



ENY/ACRL 2026

Tools and Techniques for Today:

Shared Challenges, Practical Strategies

May 21, 2026 - CDLC

Please note: to save paper, physical copies of the program will not be available at the conference.

8:45-9 a.m. - Registration and Continental Breakfast

9:00-9:15 a.m. - Welcome (Auditorium)

Lisa Rogers, Reference Librarian II: Coord. Learning Commons Services & ENY/ACRL President

9:15-10:15 a.m. - Keynote (Auditorium)

Data Colonialism and AI

Ulises A. Mejias, Professor of Communication Studies at the State University of New York at Oswego, and recipient of the 2023 SUNY Chancellor's Award for Excellence in Scholarship.

The role of data in society needs to be grasped as not only a development of capitalism, but as the start of a new phase in human history that rivals in importance the emergence of historic colonialism. This emergent 'data colonialism' gives shape to a social order based not on the extraction of natural resources or labor, but on the appropriation of human life through data. As can be seen in the context of Artificial Intelligence, data colonialism is already resulting in a highly unequal social arrangement whose negative impacts are more acutely felt by the traditional victims of colonialism; resisting it will require strategies that decolonial thinking has foregrounded for decades.

10:15-11:00 a.m. - Break, Vendors, and Poster Presentations (Room A)

Identifying Trends in Student Citation

Jennifer Anderson, Electronic Resources Librarian, and Regina Vertone, Head of Reference and Access Services, Russell Sage College

This poster will analyze the reference lists of anonymous student research papers submitted for the Russell Sage College (RSC) Library Research Award over the past four years. References from student papers will be analyzed and categorized to determine how many scholarly sources are cited, the access model of the source (where possible), the type of publication, and its currency. The goal of this analysis is to determine trends in student research, and identify any changes in search habits that may correlate to advancing use of generative AI tools. Results of the analysis will be shared in charts indicating how students' sources have changed over time. This data may be supplemented by any relevant reports showing RSC library subject database usage and referral link sources to create a more robust picture of student research.

The Path to Publication: Assessing Student Pain Points and Future Discussion Topics

Yu-Hui Chen, Librarian for Education & East Asian Studies, University at Albany, SUNY

Writing quality academic papers is often a daunting task for many college students, and producing publishable research papers remains equally challenging for graduate and doctoral students. This difficulty stems from the fact that scholarly research and writing require specialized skills seldom covered in regular coursework. To bridge this gap, in 2022, the researcher organized a series of panel discussions focused on crafting publishable peer-reviewed research papers in humanities, social sciences, and STEM. Pre- and post-forum surveys were used to identify students' specific 'pain points' and collect feedback on the sessions. The poster presents the findings and students' suggestions for future research support.

Building with Purpose: Creating an Education Curriculum Library

Sarah Colwill, Education and Curriculum Librarian, and Conan Helein, Systems Librarian, Siena University

Due to the consolidation of Education programs in New York State, Siena University had the opportunity to increase its educational programs dramatically. In 2024, Siena acquired a number of educational offerings from both The College of Saint Rose and Clarkson that vastly expanded the education department. Siena now offers a Masters of Arts in Teaching (MAT) in adolescent education, business/marketing, and technology, and also introduced a MAT in Teaching English to Speakers of Other Languages (ESOL), a Master of Arts in Curriculum and Instruction (MA C & I), and certificates in ESOL.

This shift in focus presented the Standish Library at Siena University with a unique opportunity to provide academic support for these students and programs by developing a curriculum library. This presentation will explore the development of a collection designed to serve the unique needs of preservice education students and their faculty, covering both the philosophical and practical challenges we faced in delivering a specialized curriculum library to our students. Come along as we explore what it takes to build and present a curriculum materials center from the ground up in less than one year. From collection development to access and technical issues and solutions, this presentation will cover it all.

Balancing Demands and Relationships: Reworking Liaison Roles for a Changing Academic Landscape

Liz King, Associate Director, Library Information Services, and Stacey Amundson, Resource Sharing & Collection Development Librarian, Rensselaer Polytechnic Institute

Is your liaison model keeping up? Discover how one medium-sized, R1 STEM-focused, academic library reimagined liaison roles, balanced workloads, and leveraged hybrid communication to strengthen faculty relationships and internal collaboration. Gain concrete ideas to enhance faculty engagement, support librarians, and foster collaboration across departments in today's dynamic academic environment.

This session is original in presenting a reimagined liaison model designed for librarians serving multiple roles in a medium-sized, private, R1 STEM-focused library. It addresses diverse faculty needs across disciplines—including architecture, engineering, management, science, IT & web science, and humanities, arts, and social sciences—each with unique research and teaching priorities.

By exploring adaptable workflows, demand-driven acquisitions, and hybrid communication strategies, the session highlights approaches that support librarians' capacity while centering multiple voices and experiences. Attendees will gain practical insights for creating flexible, inclusive, and responsive liaison structures that reflect and respect the diversity of academic disciplines, faculty expectations, and librarian expertise.

Storytime in the Library: Building Early Literacy Through Campus Partnership

Faye Starman, Electronic Resources Librarian, SUNY Cobleskill

This poster explores a collaborative partnership between the SUNY Cobleskill Van Wagenen Library and the campus-based Effie Bennett-Powe Child Development Center to deliver a monthly Storytime program to pre-school children ages 3–5. Attendees will learn how intentional program design, literacy-based activities, and music and movement were used to support early childhood development while fostering meaningful campus connections and positive early experiences with the library.

11:00 a.m.-12:00 p.m. - Breakout Sessions Block 1

Beyond Misinformation: Strategies and Tactics for Addressing the Growing and Pernicious Problem of the Misrepresentation and Misappropriation of Research (Room B/C)

Winn Wasson, Syracuse University

In today's information environment, researchers must prepare for the possibility that their research could go viral—but in a way that misunderstands, misrepresents, or misappropriates their research to support an ideological agenda, or that makes them the target of politically motivated harassment. This is a growing and pernicious trend in the modern information ecosystem, but libraries can play a role in supporting researchers who contend with the politicization of their research. To help prepare students and faculty for the possibility that their research might be misrepresented, misappropriated, or politicized in other ways, I created a workshop about the misrepresentation and misappropriation of research,

which I have been teaching since Spring 2021. The workshop's content includes strategies for preparing for and tactics for responding to incidents, as well as opportunities to practice those responses. I am currently adapting the workshop into a LibGuide and asynchronous videos for use by a wider audience. Attendees at this conference presentation will come away with a recognition of the growing problem of ideologically motivated individuals and groups misrepresenting and misappropriating research, or politicizing it in other ways. Attendees will also be able to evaluate suggested strategies and tactics and devise new strategies and tactics for proactively developing responses to the misrepresentation and misappropriation of research. And they will be able to assess how they can advise students and faculty at their own campuses on how to prepare for and respond to misrepresentations and misappropriations of those individuals' research.

Balanced Approaches to Remediating Harmful Language in the Library Catalog (Room D)

Tanesa King, Cataloging Librarian, Binghamton University

For over 100 years, library catalogers have found that language used in subject headings or classification can be outdated, biased, or offensive, and practitioners today are looking for ways to mitigate that harm. The Binghamton University Libraries' cataloging department developed a Remediation of Harmful Language Statement with a form on their library website for library users to submit anonymous feedback in 2025, and they were the first to do so in the SUNY system. Since the feedback request form went live, the cataloging department has received a modest number of submissions and has been working through each, one by one, and in some cases is creating spin-off subject remediation projects as it is discovered that more remediation is possible in the libraries' collections.

While many institutions have presented about creating a harmful language statement, there are fewer examples of the workflows for doing this remediation work. For this presentation, the cataloging librarians at Binghamton would like to share their strategies for handling the feedback they've received, as well as how they've navigated the work on the new remediation projects that stemmed from the feedback. While work like this can be time-consuming, we are intent on balancing efficient and timely creation of metadata with an awareness of the importance of language and its effect on users of our materials and those represented within them.

Meeting LGBTQ+ Student Needs Through Campus Partnerships & Shared Resources (Auditorium)

Jillian Sandy, Instruction & Outreach Librarian, Binghamton University

Partnerships are a tried and true method of distributing work, sharing resources, and expanding reach across campus. At Binghamton University, collaborating has been a particularly effective way to reach and build relationships with specific populations, including LGBTQ+ students. Instruction & Outreach Librarians have partnered with academic programs and co-curricular units across campus to highlight resources, services, and collections to support LGBTQ+ students and researchers with a range of information needs. Especially successful programs have included faculty panels on drag (featuring a reading by a drag queen) and on banned books and censorship. The presenter was also able to work with an undergraduate student as part of the Libraries' Research Scholars program to research queer local history—a project that built on and expanded existing partnerships. This presentation will provide an overview of the planning process for events that can share work equitably and reach a wider audience than working in a silo.

Attendees will be able to identify opportunities to build or expand on relationships at their institution in order to serve historically excluded student populations. Participants will have opportunities to interact during the session through the use of polling software and small group discussions with peers.

12:00-1:00 p.m. - Lunch (Dining area)

1:00-1:30 - Business Meeting (Auditorium)

1:30-2:30 p.m. - Breakout Sessions Block 2

Beyond the Campus: Practical Tools for Building High-Impact Community Partnerships (Room B/C)

Tony Iovino, Fellow, EveryLibrary Institute

Academic libraries can significantly expand their impact within the University community by building partnerships with local businesses, nonprofit organizations, and elected officials. These relationships generate free and low-cost programming, grant opportunities, student internships, sponsorships, advocacy support, and expanded community visibility. They further the library's mission by providing students with information and growth opportunities, albeit in a different format from standard library resources. Furthermore, a library with strong ties to the community and elected officials can be a significant asset for the University at large, resulting in a greater awareness of the library's value within the University structure.

Use of community resources can enhance library programming and student opportunities, at little to no cost.

This session focuses on tools and actionable methods for identifying, initiating, and sustaining external partnerships that align with institutional priorities. Participants will learn how to identify potential partners, conduct strategic outreach, and position the library as a connector between students and the broader community. We will also explore practical approaches to engaging elected officials in meaningful ways that strengthen advocacy and elevate the library's visibility within university leadership structures.

Attendees will leave with practical outreach strategies, program models, and relationship-management techniques that can be implemented immediately to strengthen external partnerships and elevate the library's standing on campus.

From Strategic Commitment to Practical Action: a selection of projects to advance inclusive collections (Room D)

Anne Rauh, Head of Collections and Research Services; Winn Wasson, Geo-Information and Social Sciences Librarian; Rebecca Johnston, Social Sciences and Humanities Librarian; and Hannah Marosi, Graduate Student Worker, Syracuse University Libraries

Libraries continue to navigate how to live their values of building, celebrating, and showcasing inclusive collections amid an often challenging external environment, shaped by political pressures and shifting institutional priorities within higher education. At Syracuse University Libraries, the strategic plan affirms a commitment to including underrepresented voices. To advance this priority, the Department of Research and Scholarship, responsible for stewarding the intellectual content of the collection, established shared departmental goals in late 2024 focused on discrete, achievable projects to be completed in 2025.

As the year progressed, external forces increasingly challenged the language and assumptions associated with this work. Even as the university adjusted diversity related terminology in internal and external communications, the departmental goal remained intact, demonstrating how clearly scoped projects can sustain values based work during periods of institutional uncertainty. This presentation will discuss the facilitation of these projects and highlight selected examples.

One project developed a physical collection display and accompanying research guide on Immigration in America and Upstate New York, examining both historical and contemporary experiences. The materials emphasized shared challenges across immigration waves while also centering the distinct experiences of Black and Indigenous communities nationally and regionally.

Another project involved a title by title review of non English print monographs to ensure that weeding decisions did not diminish the collection's diversity. The work included developing retention criteria, creating a workflow for student researchers, and conducting research across more than 20 languages. The process surfaced complex questions about representation while also revealing unexpected and compelling materials within the collection.

The Art of Collaborative Inquiry: Practical Experiments in Professional Collaboration (Auditorium)

Amy Dickinson, Regional Services Librarian, and Meg Backus, Executive Director, Northern New York Library Network

While continuing education, professional growth, and lifelong learning are recognized as essential elements in librarianship's core competencies (ALA, 2023), current professional development opportunities in libraries, archives, and museums often fail to deliver the collaboration and self-determination needed to achieve the deep or transformational learning described by principles of adult education. Collaborative inquiry offers a remixed model for continuing education that convenes library workers around self-selected questions of common interest, questions like: What actions can we take to determine and influence competitive benefits and wages for library staff? How do we effectively play politics as non-partisan entities? What is information literacy these days?

Collaborative inquiry's hypothesis is that a worker who grasps how to direct their learning and development toward the needs and values that motivate them, and applies that learning within their work environment, can achieve success at a different order of magnitude than one who accepts and completes their duties more passively. If we can teach or support a practice of more active engagement, there is arguably nothing more consequential that we could do to improve NY institutions. We stand to cultivate more agency in our work, stronger professional community connections, an antidote to burnout, and tangible products that benefit multiple organizations, as well as successes that serve as evidence of professional achievements.

Through case studies and collaborative questioning, we'll explore a practical guide for collaborative inquiry, engage in a method for generating questions, have fun with graphs, and walk away excited by a new model for solving pressing problems while learning.

2:30-3:00 p.m. - Break and Vendors (Room A)

3:00-4:15 p.m. - Short Sessions & Lightning Talks

GROUP 1 (Room B/C):

How Do Students Really Use AI – Short Session

Jenna Pitera, Instruction Librarian, and Shriya Biswas, College Senior-Neuroscience, Union College

College faculty are worried about how students are using AI to ease or complete their coursework, but are we making untrue assumptions about how students are using AI in higher education? Neuroscience student Shriya Biswas partnered with Librarian Jenna Pitera and Computer Science Professor Shruti Mahajan to create a survey to better understand how and why students might use AI in academic settings. The results were enlightening – students are using AI as a thought partner or grammar checker far more often than they are generating final products with the tools. Many don't have a great understanding of how tools work, or what the bounds of ethical vs. unethical use may be. The study focused in part on how AI may be working as an equalizer for students who are non-native English speakers. The session will share insights from our session and discuss ways to better guide students to a deeper and more ethical understanding of AI use in college.

An Examination of the Privacy Policies of Generative Text AI and Implications for Higher Education Librarians – Lightning Talk

Ashlie Morrison, MILS Student - University at Buffalo/ Assistant Librarian - Jefferson Community College

Generative text artificial intelligence, or GenAI, platforms are essentially large language models or chatbots that have been trained on massive amounts of data to recognize patterns in words and respond when prompted in a humanlike manner (Bender & Hannah, 2025). The recent surge in the availability of generative text artificial intelligence, following ChatGPT's release in 2022, has led to a scramble among education professionals debating its use in academic settings. While initial concerns were primarily with students cheating by using the new technology to do their assignments for them, additional problems have arisen, namely, privacy concerns. These concerns are based on the collection, storage, and usage of data in prompts and illicit uses of such data (Wang & Wu, 2024). In 2026, higher education professionals must balance educating students on this new technology while still protecting students' personal information (Phua et al., 2025).

Ideally, this policy briefing will illuminate the current generative text AI landscape and evaluate potential avenues for policy development around this new technology in higher education curriculum with regard to student privacy.

References

Bender, E. M., & Hanna, A. (2025). *The AI con : how to fight big tech's hype and create the future we want* (First edition.). Harper, an imprint of HarperCollinsPublishers.

Phua, J. T. K., Neo, H.-F., & Teo, C.-C. (2025). Evaluating the impact of artificial intelligence tools on enhancing student academic performance: efficacy amidst security and privacy concerns. *Big Data and Cognitive Computing*, 9(5), 131. <https://doi.org/10.3390/bdcc9050131>

Wang X., Wu, Y. C. (2024). Balancing Innovation and regulation in the age of generative artificial intelligence. *Journal of Information Policy*, 14(385–416). <https://doi.org/10.5325/jinfopoli.14.2024.0012>

Information Power and Digital Harm: A Cross-Disciplinary Lens on Technology-Facilitated Abuse – Short Session

Elizanne Warren-Russell, PhD Student, LIU Post

This session will draw from my education as a PhD student of information studies at LIU Post, my master's degree and teaching experience as an adjunct professor of Criminal Justice as well as my bachelor's degree in Community and Human Services. It will show my examination of technology-facilitated Domestic Violence (TFVD) through an informational perspective so that attendees can learn useful tools that provide information literacy and criminal justice training. One example of this multidisciplinary action would be an exercise to show how digital footprint mapping leaves data trails that abusers can use both in academia and in the community.

This is important because academic librarians and criminal justice educators encounter similar challenges in equipping students to identify, address and avoid technology facilitated abuse. With this in mind, we will also look at new research in information science and how data access, surveillance, and digital tools can be used as weapons in abusive relationships. This session will focus on realistic ways to include digital safety and TFDV awareness in library classes, one-time workshops, and criminal justice curriculum. Participants will leave with useful information, such as sample discussions questions, open access resources, and ideas for how departments can work together to achieve these goals. This session fits well with the conference theme of shared challenges and practical strategies for today's academic settings.

GROUP 2 (Room D):

It's Not About the Genealogy! Critical Information Literacy & Campus Genealogy Workshops – Short Session

Virginia Cole, Reference and Instruction Librarian, and Alexandra O'Neill, Reference and Map Collections Assistant, Cornell University

At Cornell University, the Library has offered an hour-long Introduction to Genealogy workshop focused on methodology and searching, with active learning through hands-on practice. Since 2000, we've offered this workshop to campus employees, retirees, current students, faculty, staff and alumni. Alumni are especially eager to return to the classroom and welcome opportunities to gain experience with online searching. Much like undergraduate students, they often find it difficult to conduct research and struggle with searching and identifying useful resources in an increasingly complex online world. But alumni have the additional challenge of being adult learners who are often left behind, with few opportunities to develop critical skills. Using a popular topic like genealogy to draw people in, we create an opportunity to teach

transferable skills to researchers who might otherwise be left to struggle on their own without access to formal research support. Workshop participants develop critical information literacy skills like learning to develop a search strategy, choosing appropriate resources for the research goals, evaluating information, and understanding primary sources. They come for the genealogy, but the true value is in the skills they leave with. By sharing our experiences, we hope to demonstrate an alternative method of delivering literacy skills that can be applied to different user groups outside of traditional course-related instruction.

To Infinity and Beyond: Rebuilding a Library Website with Astro – Short Session

Mike Paulmeno, Systems Librarian, Skidmore College

In 2025, the Skidmore College library rebuilt its website. While the previous one ran on WordPress, having a CMS and a database felt unnecessarily complicated as more efficient ways to operate a website exist. With the main college website also undergoing a redesign, the time felt right to make a change. After doing some research, we decided to take the plunge and move to a static setup using the Astro web framework. Doing so required learning a new way to design websites as well as moving all our content manually from WordPress. However the result is a site which runs without fuss and limited need for intervention. This presentation will chronicle the redesign process and talk about the challenges as well as the result.

Sustainability: A Multitool for Connection – Short Session

Ali Larsen, Continuing Resources Librarian, Siena University

Siena University's Standish Library is in the process of becoming a certified sustainable library through the Sustainable Libraries Initiative. Through the course of this ongoing process, we have noticed that our sustainability efforts are opening doors to collaborating with other campus departments, programs, and/or clubs as well as external community partners. Once merely seen as just a building on campus, the library is now seen as a vibrant, living place where things are happening! This session will outline what Standish has been doing to support our sustainability efforts and the benefits we have reaped from doing so. Even if your library is not planning to become certified sustainable, there are potentially simple actions you can take to open opportunities for connections, both on campus and beyond!

4:15-4:30 p.m. - Closing Remarks (Auditorium)

4:45-5:30 p.m. - Board Meeting

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