



The Wisconsin Association of Academic Librarians, a
division of the Wisconsin Library Association, presents

2024 ONLINE CONFERENCE

Alphabet Soup: Finding Meaning in Academic Library Work

AUGUST 7 | 9 AM - 3 PM

wisconsinlibraries.org/2024-academic-library-conference



Keynote Speaker

MIKE CAULFIELD

Researcher, Author & Creator
of the SIFT Methodology





Welcome from the WAAL Conference Planning Committee!

The Wisconsin Association of Academic Libraries (WAAL) will soon be gathering to celebrate the acronyms and letters that drive our work. We will have programs, poster sessions, and lightning talks that implore us to learn more about AI tools, creating psychological safety in the workplace with TIC, and hear from librarians in Tennessee about OABF.

Don't know what all those acronyms stand for? Please join us from the comfort of your library office, your home office, or your FLOCS* on Wednesday, August 7 when academic librarians and staff from Green Bay to Atlanta to the Bronx will gather for the second entirely virtual, day-long conference and you will have the opportunity add to your arsenal of acronym knowledge.*op*

Thank you to everyone on the committee for crafting the "Alphabet Soup" theme and dedicating time to coordinate this event, to Erin Kriener at McIntyre Library for designing this year's playful logo, and to Laura Sauser for keeping us all on task and organizing our meetings. Also, thank you to our sponsors for making this event possible. We look forward to seeing you all there!



WAAL CONFERENCE CHAIR

Anna Zook
Arts Librarian
McIntyre Library
UW- Eau Claire

**Favorite Locally Owned Coffee Shop*



Conference Committee

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Anna Zook, McIntyre Library at UW-Eau Claire

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The Wisconsin Association of Academic Libraries (WAAL) conference is an interactive virtual experience for academic librarians to connect, unpack their work, and reclaim their purpose amidst the many challenges and opportunities in today's libraries.

Why Attend WAAL 2024?

- Interactive breakout sessions led by academic librarians from Wisconsin and around the country.
- It's virtual, but still personal. The virtual conference format makes attendance more accessible for library professionals working anywhere. Opportunities to connect with other attendees in the session chats and in the event app will create a more personalized learning experience.
- A just-right schedule for busy professionals. A one-day event with shorter breakout sessions and the ability to watch recordings on your own time gives you more flexibility to learn at your own pace.
- 30-day access makes attending every session possible.
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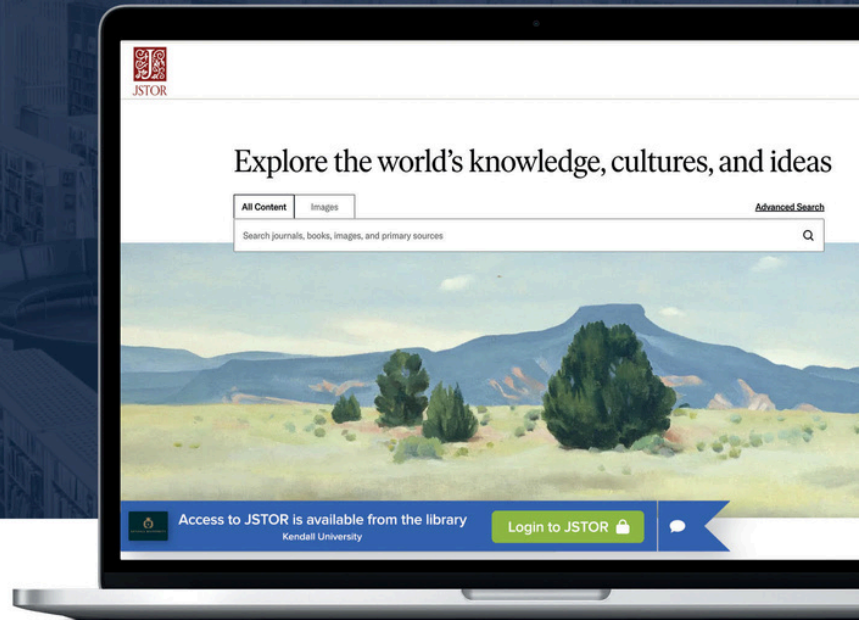




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*All content will be available for 30 days after the
conference.*



Opening Keynote

Is this what I think it is? Navigating a world of decontextualized evidence and pervasive AI



OPENING KEYNOTE

Mike Caulfield, Researcher, Author, and Creator of the SIFT Methodology

The question many stumble on when navigating the web isn't whether something is true or false, but whether the thing they are looking at is "what it looks like." An advocacy site can look like a newspaper, a ten-year-old video can be recycled as a recent event, and a PDF'd preprint can be misread as a peer-reviewed paper. People are fooled by surface features -- how an item looks, reads, or feels, ignoring more important deep features, such as where it came from and who vouches for it.

How will AI, with its mastery of surface style, impact the information environment of the web? What techniques should the public adopt to protect themselves from being bamboozled by its confident prose and compelling multimedia? What techniques are best avoided?

This talk will draw on real world examples showing how our online world is about to change -- albeit in familiar ways.

About the Speaker

Mike Caulfield has taught thousands of teachers and students how to verify claims and sources through his workshops. His new book with Sam Wineburg, *Verified: How to Think Straight, Get Duped Less, and Make Better Decisions about What to Believe Online*, was published by the University of Chicago Press in November 2023. His SIFT methodology is taught by hundreds of research libraries across North America, and a shorter version of SIFT instruction, developed with Google, has been taught in public libraries across the world.

His more recent research looks at how a degraded understanding of why argumentation is important and how argument works has led to inappropriate approaches to the problem of misinformation.

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portal will add dollars to your budget and hours to your day.

From scanning to preservation, WiLS staff members have the expertise to help you launch and tend your digital collections. Whether you are looking for training or consulting,



Digital Projects

WiLS can help you at any stage of your digital project.



WiLS has the experts to guide you to the answers you need.



Consulting Services

As project management, process development, and data pros, we listen to your needs to create a reliable process, whether it is strategic planning, survey development, or a new idea.

Our community of libraries and cultural organizations is an ecosystem we are honored to invest in. We offer grants and free learning opportunities, and WiLS staff members spend time on pro bono projects that give back to the community.



Giving Back

Conference Agenda At-A-Glance

**PLUS BONUS PRE-RECORDED
LIGHTNING TALKS & POSTER
PRESENTATIONS**

Subject to change.

9:00 AM - 10:00 AM	Is this what I think it is? Navigating a world of decontextualized evidence and pervasive AI (Opening Keynote)		
10:00 AM - 10:10 AM	Break	Break	Break
10:10 AM - 10:40 AM	History is In the Making	Using TeachingBooks to Build Diverse Collections	Reassessing Information Literacy Instruction: Unexpected Lessons from a Five-Week Course
10:40 AM - 10:50 AM	Break	Break	Break
10:50 AM - 11:20 AM	DEI Under Fire: Staying Faithful to the Framework	GBEDAC: The Green Bay Estuary Digital Archives Collection	IL for LL: Designing an Information Literacy course to foster Lifelong Learning
11:20 AM - 11:30 AM	Break	Break	Break
11:30 AM - 12:00 PM	Defining the E in EDIB: Equity work at the Mulva Library	When Acronyms are Not Enough: Collection Development Decisions During Times of Crisis	Incorporating Generative AI Concepts in Information Literacy Instruction
12:00 PM - 1:00 PM	Lunch Break	Lunch Break	Lunch Break
1:00 PM - 1:30 PM	ADA, SSD, and WCAG: Letters of Accessibility and Your Library	When OA is Your BF: Establishing an Open Access Book Fund	AI in IL: The Right Tool for the Job
1:30 PM - 1:40 PM	Break	Break	Break
1:40 PM - 2:10 PM	EDI, IL, and the MLA; Diversity-Related Information Literacy Tasks in Music Courses	Fostering Cultural Sensitivity: Mindful Communication in the Workplace	The Whole Student Approach to Employee Training & Engagement
2:10 PM - 2:20 PM	Break	Break	Break
2:20 PM - 2:50 PM	Unconference / Closing		
3:00 PM	Adjourn		

Conference Agenda

9:00 AM - 10:00 AM

Opening Keynote - "Is this what I think it is? Navigating a world of decontextualized evidence and pervasive AI"

Mike Caulfield, Researcher, Author, and Creator of the SIFT Methodology

The question many stumble on when navigating the web isn't whether something is true or false, but whether the thing they are looking at is "what it looks like." An advocacy site can look like a newspaper, a ten-year-old video can be recycled as a recent event, and a PDF'd preprint can be misread as a peer-reviewed paper. People are fooled by surface features -- how an item looks, reads, or feels, ignoring more important deep features, such as where it came from and who vouches for it.

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10:10 AM - 10:40 AM

History is in the Making

Vince Trippi, Milwaukee Pride

Academic librarians play a unique role in creating belonging on campus. They equip students and faculty with tools to navigate conversations about gender and sexuality by promoting connections between research, collections, speakers, and events that offer patrons new perspectives.

The presenter will explore how to curate exhibits that showcase historical and contemporary LGBTQ+ themes through artifacts, photographs, digital media, and live events. By reviewing different LGBTQ+ exhibits, the presenter will demonstrate how to spark dialogue through outreach to academic staff, discussion prompts for passersby, and providing age-appropriate resources for a rich learning experience.

This session provides attendees with a guide to curate similar exhibits in their own libraries. It will inspire them to explore how to make often-unheard LGBTQ+ stories from U.S. and world history accessible. Additionally, it will show how exhibits can foster positive identity development and challenge misconceptions and biases about LGBTQ+ history and culture.

Reassessing Information Literacy Instruction: Unexpected Lessons from a Five-Week Course

Susan Klopper & Nora McKenzie, Emory University

In spring 2024, the Emory University's business librarians built a 10-hour, for-credit senior seminar workshop. It gave the librarians an opportunity to scaffold content across a five-session series and to tackle the challenge of equipping graduating seniors with the skills to conduct credible research when faced with no or limited access to databases at work.

Brainstorming the best approaches for creating and structuring content, the presenters leaned into the strategies they had successfully used in prior classes. They relied heavily on ACRL's Framework for Information Literacy to develop the context for lessons and built exercises that allowed students to experiment with the type of research that early-career business professionals would be expected to conduct. Each session allowed the students to explore concepts around who owns information, strategies for targeting credible sources, and tips for sifting through the "noise" in Google's returned results; each lesson was followed by interactive exercises. Along the way, the presenters learned many unexpected (and several difficult) lessons about the best methods for engaging with our undergraduates.

All in all, the time spent teaching this group of graduating seniors presented a fair number of challenges, not least of which was the students' reluctance to buy into the Framework and to trust the librarians' expertise as information professionals. As part of the assessment of the class, the presenters now know that they need to rethink and revise our approach on how to teach information literacy to graduating seniors, including how it relates to using generative AI.

Conference Agenda

10:10 AM - 10:40 AM, cont.

Using TeachingBooks to Build Diverse Collections

Danielle Burbank, TeachingBooks

Explore TeachingBooks to support children's literature studies, school and public library programs, preservice educator training, and more. Learn how to create and share reading lists of texts to add to a syllabus and support coursework while celebrating diverse books.

With new Book Resumes to learn more about titles, TeachingBooks database has over 350,000 resources for more than 92,000 titles, all at your fingertips. TeachingBooks is provided to all Wisconsin schools, public libraries, universities, and residents through BadgerLink, Wisconsin's Online Library funded by the Wisconsin Department of Public Instruction.

10:50 AM - 11:20 AM

Steering GBEDAC: Building the Green Bay Estuary Digital Archives Collection

Hannah Hacker-Snyder, UW UW-Green Bay Archives & Area Research Center

In her presentation, Hannah Hacker-Snyder (Archives Assistant, UW-Green Bay Archives & Area Research Center) will discuss the development of the Green Bay Estuary Digital Archives Collection (GBEDAC). This is a digital resource that contains archival collections and materials that pertain to Northeastern Wisconsin's water history, science, and cultural impact. The one-year project was developed as part of the Green Bay National Estuarine Research Reserve (NERR) designation led by UW-Green Bay and was funded through a grant from the Wisconsin Coastal Management Program (WCMP), with support from the Wisconsin DNR and the UW-Green Bay Libraries. The digital collection was built from relevant UW-Green Bay Archives' materials, as well as donations from Green Bay community members. In the presentation, Hannah will primarily focus on the victories, challenges, and lessons learned while coordinating and developing a large, unique digital collection.

IL for LL: Designing an information Literacy course for Lifelong Learning

Allison Brungard, Slippery Rock University/Bailey Library

This presentation delves into the perspective of librarians teaching the course, Information Literacy for Lifelong Learning, emphasizing a broader approach to help students grasp the overarching IL concepts they've acquired and understand how to apply them effectively in the future.

As students transition from academia to the professional world, they will encounter a significant shift in their access to information resources. This transition can be particularly challenging when they no longer have access to the array of subscription databases provided by academic libraries. To address this critical need and empower future professionals with the skills to navigate information landscapes independently, the presenter developed an innovative, online course in information literacy.

The IL course aims to equip postgraduate students with the necessary tools and strategies to effectively locate, evaluate, and use information sources beyond traditional library databases. By focusing on practical applications tailored to their specific fields, students will learn to leverage a diverse range of open-access resources, specialized databases, and industry-specific repositories.

Open texts include Michael Caulfield's *Web Literacy for Student Fact Checkers* and *Choosing & Using Sources: A Guide to Academic Research* by Ohio State University Libraries. Through interactive modules, case studies, and hands-on exercises, students develop critical thinking skills essential for discerning credible information amidst the vast expanse of online content.

The presenter will address the immediate IL needs of soon-to-be college graduates through audience contributions and aims to foster a culture of lifelong learning essential for thriving in the digital age.

Conference Agenda

10:50 AM - 11:20 AM, cont.

DEI Under Fire: Staying Faithful to the Framework

Jennifer Joe, University of Toledo

At the time of this presentation, there is a bill pending in the Ohio legislature that would prohibit most diversity, equity, and inclusion initiatives. However, the ACRL Framework for Information Literacy in Higher Education expects information literate individuals to “question traditional notions of granting authority and recognize the value of diverse ideas and worldviews” (Authority Is Constructed and Contextual), “examine their own information privilege” (Information Has Value), and “value intellectual curiosity,” “maintain an open mind,” and “seek multiple perspectives” (Research as Inquiry).

With the profession already under fire nationally, it is unlikely that the “professional standards” caveat in the bill will protect librarians attempting to teach these diversity, equity, and inclusion standards in the classroom and at library events. Rather than submit to the chilling effect the legislation is already having, the presenter has devised a number of methods and defenses to teaching these concepts, including calling upon the authority of other recognized professional standards, teaching these concepts in a more neutral manner, and engaging students in directed conversation that allows students to arrive at these conclusions in their own discussions (permissible even under a strict reading of the statute.) This presentation will overview the thought process behind relying on these methods and defenses and offer an opportunity for anyone facing similar pressure to brainstorm ways to stay faithful to the Framework.

11:30 AM - 12:00 PM

Incorporating AI Literacy in Information Literacy Instruction

Jodi Pierre, University of Wisconsin-Green Bay

Generative artificial intelligence (GAI) programs like ChatGPT and Microsoft Copilot are transforming how we interact with information.

This session explores the intersection of AI literacy with traditional information literacy. Librarians can play a pivotal role in helping students develop the skills to critically evaluate GAI tools. Attendees will gain insights into the latest developments in GAI applications and learn strategies for integrating AI literacy into instructional sessions focused on effective online research and information evaluation.

Defining the E in EDIB: Equity work at the Mulva Library

Alaina Morales, Ivy Summers & Jenny Patton, Mulva Library, St Norbert College

EDIB, DEI, JEDI. No matter what you call it, Mulva Library staff felt overwhelmed by the acronyms, yet as staff members who identified as BIPOC, LGBTQIA+, and/or neurodivergent, it was imperative to create a work environment that felt safe for staff and patrons alike. This session will examine and track the staff’s evolving understanding of Equity along the model of predictable phases of equity work as well as the additional acronyms that were explored (like TIC) to create psychological safety at the workplace, which then informed how the presenters found meaning in their respective areas of library work.

When Acronyms are Not Enough: Collection Development Decisions During Times of Crisis

Tristan Draper & Mary Schiavone, Beloit College Library

The Presenters will explore a case study that occurred at the Col. Robert H. Morse Library at Beloit College during which approximately 800 books were damaged in a severe leak during renovation. The Presenters will discuss how the existing collection development policy did not cover the scale of damage or the realities of a large-scale collection emergency. During the process of saving these books, the Presenters developed processes and updated policies to better serve our collection and patrons, resulting in a stronger emergency response plan and a more complete understanding of our collection. The presentation will propose an updated collection framework to be better prepared for crisis situations and collection emergency decision-making.

Conference Agenda

1:00 PM - 1:30 PM

AI in IL: The Right Tool for the Job

Kim Tipton & Elizabeth Nelson, McHenry County College

The presenters will show some AI tools (including Research Rabbit, Consensus, ChatGPT, and Semantic Search) and discuss how they are connected to the ACRL Framework for Information Literacy for Higher Education. The presenters will also show how they can (or maybe shouldn't) be used in college or professional level research.

ADA, SSD, and WCAG: Letters of Accessibility and Your Library

Anna Zook, UW-Eau Claire

An estimated nineteen percent of undergraduate students have a disability. Their disabilities may be visible, invisible, temporary, relapsing-remitting, or long-term. During the fall semester of the 23-24 school year, the presenter embarked on a student-faculty research study focused on how academic libraries can meet the needs and expectations of students with disabilities through meaningful and initiative-taking solutions that reduce stigma and move beyond reasonable accommodations. She will share their findings, including best strategies for collaborating with key players on your campus, how to make your library more welcoming for students with disabilities, and suggestions for sustainable practices that will make your library more accommodating for all visitors.

When OA is Your BF: Establishing an Open Access Book Fund

Olivia Chin & Kat Brooks, University of Tennessee Knoxville

Sure, "f" is for friends who do stuff together, but it's also for funding! Open access book publishing charges can be a barrier to authors. Enter the OABF to the rescue!

In the spring of 2024, the University of Tennessee Libraries began developing an open access book fund that would support faculty researchers and the libraries' strategic vision. While the libraries already had an established fund for open access articles, the criteria needed

to be reworked for open access book funding. In this session, Scholarly Communication Librarian Olivia Chin and Collections Strategist Kat Brooks will share how the real treasure in open access book funding is the friends we made along the way.

1:40 PM - 2:10 PM

EDI, IL, and the MLA: Diversity-Related Information Literacy Tasks in Music Courses

Anna Grau Schmidt, University of Wisconsin-Milwaukee

In October 2023, the Music Library Association approved a new Music Companion to the Framework for Information Literacy. In preparation for creating the document, a group of instruction specialists from the MLA interviewed music instructors about their students' information literacy abilities, disciplinary needs, and growth over time and conducted a thematic analysis of the interviews. Among the trends identified was recognition among instructors of emerging information needs related to diversity and inclusion. In particular, faculty mentioned assignments and information needs related to diversification of performance repertory, as well as contextual research to evaluate a song for use in a culturally-responsive classroom. Many instructors raised these concerns unprompted as examples of rare explicit assessment of information skills in courses otherwise focused on musical or educational practice.

In this presentation, I will summarize findings of our analysis related to issues of EDI and information literacy, exploring what these findings illuminate about IL needs and scenarios that arise in performing arts, and implications of recent disciplinary changes for the perception of information literacy among practitioners. I will also discuss some sample knowledge practices, dispositions, and learning outcomes that emerged in the Music Companion in response to these conversations. Identifying emerging information needs as disciplines undergo shifts in paradigms and priorities offers opportunities for librarians to articulate the value of IL instruction to student and faculty development, and to make meaning in our work as subject specialists. This session will include opportunities for participation and reflection on applying these concepts to participants' own instructional context.

Conference Agenda

1:40 PM - 2:10 PM, cont.

The Whole Student Approach to Employee Training & Engagement

Erin Kriener & Jenna Vande Zande, UW-Eau Claire, McIntyre Library

In this session the presenters will be discussing their style of student employee supervision, which combines technological resources with strategic interpersonal community building. This compassionate approach to viewing employees as a whole person has led to an increased rate of student employee retention. The active engagement strategies (which range in size and complexity) can be implemented into an existing student employee training program.

Participants will take away several learning objectives from this presentation including best practices for using shared technology to build a base of knowledge and connection for your student employee team, specific engagement activities (ranging in scale from quick check-ins to full interdepartmental events) that can be adapted to fit a variety of unit sizes, and permission to approach student employees, and yourself, with compassion and empathy.

Fostering Cultural Sensitivity: Mindful Communication in the Library Workplace

Alessia Zanin-Yost, Slippery Rock University

The presentation will emphasize the critical need for cultural sensitivity within the library workplace. Stereotyping and bias can lead to misunderstandings, diminished confidence, and perpetuation of division between majority and minority groups. Effective cross-cultural communication relies on a profound understanding of cultural subtleties. Drawing from a qualitative case study conducted by the presenter, insights gleaned from interviews will prompt critical thinking and self-reflection among the participants. Participants will gain an understanding of the importance of DEIB within the library workplace to recognize how instances of stereotyping and bias can impact individuals' experiences and interactions, explore the nuances of cultural differences and how they influence communication dynamics, and

acknowledge the significance of microaggressions and their impact on individuals within an intercultural workplace, to identify strategies to mitigate their occurrence and promote a more inclusive environment.

2:20 PM - 2:50 PM

Unconference (Conference Wrap-Up)

Join conference attendees for an informal wrap-up discussion about the things you learned, the topics you'd like to explore in future WLA programs, leadership opportunities within the WLA academic libraries division, and more!

We'll also give away a few prizes, including a free one-year WLA membership (or membership renewal!)



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Poster Presentations

Celebrating Women in Architecture - Inspiring the Next Generation with a Reflective Library Collection

Sara Mautino, Cunningham Architecture Library, Oklahoma State University Libraries

Throughout history, the architectural realm has often marginalized the influential designs and unwavering determination of women, downplaying their contributions to human ingenuity and creativity. This poster session discusses the rationale, planning, implementation, and preliminary results of building a comprehensive 'Women in Architecture' library collection. Through a curated selection of resources, the presenter aimed to illuminate the indelible mark women have left on the architectural landscape. Shining a light through a historical lens and promoting contemporary practitioners. The collection uncovers the stories of pioneering female architects who defied societal norms and shattered glass ceilings, their innovative designs forever shaping our cities, structures, and the spaces we inhabit. The library collection portrays women in architecture, presenting their diverse viewpoints, groundbreaking designs, and unyielding determination. It provides a platform for aspiring architects, particularly young women, to connect with the legacies of these trailblazers, fostering a sense of empowerment and belonging within the profession.

Gettin' SASI and HIP in the Library: Fostering Engagement Activities outside the Classroom through High Impact Practices

Gina Nigro & Christina Chester-Fangman, Woodward Library, Austin Peay State University

The Woodward Library at Austin Peay State University (APSU) creates unconventional experiences for student engagement with the University's internal Student Academic Success initiative (SASI) grants that encourage student engagement within the academic community and foster faculty-student interactions outside of the classroom. The presenters have spearheaded high impact practices (HIPs) that establish a community of learning, collaboration, and engagement in unique and interactive settings where students can thrive. From academic integrity and style guide workshops to culinary adventures like "Cooking with Crockpots" and the elegant Charcuterie Board soiree, the presenters have promoted learning opportunities, life skills and community building among students. These events encourage students to explore new interests that promote life-long learning and a sense of belonging. The ultimate goal is fostering an environment where learning extends beyond the conventional and becomes a vibrant, all-encompassing experience for every student. The presenters will share with attendees how they can: 1) identify ideas for innovative programs that facilitate diverse ways of learning and active student engagement; 2) foster holistic student development, including intellectual growth, a sense of belonging, and a nurturing community outside traditional classrooms; and 3) assess programming using surveys and feedback. By sharing rich visuals such as promotional materials and photographs from Woodward Library's events and fun active learning segments, this presentation is an invitation for participants to learn from the presenters' experiences and discover the potential for customizing their own programming that transcends traditional student engagement in the library.

Lightning Talks

Offering Born-Digital Students Analog Technologies: Anticipating Service Scope & Expectations When Offering Born-Digital Patrons Legacy Technologies

Candace Joy Lewis, Brown Daniel Library, Tennessee State University

At Tennessee State University in Nashville, Access staff of Brown-Daniel Library frequently directed patrons off campus for fee-based faxing until the Dean mandated Staff offer free fax services on an operable fax machine & phone line in a back office. Access staff immediately recognized dilemmas offering a free legacy service incurs, especially when "FAX" is not in born-digital native students' vernacular. Responding to the mandate, the Head Access Librarian wrote a fax policy to delineate scope of service and script explanations for digital natives of a receding technology.

Here, the characteristics of faxing and fax delivery were elicited using specific examples like timestamping of faxes versus emails to demonstrate the difference between an analog and a digital technology. Access Staff experience students arriving minutes before a fax deadline expecting their fax to be timestamped the moment "send" is pressed like an email.

The policy's liability disclaimers further illustrate the quality, confidentiality and failures inherent in transmitting data and documents via fax, thus helping to rein in digital native's expectations that fax transmissions will mirror the quality, confidentiality and success rate of digital transmissions like emails, email attachments, cloud-based document sharing, etc.

Lastly, the policy outlines how faxes must be prepared to illustrate the hardcopy nature of preparing a fax. Such clauses are yet more nods to Access Staff's need to address completely understandable ignorance of born-digital patrons who are required to fax important documents include FAFSA, Social Security, and

military paperwork without understanding the characteristics of fax delivery much less what a "fax" is.

Doing More Than Required: How Volunteering Made My Work Meaningful and Advanced My Career

Michael Kahn, CUNY Library, Bronx Community College

In this presentation, the speaker will discuss common experiences librarians face, such as the desire to advance in their careers and dealing with fluctuating workloads, characterized by periods of intense busyness followed by quieter times. These shifts can sometimes leave librarians feeling either overwhelmed or underwhelmed by their responsibilities.

Drawing from fourteen years of experience, the speaker will share their journey of taking on additional duties in information literacy instruction, reference, and Open Educational Resources, making the most of every opportunity along the way. By embracing these extra responsibilities, the presenter found greater fulfillment in their role and paved the way for career growth. This journey ultimately led to their current dream job as a tenure-track Instruction and Open Resources academic librarian. The presentation aims to inspire fellow librarians to seize opportunities for professional development and find balance in their workloads.

Lightning Talks

Confidence, Creativity, & Community: Lessons from a Librarian-Archivist Instruction Collaboration

Claire Cannell & Joshua Altshuler, Lawrence University

This lightning talk will focus on the experiences of an instruction librarian & archivist at a small liberal arts institution providing embedded support throughout a historical research methods course. Topics covered will include the planning and structure of the course, the benefits of librarian-archivist-faculty collaboration, and insights for future applications in the college classroom. The value of shaping information literacy outcomes through personalized, ongoing scaffolded learning will finally be briefly explored.

Citation Managers, Literature Mappers, and AI

Peter Conlon, Ripon College, Lane Library

In this era of academic research, managing large numbers of citations efficiently and accurately is crucial for researchers and librarians. Traditional citation management tools, which have widespread adoption, have long served this purpose. With the current trends of artificial intelligence (AI), new possibilities emerge to potentially radically revolutionize the way citations are handled. This presentation explores the intersection of AI and citation management, grappling with the applications, challenges, and opportunities this new arena presents.

In this presentation the presenter will discuss how AI-powered citation managers and literature mappers use machine learning algorithms to recommend new articles to their users. From summarization using LLMs to citation analysis, these tools promise to deliver a more frictionless research experience while ensuring that citation standards are being met.

The presenter will examine the implications of using AI with literature mappers and citation managers on scholarly communication and information retrieval skills. How have they

impacted citation analysis and bibliometrics? Does a student truly learn Information Literacy skills if they use one of these services which 'recommends' an article to them?

Through showcasing a few of these new tools, such as Researchrabbit.ai, Scite.ai and Petal.org, the presenter will illustrate the benefits and limitations of AI driven citation management and literature mappers. Examining and contributing to the academic research done by librarians and other scholars, this presentation will be analyzing some of the explicit claims of these services as well as where they fall short of those claims.

Connection & Community

Rachel Arndt, Rachel Arndt Consulting & Katharine Clark, Middleton Public Library

WLA's Nominations Committee will share their leadership experiences which have provided opportunities to connect with librarians across the state, gain valuable professional development, and have fun in a community of interesting and engaging individuals. The lightning talk will include perspectives of leaders at various stages in their careers.