

2025 UCLA Library Research Forum - Detailed Schedule

Welcome + Opening Remarks

10:00 - 10:15: Welcome + Opening Remarks

*Introductions from **Nina Schneider** (Rare Books Librarian, Clark Library/Chair, R&PD Committee) and **Casey Winkleman** (Librarian/Manager, IS Library and Media Preservation Lab/Subcommittee Chair, Research Forum Planning Sub-Committee)*

*Opening remarks from **Athena Jackson** (University Librarian)*

Group 1

10:15 - 10:45: Disinformation in the Digital Age: How Academic Libraries Can Lead the Fight for Information Literacy

*Presenter: **Alena Aissing** (Librarian/Curator for Slavic, East European & Eurasian Studies UCLA Library, International and Area Studies)*

This presentation explores the growing threat of disinformation, and the role academic libraries play in countering it through education and outreach. Drawing on my recent research presented at the Dubrovnik Media Days, I will share actionable strategies for librarians to promote critical thinking, media literacy, and digital resilience. I will highlight examples from the area of Eastern European Studies to illustrate the importance of context-specific approaches in addressing disinformation.

10:45 - 11:35: Enhancing Subject-Based Instruction with Critical Information Literacy: Collaborative Teaching in an Interdisciplinary Freshmen Class

*Presenters: **Salma Abumeeiz** (Research and Instruction Librarian - Arts, Music, and Powell) and **Mohsin Ali** (Instructional Design and Outreach Specialist - Humanities and Social Sciences, YRL)*

This presentation will highlight a teaching collaboration between course instructors and an embedded library liaison team within a year-long, interdisciplinary freshman course titled Global Islam, wherein critical information literacy themes were imbued throughout regular, content-based course lectures. By exploring synergies between information literacy concepts and the study of Islam and Muslims, the presenters will consider how discussions of power and information can be scaffolded in interdisciplinary classes through collaborative teaching and curriculum development. Presenters will highlight pedagogical approaches on topics ranging from information landscapes and academic orientalism, the role of AI in codifying Islamophobia, colonial archives, and their role in stratifying world history, among others. Advocating for a more inclusive view of 'expertise', this session will also consider opportunities for expanded participation of library workers in subject-based instruction.

11:35 - 11:45 — Break

Group 2

11:45 - 12:45: Templates Save Time: Reference and Outreach Models for Communicating with Patrons (Panel)

*Presenters: **Kelsey Brown** (Librarian for Archaeology, Public Policy, and Urban Planning, Research and Rosenfeld), **Michelle Li** (Librarian for Anthropology, Communication, and Linguistics, Research and Rosenfeld), **Maggie Tarmey** (Librarian for Geography, Maps, and Economics, Research and Rosenfeld)*

Patron reference and outreach are perpetual and essential components of subject liaisonship. Kelsey Brown, Maggie Tarmey, and Michelle Li will share their experience conducting outreach with department researchers as new subject librarians. Each presenter will share their custom templates and tips that improve and optimize communication with patrons of different research backgrounds. Templates will include patron reference consultation, faculty email outreach, and patron interaction tips.

12:45 - 1:15: Students Bridge the Gap: Moving Image Collections and Archival Research

*Presenters: **Maya Smukler** (Head, Archive Research and Study Center, Film & Television Archive) and **Staci Hogsett** (Head, Collections Services, Film & Television Archive)*

This presentation shares examples of collaboration between the Film & Television Archive's Collection Services (CS) and the Archive Research and Study Center (ARSC) with regards to student engagement. Collection Services oversees new acquisitions to the Archive and is responsible for the inventory, metadata, health, storage and trafficking of materials. ARSC, in providing access to collections and designing instruction and research initiatives, often encounters holdings after they have gone through a series of processing procedures. In an effort to bridge the gap between accession and access, CS and ARSC partner together to train students in hands-on inspection and inventory work and to build skills in researching historical film and television subjects and contribute to developing curriculum and research-related resources specific to moving image collections. Presentation will showcase examples from the Elyseo Taylor and Teshome Gabriel Moving Image Collections and the work completed by a student intern as part of the Getty Marrow internship program.

1:15 - 1:40 —Lunch Break

Group 3

1:40 - 2:10 — GeoConnect: Centralizing Geospatial Resources Across the UC System

*Presenter: **Maggie Tarmey** (Librarian for Geography, Maps, and Economics within User Engagement: Research and Rosenfeld)*

It can be a challenge for librarians at large research universities to keep abreast of the many and diverse discipline-specific uses of GIS, thus requiring an almost continual assessment of user needs. Many of us serving geospatial patrons at the University of California have developed LibGuides, offering links to licensed resources, tutorials and data sources. Yet, the question arises: are our users finding what they need on our LibGuides? To address this, our project unites the expertise of Librarians and GIS staff across multiple UC campuses to assess what exactly GIS users on our campuses are seeking with regards to geospatial resources and support and to collaboratively organize these resources. I'll be discussing what we've accomplished so far, what lies ahead, and considerations for those who may want to pursue this kind of work in the future.

2:10 - 2:40 — Journeys and Destinies: Nazi-Looted Books from Theresienstadt in the UCLA Library Collection

*Presenter: **Diane Mizrahi** (Librarian for Social Sciences, Jewish, and Israel Studies; User Engagement (YRL), International & Area Studies)*

While researching the historical background and context of the Nazi-looted books in the UCLA Library, I discovered several items in our collection with the distinct catalog markings of the Theresienstadt Concentration Camp. Located about 40 miles from Prague, Theresienstadt was established by the Nazis during World War II as a “model” camp for propaganda purposes, and thus administrators tolerated sporting and cultural activities, including a lending library. Its population was in constant flux as new prisoners arrived, others were transported to work and death camps, and thousands more died from disease and starvation. But the library allowed some emotional escape from the everyday horrors of camp life. The shelf marks on the items in the UCLA Library were placed by prisoner librarians and scholars - nicknamed the Talmudkommando - who were forced to sort, catalog and label material in the Hebrew Print Collection. Estimates of the numbers of books in this collection range from 40-60,000. I have identified over 50 of these books here at UCLA so far. In this presentation, I will share their stories, as well as the structure of the camp's lending library, and its parallels and distinctions from other prison camp libraries, such as Japanese internment camps.

2:40 - 3:00 — Lighting Talk: Preserving *Interaction of Color*

*Presenter: **Lane Goldszer** (Arts Library Collections Coordinator and Liaison to Architecture and Urban Design, Arts Library) and **Nicole Alvarado** (Book & Paper Conservator, Preservation & Conservation)*

In 1963, after retiring from the Yale School of Art, Josef Albers produced a portfolio of prints based on his teaching pedagogy called *Interaction of Color*. Over time, the importance of this work and its impact on the fields of arts education and color theory have continued to grow.

After finding our copy of Albers' *Interaction of Color* to have newsprint interleaving in almost every plate, the tonal shift in the paper used for screen printed and offset plates was visibly distracting. Once the interleaving was removed, the plates were tested using X-rite Elite Spectrophotometer and analyzed using SpectraShop 6 software to determine if this paper tone shift had changed the color of the printed surface. Seven plates from two sets of copies were examined and the paper and pigments were tested in areas of indirect and direct contact with

the newsprint, and underneath any flaps to determine the amount of discoloration that had occurred.

Because of the importance of accurate color representation to this work, this issue raised a number of important questions including: does the discoloration of the paper have any effect on the pigments, subsequently changing the interpretation of the plates' interactions? Is the paper discoloration too distracting to consider this a usable copy? Does the paper discolor with age regardless of the interleaving? Do we interleave with a more stable material or leave the prints without interleaving?

3:00 - 3:10 — Break

Group 4

3:10 - 3:40: Advancing Ethical Description by Building Bridges Between LCSH and Homosaurus Vocabularies

*Presenters: **Paromita Biswas** (Continuing Resources Metadata Librarian, RAMS) **Erica Zhang** (Metadata Librarian for Open Access, RAMS)*

Homosaurus is a linked data vocabulary of LGBTQ+ terms that has seen increased usage by the cataloging community in recent years as a companion vocabulary to Library of Congress Subject Headings (LCSH). Unlike LCSH, which is a broad subject vocabulary, Homosaurus is specifically designed for representing resources related to LGBTQ+ topics. In this presentation, members of the Ethical Description Project Team under the Inclusive Excellence Committee will talk about a new cataloging project for enhancing catalog records that contain the broad LCSH “sexual minorities” with more specific Homosaurus vocabulary terms. The talk will cover how this project came about and will discuss its progress in the context of a UC wide Homosaurus project. We will also discuss how this project supports ethical description initiatives, enhances accurate description and discoverability (including opportunities for contributing to the Homosaurus vocabulary) and the challenges and questions that have come up.

3:40 - 4:10: Juggling the Room and Zoom: Teaching Tips and Tools for Hybrid Learners

*Presenter: **Michelle Li** (Librarian for Anthropology, Communication, and Linguistics, Research and Rosenfeld)*

While most instructors and students have returned to in-person learning, there are still instances where hybrid teaching is requested. Michelle Li will share tips on how to structure workshop content and activities to be more inclusive and equitable to hybrid learners. This will include student engagement, hybrid-friendly tools, individual/group activity designs, and Zoom setup tips.

4:10 - 4:55: A.I. and Library Instruction (Panel)

*Moderator: **Michelle Brasseur** (Librarian for English, History, and Disability Studies)*

*Panelists: **Katherine Kapsidelis** (Research & Instruction Librarian), **Mohsin Ali** (Instructional Designer and Outreach Coordinator), **Shelby Hallman** (Physical Science and Engineering Librarian), **Hannah Sutherland** (Open Science and Collections Librarian)*

Panelists from UCLA Library will share our experiences with generative A.I. and its impact on teaching and learning. We'll discuss our approaches to navigating ethical and pedagogical concerns and strategies to guiding students, instructors, and peers in using and analyzing A.I.-generated content through the lens of information literacy. Audience members will be invited to share their own experiences, ask questions, and collaborate on our collective understanding of the impact of A.I. on higher education.

Closing Remarks

4:55 - 5:00: Closing Remarks

*Facilitator: **Casey Winkleman** (Librarian/Manager, IS Library and Media Preservation Lab/Subcommittee Chair, Research Forum Planning Sub-Committee)*