ideas through Epidata and Proximity

Moderator: Sue Yeon Syn

Laurie Bonnici - University of Alabama SLIS
Brian O'Connor - University of North Texas
Deama Khader - University of North Texas
Jodi Kearns - University of Akron

The presenter panelists offer an insightful examination of the gaps between individuals and information within information-seeking contexts. They explore the innovative integration of proximity and epidata in archival practices, showcasing how seemingly irrelevant details can unveil unexpected connections. Epidata, a pioneering approach in information retrieval, enriches retrieval by incorporating tales, hints, and clues, thereby enhancing comprehension without altering the original data. Emphasizing human interactions, the panel advocates for proximity as a strategy to forge closer bonds between searchers and information, facilitating the discovery of informative epidata. Through compelling case studies informed by each panelist's experiences and audience interaction, the panel illustrates the practical application of this approach to ephemeral archival materials. By embracing proximity and epidata, researchers and practitioners can overcome traditional limitations in information-seeking, fostering collaboration and innovation within archival practices.