ABSTRACT BOOK

Ngā reo o te katoa, The voices of all

The International Association of
University Libraries 44th Annual Conference

Programme Overview

SUNDAY, 24 NOVEMBER 2024

12:00-17:00 IATUL Board Meeting (Board Members Only)

15:30-17:00 Registration

17:30-19:30 Pōwhiri, Formal Opening & Welcome Reception sponsored by Informit

MONDAY, 25 NOVEMBER 2024

8:00-All Day Registration

8:45-9:30 IATUL hosts, IATUL Welcome & Opening address from Dawn Freshwater

9:30-10:30 Keynote: Jill Benn, University of Western Australia

10:30-11:00 Morning Break

11:00-12:15 Breakout Sessions

12:15-13:00 Lunch

13:00-13:40 Lightning Talks

13:40-14:00 Active Reflection

14:00-15:15 Breakout Sessions

15:15-15:45 Afternoon Break

15:45-16:45 Keynote: Ry Moran, University of Victoria (Canada)

16:45-17:00 Wrap up & Thoughts on the Day

TUESDAY, 26 NOVEMBER 2024

8:00-All Day Registration

8:45-9:00 Day 2 Welcome & Housekeeping

9:00-10:00 Keynote: Chellie Spiller, University of Waikato

10:00-10:20 Morning Break

10:20-11:35 Breakout Sessions

11:35-12:05 SIG Updates

12:05-13:00 Lunch & Poster Session

13:00-14:00 AGM | Library Tours | Active Reflection
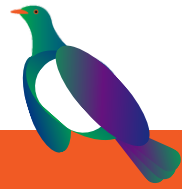
14:00-15:15 Breakout Sessions

15:15-15:35 Afternoon Break

15:35-16:35 Leadership Panel: Chellie Spiller (University of Waikato), Jill Benn (University of Western Australia), Ry Moran (University of Victoria), Masud Khokhar (University of Leeds)

16:35-16:50 Wrap up of Day 2

18:00-23:00 Māori Cultural Performance, Dinner & Dancing

Programme Overview

WEDNESDAY, 27 NOVEMBER 2024

08:30-16:00 Cultural & Study Tours or Free Day. Self-organised Dinner.

THURSDAY, 28 NOVEMBER 2024

8:00-All Day Registration

8:45-9:30 Closing Address: Damon Salesa, Auckland University of Technology

9:30-10:30 Keynote: Vanisha Dhiru, DEI Advocate & Champion

10:30-11:00 Lightning Talks

11:00-11:20 Morning Break

11:20-12:35 Breakout Sessions

12:35-13:15 Lunch, Kapa Haka Performance

13:15-14:15 Keynote: Masud Khokhar, University of Leeds

14:15-14:45 Wrap up & Thoughts on the Day, Closing Remarks & Poster Prize Announcement

Map of (OGGB, Level 0)
Sir Owen G Glenn Building, UoA

WYNYARD STREET

To Waipapa Marae

Fisher & Paykel Auditotiium (FPAA)

Stairs to Level 1

Lecture Theatre 098

Lift to FPAA lobby

Case Room 1

Case Room 2

Case Room 4

Case Room 3

Comp Lab 2

OGGB4

OGGB3

Exhibitors

Registration

Comp Lab 3

Comp Lab 4

OGGB5

Exhibitors

lifts to Level 1 and car park

lifts to Level 1 -3

Stairs to Level 1

OGGB LEVEL 0

Comp Lab 10

Seminar Room 040B

Seminar Room 040

Te Manawataki (The beating heart): Towards a culturally capable Library

Dr. Rangihurihia McDonald
University of Waikato

Biography:
Dr Rangihurihia McDonald (Ngāti Maniapoto) is the Pou Ārahi at the Library of the University of Waikato (Hamilton, Aotearoa/NZ). She has a passion for te reo, tikanga and mātauranga Māori (Māori language, protocols and knowledge) and holds a PhD in Māori and Indigenous Studies. She brings this expertise to her work in leading initiatives around biculturalism, Te Tiriti o Waitangi (Treaty of Waitangi) and anti-racism within the Library.

Te Manawataki (The beating heart): Towards a culturally capable Library

The Library at the University of Waikato (Hamilton, Aotearoa NZ), is situated in Te Manawa (the heart) of the University. Te Manawataki refers to the pulse, or the rhythmic beating of the heart which spreads oxygen-rich blood to the body's vital organs. Our role as an academic Library is to serve a similar purpose in the efficient dissemination of information and knowledge to our user communities. To adequately serve these communities including Māori and other marginalised groups, we have recently developed a cultural capability framework. The framework provides staff with clear measures around what is required to contribute to a welcoming, inclusive, and anti-racist library. Given our context, as a Library and University in Aotearoa on Māori land, our framework focuses first and foremost on our commitments to Tangata Whenua (Māori/Indigenous people), Te Tiriti o Waitangi (The Treaty of Waitangi) and mātauranga Māori (Māori knowledge), as honourable Treaty partners.

This presentation will outline key aspects of our framework and the work we have undertaken in it's three domains: Te Tiriti o Waitangi, Te Ao Māori (the Māori world) and Anti-racism. The hope is that this presentation will provide ideas and inspiration to others wanting to develop a culturally capable Library.

Libraries for Belonging: empowering Monash University Library staff

Ms Kaye Sullivan
Monash University Library

Biography:
Kaye has extensive experience working in leading Australian university libraries. She learned on the job as an assistant while studying to be a librarian. As a BA with no senior science school subjects, she continued to learn on the job and embraced PD to pursue a career as a medical librarian. She contributed to the profession through leadership in expert searching, evidence-based practice and rural clinical librarianship. Many systematic reviews later, Kaye wanted to look more closely at the bigger picture and moved into a strategy and planning management role. She was appointed a director at Monash University Library six years ago and currently leads the operations and management services portfolio, which has an effective mix of front-facing and back-office functions. Kaye has presented at conferences and published papers.

Libraries for Belonging: empowering Monash University Library staff

In 2024, Monash University Library launched its Libraries for Belonging program, which builds on its

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longstanding role in supporting the University's goals of fostering inclusion and a sense of belonging. Research shows that students who feel a strong sense of belonging are not only more engaged and have better mental health outcomes but are also more successful academically.

Having a sense of belonging has also been shown to be particularly important for international students and student retention. As part of the initiative, the Monash Equity, Diversity and Inclusion (EDI) Team worked with the Library to develop a Library EDI Action Plan. The Library will address intersectional inequities through this plan by creating safe and accessible spaces and resources. Many university libraries operate unstaffed libraries outside of core business hours. Monash has a point of difference in staffing our six Australian libraries for the full range of opening hours to provide safe, secure and welcoming spaces. The Library's evening and weekend staff are Library Experience Assistants, half of whom are Monash students, offering peer perspectives. The team brings to the role a range of lived experiences. They also undertake ongoing learning (e.g. LGBTQIA+ allyship, Mental Health First Aid) to understand and build genuine connections with our diverse community and be ready to assist students at points of stress.

This paper will discuss the Library's learnings from embedding equity, diversity and inclusion in our daily work with our students and the challenging and empowering journey it has been for our team.

Te Waka Huia Kōrero: Development of an online professional development resource to support successful navigation of Te Tiriti o Waitangi relationships, partnerships, and contexts

Ms. Tricia Bingham, **Ms. Sandra Storz**
Waipapa Taumata Rau - University of Auckland

Biography:
Tricia Bingham is a team leader in the Learning and Teaching Development team in Te Tumu Herenga (Libraries and Learning Services) at Waipapa Taumata Rau (the University of Auckland). Tricia has a strong interest in both learning design and the professional development of staff. As part of her role at the University, Tricia is an active member in Te Tiriti o Waitangi Action Rōpū. The Rōpū aim to provide opportunities for Te Tumu Herenga to grow Māori knowledge, Tikanga, Reo, and Te Tiriti o Waitangi knowledge. Tricia has been fortunate to be able to apply her knowledge of online learning design and development to the creation of educational materials which directly align with the Rōpū's mission, and which support kaimahi to develop key capabilities around Tikanga, Te Tiriti o Watangi, and Te Ao Māori. Sandra is a passionate educator and learning designer with extensive experience in Aotearoa New Zealand's tertiary sector. Before joining the university, she gained valuable insights into many facets of education, including teaching, programme leadership, and promoting technology-enhanced learning design. Having completed a Postgraduate Diploma in Digital Education, Sandra specialises in developing online learning content and hybrid courses. Holding learner-centeredness in high regard, she finds joy in bringing together creativity, pedagogical best practices, and a problem-solving attitude in the digital space. Currently, she is involved in a range of projects, leading and collaborating in the development of online resources for students, as well as staff.

Te Waka Huia Kōrero: Development of an online professional development resource to support successful navigation of Te Tiriti o Waitangi relationships, partnerships, and contexts

In 2023, kaimahi based at Te Tumu Herenga (Libraries and Learning Services) at Waipapa Taumata Rau (The University of Auckland) created Te Waka Huia Kōrero (a self-directed Canvas course). The aim of the course was to build capabilities which strengthened kaimahi knowledge of Te Tiriti o Waitangi, and te reo me ōna tikanga (Māori language and practices). Te Waka Huia Kōrero aims to allow kamahi to navigate their own self-paced journey of understanding through three scaffolded stages of learning: mōhio (cognisance), mārama (understanding), and mātauranga (knowledge).

The Canvas course contains a variety of videos, readings, and audio files and serves as a kete of resources and learning opportunities which are philosophically grounded in a Te Ao Māori context and which is dynamic, scaffolded and interconnected. The course has been developed to specifically support the Whakamana Kaimahi Capability Framework developed by Te Tiriti o Waitangi Rōpū within Te Tumu Herenga. This framework aims to build capabilities that support kaimahi roles, and to help them better understand and successfully navigate Te Tiriti relationships, partnerships and contexts.

This paper will outline the development of the Te Waka Huia Kōrero course including the collection and curation of resources, the scaffolding of content for specific learner needs and levels of understanding, the learning design process and pedagogical considerations when working in an online context. The paper will also provide information on how the course has been practically implemented to support the existing professional development planning currently undertaken by Libraries and Learning Services staff at the university.

| 11:00-12:15 | Breakout Session | Stream 2 | Engagement (260-055, Case Room 3) |

Community Partnerships through Research Archives

Dr Kornelia Tancheva
University Of Pittsburgh

Biography:
Dr. Kornelia Tancheva is the Hillman University Librarian and University Library System Director at the University of Pittsburgh. Dr. Tancheva is originally from Bulgaria where she worked as an assistant professor of English Language and Literature at the University of Sofia before she moved to the United States. She holds a Ph.D. in American drama and theatre from Cornell University. In 1997, Dr. Tancheva switched careers to librarianship and worked for 20 years at the Cornell University Library in progressively more responsible positions, including Associate University Librarian for Research and Learning Services. Dr. Tancheva also holds an MLS degree from the Syracuse University School of Information Science. Dr. Tancheva has published extensively in drama and theatre, as well as librarianship, and has been the PI on a number of grants. Her current research interests include digital humanities, user-centered research, and library administration.

Community Partnerships Through Research Archives

In 2020, the University of Pittsburgh Library System (ULS) acquired the extensive archive of August Wilson, the African American Pulitzer-prize winner who was born in Pittsburgh and who centered the bulk of his work around giving a voice to the African American community in Pittsburgh through his ten-play American Century Cycle.

The paper discusses the outreach program to the local communities, aimed at opening up the archive to much more than academic research. Once the archive was processed and opened to the public in 2023, the ULS partnered with the local schools to offer teacher and student scholarships to use the archive for integration into the curricula, for sparking creative student projects, including exhibits, and for creating a sense of celebration of black history and artistic achievement. In addition, we are also offering creative fellowships to local artists who use the archive as an inspiration for their own creative expression.

Elevating the voices of our community: creating a new service model that celebrates connection and culture.

Ms Lucinda Buckley
Deakin University

Biography:
Lucinda Buckley is a Public Programs Coordinator at Deakin University Library, Australia. Lucinda has been working in the academic library sector in Australia and the USA for over 16 years, both in and outside of libraries. She is an HEA Associate Fellow and is passionate about student experience, community building, and the sharing of knowledge and stories.

Elevating the voices of our community: creating a new service model that celebrates connection and culture.

The core service model of a University Library – provision and support of scholarly information – is enduring and universal. But what happens when new service models are created that put community, connection, culture and belonging their heart, building services around the values of a community? In 2022, Deakin University Library launched a new strategic plan that was built upon a major co-design project that sought to illuminate the foundational values of our community.

The key themes to emerge from this co-design process were community, connection, the importance of place, and the sharing and celebration of knowledge.

In the context of our community values, the Deakin Library Exhibitions and Public Programs model was developed. This new initiative does not simply aim to showcase and highlight our Library collections through exhibitions and events. Rather, it seeks to create meaningful experiences that bridge education and research through building a creative platform that communicates, explores, and questions the ideas that shape our University. Key to this model is the generation of new connections and collaborations which elevate the voices of our community. Come with us on a heartfelt journey as we share how our programs are helping create new ways of knowledge expression, and new ways for spirits and voices to be uplifted.

Ways of Knowing: Portal to plurality and the right to opacity

Mr Caine Chennatt
University Of Tasmania

Biography:
Caine Chennatt is a curator, collections manager, and cultural administrator with a focus on bridging exhibitions, collections, libraries, and galleries with all audiences through a lens of cultural humility. He is currently Interim University Librarian and Director Curatorial and Cultural Collections at the University of Tasmania. As the Interim University Librarian overseeing the university's libraries, galleries, and cultural collections, Caine poses the question of what academic libraries could become should they perceive themselves as cultural organisations? Drawing on modalities from curatorial work, this presentation explores such possibilities through examples of exhibitions, staff training, and new databases. Caine has previously worked at the Lawrence Wilson Art Gallery, Berndt Museum, University of Western Australia, Mowanjum Aboriginal Centre, and The School of Life. Caine is an alumnus of Australia Council's Future Leaders and International Curators Program, NIDA's Master of Fine Arts in Cultural Leadership, and Churchill Fellowship in inclusion.

Ways of knowing: A portal to plurality and a right to opacity - challenging euro-centric perspectives

The Inveresk Library is an award-winning library opened to the public as part of the University of Tasmania's new Inveresk Campus Precinct. A key feature of this library is its porosity – its openness and accessibility to the public as well as the academic community. The library was co-designed by over 150 individuals and groups including representing local Tasmanian Aboriginal communities, people living with disability, and several community groups. Yet, beyond launch and design, how does a library maintain a culturally safe, plural, and inclusive environment? What role can it play in supporting academic staff in embedding First Nations knowledge?

What could an academic library look like if it were to consider itself a cultural organisation first? As a provocation, a curatorial premise of 'Ways of Knowing' was determined for the building to offer alternative perspectives to Eurocentric epistemologies.

This presentation talks through some of the initiatives (successful and otherwise) employed at the Inveresk Library: including art commissions, exhibitions, digital art, and a talks and panels program programmed to highlight a diversity of voices. Within a site of learning, these programs nudge us to ask how what we know is understood, made, shared, (with)held, embraced, ignored, forgotten, unlearnt, erased, or (re)discovered. What are all the different ways of knowing around us? What can nature, our surrounding lands, and waterways teach us? How can we ask better questions, listen deeply, and be open to be transformed?

Leading from the HART (UOW Healing and Recognition Tracks)

Ms Margie Jantti, **Dr Summer May Finlay**, **Tammy Small**, **Catherine Moyle**
University Of Wollongong, Australia

Biography:
Dr Summer May Finlay (CSCA, TAE, BSocSC, GC-EDHE, MPHA) a proud Yorta Yorta woman. She's an Academic Program Director and Co-Head (School of Health and Society Teaching and Learning). She Co-Chair's Aboriginal Health and Medical Research Council of NSW Human Research Ethics Committee and is Deputy Chair of Thirrili.

Tammy Small, a proud Wiradjuri woman and project manager for Indigenous Advancement. She has extensive experience in developing and facilitating purpose-fit' right ways' consultation frameworks. She's held numerous roles reviewing and evaluating the impact and trends of Reconciliation Action Plans throughout Australia.

Catherine Moyle (BAppSci, Grad Dip Ed, MPH, Cert IV Training and Assessment, PhD candidate), a proud Gamilaroi woman. Current focus areas include developing Indigenous Cultural and Intellectual Property (ICIP), Indigenous Data Sovereignty frameworks and training for supervisors of Indigenous HDR students.

Margie Jantti, Director Library Services. An ally and advocate for truth-telling, fostering a culturally safe library.

Leading from the HART (UOW Healing and Recognition Tracks)

The University of Wollongong is the only organisation in Australia to pilot a new framework with Reconciliation Australia - Healing and Recognition Tracks (HART). The HART is the University's internal and external compliance mechanism, and the reportable and accountability framework that brings together 8 key strategic focus areas for intergenerational, strengths-based change.
The Library has partnered with Aboriginal and Torres Strait Islander School of Health and Society academics and staff from the Indigenous Strategy Unit to advance discoverable, accessible culturally safe resources for embedding in the curriculum. The project stands on the shoulders of a pilot initiated in 2021 by Indigenous Academics in the School of Health and Society, to increase awareness and promotion of Indigenous knowledges through the identification of appropriate, Indigenous led, strengths-based sources. The Library's contribution underscores our commitment to truth telling and application of professional expertise and infrastructure for the amplification of Indigenous knowledges. The next iteration of the project aims to increase accessibility through the enhancement of digital content management and curation solutions and their integration with search existing and future Library search functions.

Anticipated benefits include:
Enhanced discovery and accessibility of Indigenous knowledges and research.
Increased and positive engagement with Indigenous knowledges and research.
Enhanced literacy for critical appraisal of sources for coursework and research through protocols and guides.
Increased range of, authoritative sources for selection by subject coordinators, teaching academics and students.
Educate staff and students around appropriate selection of sources and engagement with Indigenous knowledges.
Raise the profile of Indigenous researchers within and outside UOW.

Through this partnership, we will progress our vision for advancing truth, integrity and trust through open, equitable, accessible pathways to information and knowledge and lifelong learning initiatives.

The Librarian Diplomat and Librarian Diplomacy

Ms. Caroline Pang
Nanyang Technological University Singapore

Biography:
Caroline Pang is the University Librarian at Nanyang Technological University Singapore. She has over 25 years of experience in the library field. She has had the opportunities to set-up new libraries including the Tanoto Library, INSEAD, Asia Campus and the Medical Library, Lee Kong Chian School of Medicine. Caroline was awarded the Professional Service Award (2017) from Library Association of Singapore and the Nanyang Awards (Teamwork) from NTU in 2016. Recently, she led her teams to win 3 awards at the Administration Excellence Awards 2023 from NTU. She was conferred the Public Administration Medal (Silver) National Day Award in 2023. Caroline is also on the Board of Directors, International Association of University Libraries, representing the Asia Pacific region and several advisory boards including EBSCO and Wiley.

The Librarian Diplomat and Librarian Diplomacy

Library Diplomacy is a novel concept that draws from the established formal international associations of libraries to the informal networks of librarians and the principles of diplomatic services of world governments. As we move from a VUCA to a BANI world, librarians need new skills to continue serving as ambassadors of knowledge exchange which is one of the noble tenets of librarianship. Diplomacy in its essence can be defined as the seeking of peaceful solutions through various means like dialogue, finding common ground and win-win outcomes when possible. Conflict resolution through anything except war. We as librarians, need to navigate the complexities of changing world orders, power and global issues. We have to make sense of our loyalties to personal versus national versus global stances and beliefs; librarians need a new set of competences to thrive in the world today.

Drawing from the diplomatic service, the three key skills that the "librarian diplomat" should learn are:
Negotiation skills
Cross cultural awareness
Patience

As there is Science diplomacy which strives to transcend national boundaries and collaborate at an international level to try to solve the world's health problems and advance scientific knowledge, I espouse that we should embrace the same principles of diplomacy and international librarianship and maybe we too can change the world!

Who are you, and what would you like to do: Indigenising Curtin Library's collections, services and spaces through relationships, conversations, and networks.

Mrs Kylie Percival, Eytahnyia Scott, Petra Dumbell
Curtin University Library

Biography:
Kylie is the University Librarian of Curtin University, and the Director, John Curtin Prime Ministerial Library in Perth, Western Australia. In addition, she is a former president of the Australian Society of Archivists, and in 2016, was presented with the Distinguished Achievement Award by the ASA. Shortly after commencing at Curtin, she hired the Library's first Indigenous staff member, and in 2022, she accepted a State Library Board Commendation Award in recognition of the Library's Indigenous Perspectives program, which explored and implemented Indigenising and decolonising approaches and ways of thinking within the Library and its professional practice.

Who are you, and what would you like to do: Indigenising Curtin Library's collections, services and spaces through relationships, conversations, and networks.

In this presentation, we share our experiences, successes and failures as we work towards integrating Indigenous ways of knowing, being and doing into our Library.

We will showcase some of the projects we have been working on (cultural warnings in collections, networking events with Indigenous and Library staff, a conference for Indigenous research students, Indigenous authors tags in our reading lists…), and share what has gone well and what has gone wrong. We will discuss how we have approached these tasks, but more importantly, also share who we are as people, why we started this work, and how we have collaborated with Indigenous colleagues. Some of our projects were filling obvious gaps, but we will also highlight the importance of celebrating how Indigenous staff and students have enriched, and will continue to enrich our collections, services and spaces.

We only just got started, are still learning, still making mistakes, but also still making our way towards truth telling and Reconciliation. Curtin Library is on Nyoongar land, where people have collected knowledge, kept it safe and made it accessible, and practised learning and teaching for thousands of years. Let's talk about what that means to us - and what it means to you, to who you are and where you want to go in your Library.

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11:00-12:15 | Breakout Session | Stream 4   Partnership (260-057, Case Room 2)

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Sharing Collections, Sharing Experiences, Supporting Community at the Universities of Calgary and Manitoba

Dr Mary-Jo Romaniuk, Mrs Lisa O'Hara
University of Calgary, University of Manitoba

Biography:
Lisa O'Hara (she/her/hers) is of mixed Métis and European heritage and is vice-provost (libraries) and university librarian at the University of Manitoba. Her current research focus is on service support for Indigenous research and scholarship and on ways to transform libraries with an emphasis on technology. O'Hara serves on the Association of Research Libraries (ARL) Board, chairing the Membership Committee and is Vice-Chair of the Canadian Research Knowledge Network's Content Strategy Committee.

Dr. Mary-Jo Romaniuk, Vice Provost, Libraries and Cultural Resources at the University of Calgary holds an MLIS from San Jose State University and a PhD focused on leadership in the information professions from Queensland University of Technology (QUT). She is also the Executive Director of the Northern Exposure to Leadership Institute.

Sharing Collections, Sharing Experiences, Supporting Community at the Universities of Calgary and Manitoba

The libraries at the University of Calgary (U of C) and the University of Manitoba (U of M) are proposing to create a shared circulating print collection housed across both campuses, with the bulk of the collection at the High-Density Library (HDL) at the University of Calgary. Our institutions offer similar programs and have similar student composition.

As both universities have a strategic priority to advance Reconciliation with Indigenous peoples in Canada, we must consider how sharing collections will affect our work supporting Indigenous students, researchers, and communities. We'll discuss how we think this project represents a unique opportunity in collections work, and how a more collaborative approach should realize some positive opportunities in supporting teaching and research. We believe that through this project we will be able to enhance the access and breadth of collections in support of indigenous ways of knowing.

Through collaboration and sharing of collections and expertise, we will be better able to provide more access to indigenous content in support STEM, humanities, and social science courses and research at both institutions. The session will address why and how this is possible.

The session will conclude with examples as to how some libraries are working with Indigenous communities through collections work, and opportunities to work together more broadly.

OA in Australia & Aotearoa: where we are 2024

Ms Janet Catterall
Open Access Australasia

Biography:
Janet is the Senior Project Officer for Open Access Australasia. Janet has worked as a research-focused academic librarian in universities for twenty years in the US (Syracuse University,) Canada (University of Saskatchewan,) and Australia (James Cook University,) with a defining interest in open access and scholarly communications. She is a passionate advocate for equity, inclusion and diversity in research and scholarly publishing. ORCID: https://orcid.org/0000-0002-8765-9195

OA practice in Australia & Aotearoa: where we are in 2024

Last year Open Access Australia published a report analysing the kinds of open access initiatives being practised in research active institutions across Australia and Aotearoa New Zealand. Comparisons were drawn across university, health, government and nonprofit sectors, and rates of open scholarly output were compared to rates of institutional open access practice using the COKI open access dashboard

Since the original report was published last year there have been significant developments in open access internationally and regionally. With new initiatives from cOAlition S, policy updates from major funders, and an increased focus on equity in OA and 'diamond' publishing, the global landscape has been shifting. In Australia, universities have been updating their open access policies to incorporate both author and institutional rights retention and provision for indigenous data sovereignty. The Chief Scientist announced a proposal for open access in Australia. In Aotearoa Te Pōkai Tara (Universities NZ) released an Open Access Statement, CONZUL published an open access toolkit for researchers and the iwi-Māori-led Te Kāhui Raraunga released a report on the governance of Māori Data.

What impacts have these recent developments had on open access practice in Australia and Aotearoa?

We present highlights from the original report, and, in the light of recent changes, seek to show the additional progress towards open access made by the university sector in the region since the data was

was collected in late 2022. As our aim is to collect longitudinal data, we will test the reproducibility of the methodology used for the original data collection. We will also highlight the ongoing challenges to achieving open access in the two countries and suggest some ways to overcome them.

As our aim is to collect longitudinal data, we will test the reproducibility of the methodology used for the original data collection. We will also highlight the ongoing challenges to achieving open access in the two countries and suggest some ways to overcome them.

This presentation will focus on the university sector: a full update across all sectors will be made available later in the year.

Bringing the manu | birds together: The Open Access Critical Friends Rōpū as a model for nationwide connection & collaboration

Ms. Berit Anderson, **Donna Coventry**, **Ms Rachel Chidlow**
University of Auckland, Auckland University of Technology, University of Auckland

Biography:
Donna Coventry, Berit Anderson, and Rachel Chidlow were all members of the Open Access Critical Friends Rōpū in 2023, the team behind the nationwide project to design & deliver the Open Access Toolkit for Aotearoa New Zealand Researchers. Donna is the Scholarly Communications Coordinator in the Research Services team at Te Wānanga Aronui o Tāmaki Makau Rau | Auckland University of Technology. Berit and Rachel both work in the Research Services team at Waipapa Taumata Rau | University of Auckland, as Team Leader and Manager respectively.

Bringing the birds together: Nationwide collaboration for Open Access

Globally, openly accessible research is growing exponentially. However, Aotearoa New Zealand (AoNZ) still has one of the lowest national open access rates, sitting at approximately 40% open. In 2023, Te Pōkai Tara (Universities New Zealand) released a statement committing to drive and support open access across the University sector. The goal: to raise the national percentage of open research to 70% by 2025.

To support this initiative, the Council of Aotearoa New Zealand University Librarians (CONZUL) sponsored a project to produce a resource to guide New Zealand's researchers through the open access publishing process. To ensure nationwide relevance, ten librarians from AoNZ's eight universities formed the Open Access Critical Friends Rōpu. Together, they produced the Open Access Toolkit for Aotearoa New Zealand Researchers.

During this presentation, project team members will share their journey and learnings, including strategies that libraries can use to connect and collaborate on large-scale projects. Whilst the toolkit was the major output of the project, success hinged on the whanaungatanga (relationships) and manaakitanga (respect) established amongst the rōpū (group) over the course of the ten month project. This created an environment where members felt safe sharing knowledge and resources. Goals were set together and honesty was encouraged. Inclusion was paramount and included using online tools that were accessible to all. Each member's workload capacity and preferred roles were taken into consideration. The project concluded with individual and group reflection on project successes and lessons learned.

The Power of Thank You: A System Theory in VR

Guinsly Mondesir
University of Toronto

Biography:
Guinsly Mondésir, is the virtual reference librarian of Ask a librarian. To be specific he helps 16 Ontario Universities libraries to coordinate the virtual chat reference service.

The Power of Positive Feedback: A System Theory Perspective in Virtual Reference Services

In Ask a librarian, our library chat reference service, the exchange of feedback between users and operators holds significant importance in shaping the community's dynamics and fostering a culture of appreciation.

As someone deeply involved in VR, I've witnessed firsthand how positive feedback can profoundly impact operator morale and overall service quality. In this lightning talk, I intend to explore the symbiotic relationship between positive feedback and the systemic dynamics of virtual reference services, drawing insights from System Theory.

System Theory offers a valuable framework for understanding organizations as interconnected systems composed of interrelated components. According to this theory, feedback loops are fundamental mechanisms for information exchange and adaptation within systems. Positive feedback, in particular, serves as a catalyst for reinforcing desired behaviors and strengthening system resilience.

Ask a Librarian offers an Exit Survey to provide channels for guests (patron) to share their experiences and provide feedback. As a coordinator of this feedback form, I often relay "Thank you feedback" from patrons to operators, fostering a sense of community appreciation.

In this lightning talk, my goal is to illustrate how positive feedback acts as a dynamic force within virtual reference ecosystems, influencing operator motivation, morale, and ultimately, service quality.

Inspiration for learning: the development of a concept design for library space

Mrs. Gry Bettina Moxnes
Oslo Metropolitan University (oslomet)

Biography:
Gry Bettina Moxnes is the Head of section University Library at Oslo Metropolitan University (OsloMet) in Norway. She has earned a Bachelor degree in Library and Information Science, and a Master degree in Information Science. She has many years of experience from university libraries and working with library space. Gry B. Moxnes is currently Co-Chair of IATUL's Special Interest Group for library space.

Inspiration for learning: the development of a concept design for library space

What kind of place do we want our library to be? This was one of the questions we asked ourselves when we started planning a major renovation of the University Libraries at Oslo Metropolitan University (OsloMet). The libraries needed refurbishment, and the university needed more and better workspace for the students. In this Lightning talk we will describe the process of rethinking and redesigning the existing library space, and the different methods and tools used.

Architects, students and librarians worked together to develop a design concept for the new University

Library. The concept design determined the use of the space and the atmosphere in the library. The large book collection was weeded to create space for both activity and concentration. OsloMet is Norway's third largest university with approx. 22 800 students and the largest campus is situated in the city center of Oslo.

The university covers a wide range of professional education from nursing, health and teacher educations, journalism, art, and engineering, amongst others. Diversity is one of OsloMet's core values. The core values, universal design, location, the student's needs and wishes, were also used as a basis for creating an inclusive and inspiring learning environment. Involving the students in the planning was also crucial and important for this to be a successful project.

A doubling of visitor numbers in the first week after opening tells us that the project has so far been a success.

Taking down the wall of Technical Debt

Ms. Jo Simons
Waipapa Taumata Rau, The University of Auckland

Biography:
Dr Jo Simons is the Manager of the Content Discovery and Innovation Team at Te Tumu Herenga | Libraries & Learning Services for Waipapa Taumata Rau | The University of Auckland. She had a varied career as a research scientist, subject librarian and leading a research support team before moving into the exciting and ever changing world of library systems. Jo grew up in Aotearoa NZ, and currently shares a house with two other agents of chaos (children), a cat and a husband (who quite likes the chaos, honest).

Taking down the wall of Technical Debt

Technical debt is an ongoing challenge for libraries, and a significant barrier to improving digital openness and equity. Libraries and librarians are often passionate about embracing and leveraging new technologies to improve accessibility, in a digital world changing at high speed. However, these new tools and technologies require a stable foundation to build on so that we can effectively support our communities.

Our passion for building unique bespoke digital applications to share knowledge can lead to a legacy of aging platforms that are increasingly challenging to support and maintain. Cyber-attacks on knowledge institutions are ever increasing and necessitate challenging decisions around keeping digital collections open to all while maintaining the integrity of an institution's digital environment.

This presentation will share the journey undertaken so far for the Content Discovery and Innovation team at Te Tumu Herenga | Libraries and Learning Services as we engage with the digital modernisation project at Waipapa Taumata Rau | The University of Auckland. It will describe the challenges we have faced addressing our technical debt, while respecting the mana of our collections and the work that has gone before us. It will also share our hopes and plans for a future of more accessible and discoverable content for our communities.

Setting Artificial Intelligence (AI)/Machine Learning (ML) as a Key Strategic Pillar of the Library's Future Planning

Mr Xuemao Wang
Northwestern University, USA

Biography:

Xuemao Wang is the Dean of Libraries, Charles Deering McCormick University Librarian for Northwestern University. In his role, Xuemao oversees and facilitates visions, strategies and plans implementation for the University Libraries. Xuemao has over 30+ years of diverse library and information technologies, services, management, and leadership experiences, with a career that spans the public, academic, large library consortium and international library worlds. He has held global leadership positions in the International Federation of Library Association (IFLA), American Library Association (ALA), Center for Research Libraries (CRL), Association of Research Libraries (ARL), HathiTrust, SPARC, and OhioLINK. Prior to working at Northwestern, he served as the Vice Provost for Digital Scholarship, Dean and University Librarian of the University of Cincinnati. He has held leadership positions at Emory University, Johns Hopkins University, the Metropolitan New York Library Council, Queens Borough Public library and worked as an academic librarian in China in his early career.

Setting Artificial Intelligence (AI)/Machine Learning (ML) as a Key Strategic Pillar of the Library's Future Planning

The presentation will explore Northwestern University Libraries (NUL) new strategic vision with artificial intelligence / machine learning (AI/ML) as a central pillar of its strategic pursuing. NUL identifies AI/ML as a logical core of the library's vision for two reasons. First, AI/ML methods offer analytical power at massive data scales that can be immediately applied to library digital collections and research datasets, enabling scholars to investigate research questions by creating computational models from any library collection. Second, AI/ML represents a genuinely transdisciplinary set of techniques that can be adapted to create models based on any data type, from any disciplinary context, whether qualitative or quantitative, structured or unstructured, and across all media types.

The presentation will share NUL strategic planning and priority realignment experiences as we set AI/ML as the core element of their organizations' strategic visions. The presentation will explore: (1) the opportunities and limitations of an AI-driven library vision in the context of CNI/ARL AI Scenarios Planning. (2) the culture building, organizational structure, workforce development and resource alignment through internal and external funding mechanisms, required within library organizations to accomplish it. (3) The presentation will conclude with a reflection on potential new ways to be more directly aligned with emerging university-level data science and AI initiatives, and with the faculty research and teaching driving these initiatives, in the coming decade.

If the walls could speak: artwork for representational library spaces

Kara Jones
American University Of Sharjah

Biography:

Currently the University Librarian at the American University of Sharjah in the UAE, Kara was previously Head of Library Research Services at the University of Bath in the UK. She is active in IATUL and AMICAL, a consortium of American Liberal Arts Universities outside of the US. Her interests include library outreach, scholarly communications and research support and library space and design.

If the walls could speak: artwork for representational library spaces

Artwork featuring diverse styles, cultures, and perspectives can promote inclusivity and representation within library spaces. Our library has partnered with a local Art Foundation to introduce artwork from local artists that reflect the diversity of our student population. Rather than a centrally located exhibition, the art has been integrated into the whole library building to be accessible and inspire reflection and recognition. This lightning talk briefly explains the collaborative project and the value of art in a library space to express diverse voices explored through visual storytelling.

The future academic library: opportunities and challenges

Consulting Principal Andrew Harrison, **Mr Graeme Finlay**
Warren and Mahoney

Biography:
Graeme Finlay: With 20 years' experience working on university briefing, master planning and building designs, Graeme is the joint lead of the Warren and Mahoney Learn sector. His portfolio of completed projects includes not only the design of university research facilities, social hubs, study spaces but also the design of five libraries.

Andrew Harrison: Andrew is an international specialist and author in Education design and strategy. He has worked with tertiary organisations in the UK, Europe, Asia, Africa and Australasia. His strategic work for libraries includes the British Library and University libraries in London, Bristol, Dublin, Swansea, Istanbul and Chennai. He is currently leading the international research study on the Future of the academic Library where he is engaging with the leadership teams of over 30 University libraries internationally.

The future academic library: opportunities and challenges

The academic library is at a critical point in its evolution. Without books, what is a Library? When informal study spaces are appearing in every department across the campus, what is the library's role in providing space for study? When knowledge is available digitally and accessed through the internet or AI, what is the role of the library in the distribution of knowledge? In a post-Covid world what role can the library play in the campus culture and delivering the strategic vision of the university? Are radically different models of the future Library now possible, if not likely, in the future? These questions, and more, led to our study of the future of the academic library.

The study involved interviews with senior leaders of 30 university libraries in Canada, Hawaii, UK, Europe, Australia and New Zealand.

The key findings from the study will be presented and several possible future library models will be discussed that blend physical and digital library experiences to create inclusive and welcoming environments for students, staff, and the wider community.

Beyond the desk: Forging a new future for academic libraries

Miss Alex McManus
University Of Technology Sydney

Biography:
Alex McManus (she/her) is the Team Leader for Enquiries and Access at UTS Library. With a passionate belief in libraries and the value they can bring to their community, Alex centres accessibility, inclusivity and a patron focus in her practice. In her current role she manages UTS Library's enquiries services both online and in person, as well as library access and circulation.

Beyond the desk: Forging a new future for academic libraries

New library management system? No problem! New library building? Sure! Pandemic? Why not! And now Generative AI, with a cost-of-living crisis thrown in for good measure.

The client services staff at UTS Library have weathered their fair share of change safely tucked behind

their helpdesk. But the traditional model of librarianship (or library officer-ship) just isn't cutting it anymore. Instead of clinging to tradition, UTS Library are removing the things that don't work and letting their community shape how they fill the empty spaces left behind.

This presentation chronicles the adventures of the staff who have boldly stepped out from behind the helpdesk (which was then summarily destroyed) and how they have worked with their community to shape a new vision for UTS Library. Armed with data from JISC and student surveys, and with academics and students at our side, the staff at UTS Library have completely changed their approach to enquiries, introduced two new community-focused collections, launched new services, and redone the floorplan (about 15 times in a two-year period). Although this work is far from complete, the benefits to staff and community are already apparent. By allowing their approach to be guided by community instead of tradition, UTS Library has been able to make significant progress towards creating a more open, accessible, equitable, and welcoming environment.

How to Merge Two University Libraries and Still Want to Work with Each Other

Mrs Sian Woolcock
University of Adelaide

Biography:
Sian Woolcock lives and works on Kaurna Land in South Australia and is currently University Librarian at the University of Adelaide. She previously worked at the University of South Australia in various leadership roles, as well as Flinders University. In September 2023 she was appointed to lead the Library merger project as part of creation of the new Adelaide University, opening on January 1st 2026 – a merger of the University of Adelaide and the University of South Australia.

How to Merge Two University Libraries and Still Want to Work with Each Other

On January 1st, 2026, the University of South Australia and the University of Adelaide will merge into a new single entity: Adelaide University, marking one of the largest university mergers seen in Australia for several decades. One year into the merger project, this presentation will reflect on the journey so far in planning for the merger of the two University Libraries. With the impending merger, bridging the gap between the two university libraries has been paramount. This presentation will delve into the strategies employed to foster collaboration, communication, and trust amongst library staff from both institutions working on the merger project.

Key Points:
- Challenges and Opportunities: Addressing the unique challenges posed by merging separate library systems and cultures while leveraging the opportunity to create a unified vision for the future.
- Pragmatic Decision-Making: Balancing the practical considerations of time constraints and resource allocation with the overarching vision of the new university.
- Communication and Collaboration: Sharing insights into communication and collaboration initiatives to foster trust and build consensus to support resource pooling and skill exchange.
- Lessons Learned and Future Directions: Reflecting on key lessons learned from the merger journey so far.
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This presentation will offer the Libraries' perspective on the creation of the new Adelaide University and how the starting point to tackle the many challenges a merger process presents is prioritizing relationship-building and respectful ways of working as a strategic imperative.

14:00-15:15 | Breakout Session | Stream 2 Subject Support (260-040, Seminar Room)

Tikanga Māori and Taonga in our Libraries: Making things culturally safe

Ms. Kākahu Banks
University Of Otago

Biography:
Kākahu (Ngāi Te Rangi, Ngāti Pūkenga, Ngāti Ranginui) is a proud Māori librarian, as well as a traditional weaver of raranga, whatu and tāniko. When she's not reading books or weaving she loves to get into the māra (garden) and see her ira mutu (nephews/nieces). Kākahu loves to bring whānau (family) together, including spending time with her kauheke (elders).

Tikanga Māori and Taonga in our Libraries: Making things culturally safe

Wānanga (discussions) about the balancing of open access and the ethical stewardship of Indigenous content, are critical as part of the process of decolonisation and Indigenisation in libraries and archives. As an Indigenous person myself, being Māori, I know of the importance of not only protecting the knowledge of my tūpuna (ancestors) but also of other hapū and iwi in Aotearoa, and other Indigenous peoples. It is paramount to the survival of our cultures and peoplesto preserve our taonga, for without our mātauraka (knowledge) which is intimately tied to the whenua (lands) and whakapapa (genealogies), we cannot survive as Indigenous peoples. Without the importance of cultural safety, through the showing of respect and reconciliation in issues of ownership, there would be no ethical stewardship.

In university libraries our mātauraka, taoka (treasures) and manuhiri (visitors) need safeguards in place, with culturally safe protocols such as tikanga Māori being present in-person and digitally to allow for cultural safety. Developing from my research into libraries and aspects of cultural safety for Indigenous Māori collections, this author will provide ways in which university libraries in Aotearoa can safely engage in the access and use of Māori knowledges while caring for these materials under ethical stewardship. This presentation will be grounded in tikanga and mātauranga Māori and will also advocate for a wider consideration of Indigenous materials from around Papatūānuku (Mother Earth) kept in university libraries and archives, in ways that will honour the tangata whenua (peoples of the land) globally.

Where are all the Māori? Understanding the barriers experienced by Māori and other indigenous peoples at University Libraries

Mr Troy Tuhou
AUT Auckland University of Technology

Biography:
Troy Tuhou is of Māori descent. Hailing from the East coast of the North Island his Iwi affiliations are Ngāti Porou, Te Aitanga a Hauiti & Rongowhakaata. He completed his MIS (LibS) - Master of Information Studies (Library Science) - through Victoria University Wellington in 2011 and has worked in the information profession for 20 years. He is currently the Manukau Team Lead for Te Mātāpuna | AUT Libraries & Learning Services.

Where are all the Māori? Understanding the barriers experienced by Māori and other indigenous peoples at University Libraries

Using the presenters research for the Master of Information Studies (Library Science) – MIS (LibS) titled "Barriers to Māori usage of University Libraries an Exploratory Study in Aotearoa New Zealand" the purpose of this workshop is to give attendees a framework to recognise and categorise the barriers that Māori and other indigenous peoples encounter at university libraries. It is also hoped that through workshoping attendees will create simple actions that can be implemented in their home institutions to mitigate some of these barriers.

Decolonising Information Literacy: Diversity Integration for Empowering Minority Groups

Dr Gertruida Elizabeth Du Toit
University Of Johannesburg

Biography:
Elize du Toit has a PhD in Information Science from the University of South Africa. Her research topic was on the information seeking behaviour of first-generation students. Her interests are in information behaviour, information literacy, digital literacy, artificial intelligence and curriculum design. She is a Specialist Librarian: Teaching and Learning at the University of Johannesburg.

Library guides have long served as invaluable resources for connecting students with faculty-related, subject-specific, and coursework information. However, in contemporary library practices, the scope of LibGuides has expanded significantly. They now encompass a diverse array of resources, including guides on specific library products, platforms, resources, instructional materials, and 'how-to' guides. These expanded functionalities reflect the evolving needs of library users in navigating an increasingly complex academic landscape. In 2016, the University of Johannesburg launched an online information literacy course using the SpringShare LibGuide platform, which proved highly successful. Initially developed in English, the university's official tuition language, the course garnered significant attention. Subsequently, due to its effectiveness, eight faculty departments within the university mandated the course for their students, underscoring its importance and widespread adoption across various academic disciplines.

Research conducted in 2022 on the university's student profile revealed that, aside from English, isiZulu and Sepedi, two indigenous South African languages, ranked as the second and third most commonly spoken home languages among the student body, respectively. The library therefore saw a need to translate the English online information literacy course, using the SpringShare LibGuide platform into isiZulu and Sepedi.

In a world overpowered by AI, including diversity in libraries and library guides is crucial for several reasons. By providing resources in indigenous languages, libraries become more accessible to a wider range of users, including those who may not be proficient in English. This ensures that all students, regardless of their linguistic background, can fully utilise library resources and services. Offering materials in indigenous languages acknowledges and respects the cultural diversity within the student population. It shows that the library values and recognises the importance of diverse cultural perspectives, histories, and knowledge systems. Incorporating diverse languages in library guides reflects the diverse identities and experiences of the student body. It promotes a sense of belonging and inclusion among students who may feel marginalised or underrepresented in academic settings dominated by English-language materials. Furthermore, language can be a barrier to educational equity. By actively incorporating diverse languages into library services, libraries promote a more equitable learning environment where all students have equal opportunities to succeed, regardless of their linguistic background. This study delved into case studies, research findings, and literature reviews to investigate the significance of integrating diversity within library services, while concurrently enhancing students' information literacy skills in their native languages. Research findings show that acknowledging the traditional Western academic ways of producing and disseminating knowledge can further disenfranchise already marginalised individuals. Consequently, the study also investigates strategies for adopting a decolonising approach to assist students in effectively navigating information literacy.

Optimizing Academic Library Subject Support Services: An Ecosystem Approach

Dr. Junlan Yao
Tongji University

Biography:
Junlan Yao, Ph.D. in Management Science and Engineering, is the director of the Consultation and Information Service Department of Tongji University Library, mainly engaged in the research of library science and information science. Since 2017, as an intelligence analyst, she has been deeply involved in the strategic consulting project "Global Engineering Frontier Research" of the Chinese Academy of Engineering, supporting data mining and cutting-edge interpretation of global engineering frontiers in the fields of civil, hydraulic and architectural engineering. She has published more than 20 academic papers and participated in a number of national or provincial scientific research projects.

Optimizing Academic Library Subject Support Services: An Ecosystem Approach

As information technology develops and knowledge transmission modes change, library subject support services constantly face new challenges, and service modes and content are changing. To enhance these services in academic libraries and achieve cooperative growth within the ecosystem's primary components, a subject support service system of an ecosystem approach for academic libraries was developed. An ecosystem approach is promising for comprehending the changes in subject support services.

This article will introduce the contents and methods of subject support services of Tongji University in Chinese Mainland. This research uses an ecosystem approach to examine the relationships among management and decision-making departments, colleges, libraries, resource suppliers, and system developers; clarify service content; analyze bottleneck problems; and propose optimization paths. To optimize academic libraries' subject-support service ecosystems, each component should consider service demand, unify the subject-support service consensus, focus on the external environment, and enhance the ability to cope with changes.

This research offers useful guidance for improving academic library subject support services and directing their development in a changing environment.

Papers of the Underground Movement: Digital Repatriation & The Role of a Hawai'i-based Philippine Collection in Combating Misinformation in the Philippines

Maria Elena Clariza
University Of Hawaii

Biography:
Elena Clariza grew up in the Philippines and California and found her passion for social justice in both-places. Clariza is a lifelong Philippine Studies scholar and currently the Philippine Studies Librarian at the University of Hawai'i at Mānoa (UHM). She was a community organizer for immigrant rights and environmental justice in California before coming to Hawai'i in 2003 to learn about non-violence education and organic farming. The calling to teach at a university was hard to ignore so Elena taught Conflict in the Asia-Pacific Region and Costumes and Cultures of South and Southeast Asia at UHM before becoming a full-time librarian. She has a background in Education, Biology and Environmental Studies, Asian Studies, and Library and Information Science.

Papers of the Underground Movement: Digital Repatriation & The Role of A Hawai'i-based Philippine Collection in Combating Misinformation in the Philippines

Libraries play a critical role in combating misinformation by providing open access to reliable information and vetted resources. This is particularly important in the growing trend of historical revisionism around the globe.

For instance, in the 2022 Philippine presidential election, historical revisionism or reinterpreting historical facts led to the victory of Ferdinand "Bongbong" Marcos Jr, son of the former Philippine dictator Ferdinand Marcos. His candidacy centered on reinterpreting the Martial Law Regime (1972-1981) under his father's rule as the "Golden Years" of the Philippines. This period resulted in thousands of extrajudicial killings and disappearances that remain controversial topics today. However, the Philippine Collection at the University of Hawai'i undertook a digitization project in 2023 scanning over 16,000 pages of documents written and mailed to the library by the underground movement during the Marcos Regime disputing this narrative. The underground movement consisted of Marcos' opposition led by scholars, clergy, activists, NGO's, and concerned citizens who wrote, published, and disseminated these documents under the threat of arrests, imprisonment, and prosecution.

This presentation will explore digital repatriation and the role of libraries in combating misinformation by highlighting the underground papers of the University of Hawai'i's Philippine Collection, and its role in preserving and providing access to these records in the interest of safeguarding truthful information.

Amplifying Indigenous knowledge and voices - within universities, libraries and beyond

Laki Sideris, Prof Kathleen Butler, Mr Matthew Davis
Informit, University of Newcastle, University of Newcastle

Biography:
Laki Sideris is the Head of Product at Informit, a business of RMIT University which is centred around providing library access to the vast richness of Australia and New Zealand's publishing and research outputs.

Associate Professor Kathleen Butler has been implementing culturally innovative pedagogy seeking social impact for 25 years. Her work spans disciplinary focus in sociology, anthropology and Indigenous Studies; broad leadership in Indigenisation of curriculum; and cross-disciplinary engagement with STEM.

Mr Matthew Davis, University Librarian at University of Newcastle is an experienced senior leader in libraries with a demonstrated history of working in the higher education industry. Skilled in Knowledge Management, Client-focused services, Library Science, Library Instruction, Information Literacy, and Research.

Amplifying Indigenous knowledge and voices - within universities, libraries and beyond

This presentation brings together leaders from Australian academic and library sectors who are involved in initiatives to amplify Indigenous knowledges and voices. Aboriginal and Torres Strait Islander-led scholarly projects are changing the national story in meaningful ways, as well as having beneficial impacts within communities. With Aboriginal and Torres Strait Islander people only starting to enter tertiary education from the mid-1960s onward, the proliferation of Indigenous-led research emerging in the last decade is worthy of celebration and amplification.

Informit is the largest research publication database for Australian and New Zealand humanities and social sciences, and thereby well-placed to showcase and disseminate First Nations' research and knowledge. Laki Sideris will highlight initiatives undertaken by Informit, including a series of interviews with 'Indigenous Scholars You Should Know', in which First Nations researchers of diverse fields and varied career stages articulate their current projects.

Some of Informit's most recent interviewees include senior academics from the University of Newcastle: Professors John Maynard, Liz Cameron and Kathleen Butler. University of Newcastle has a high First Nations student population and is a national leader in Indigenisation of curriculum. Professor Kathleen Butler will outline some of the ways she advises universities to integrate Indigenous knowledges across the curricula. Professor Butler draws from her experiences leading University of Newcastle's Indigenisation of curriculum working party, and heading the Wollotuka Institute, one of the longest-established Indigenous student centres in Australia's tertiary sector.

University of Newcastle librarian, Matthew Davis, will discuss how the library actively supports and enhances Indigenous research, teaching, and learning within the University and region. Their approach involves collaborating with Indigenous researchers and educators to iteratively advance the University's Reconciliation Action Plan beyond the Indigenisation of collections and resources.

Cybersecurity in the Library: Steps You Can Take Now to Make Your Users and Your Institutions Safer

Mr Rick Anderson, **Ms Gwen Evans**, **Dr Jason Ensor**
Brigham Young University, Elsevier, Western Sydney University

Biography:
Rick Anderson is University Librarian of Brigham Young University. He has worked previously as a bibliographer for YBP, Inc., as Head Acquisitions Librarian for the University of North Carolina, Greensboro, as Director of Resource Acquisition at the University of Nevada, Reno, and as Associate Dean for Collections & Scholarly Communication at the University of Utah.

He serves on numerous editorial and advisory boards and is a regular contributor to the Scholarly Kitchen. He has served as president of NASIG and of the Society for Scholarly Publishing, and is a recipient of the HARRASSOWITZ Leadership in Library Acquisitions Award. Rick is the author of three books, including Scholarly Communication: What Everyone Needs to Know (Oxford University Press, 2018), which has been published in three languages.

Cybersecurity in the Library: Steps You Can Take Now to Make Your Users and Your Institutions Safer

Academic libraries are an essential node of access to campus networks – and, therefore, a target of hackers, pirates, and other bad actors who want access to students' personal information, licensed content, digitized special collections content, proprietary data, and other contents of your local networks that they see as valuable commodities ripe for financial exploitation or political or ideological manipulation. What can the library do to help prevent this kind of predatory access to campus networks, and why should they play a role in doing so? Join [guest university CISO], Rick Anderson (Brigham Young University) and Gwen Evans (Elsevier), for a panel discussion of these threats and of strategies available to mitigate them. (Anderson and Evans are both charter members of the Scholarly Networks Security Initiative [SNSI], a nonprofit organization dedicated to minimizing threats to campus systems.)

Early Findings from ITHAKA's Work in Generative Artificial Intelligence (GenAI)

Mr Bruce Heterick
ITHAKA/JSTOR

Biography:
With more than thirty-five years in the higher education and library communities, Bruce leads ITHAKA's strategy and teams working with libraries around the world to make their collections openly accessible on JSTOR and to use that platform as an increasingly important component of their to support teaching and research.

Early Findings from ITHAKA's Work in Generative Artificial Intelligence (GenAI)

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Early Findings from ITHAKA's Work in Generative Artificial Intelligence (GenAI)

Starting in mid-2023, ITHAKA began investing in and engaging directly with generative artificial intelligence (AI) in three broad areas: a collaborative research project led by Ithaka S+R; a generative AI research tool on the JSTOR platform; and a proof-of-concept for GenAI-enabled processing of library special collections. These technologies are so crucial to our futures that working directly with them to learn about their impact, both positive and negative, is extremely important.

This presentation will share early findings that illustrate the impact and potential of generative AI-powered research based on what JSTOR users are expecting from the tool, how their behavior is changing, and implications for changes in the nature of their work. In addition, we'll share what we've learned from the proof-of-concept work we are doing to address the "backlog" problem that most academic libraries are struggling with in the triage and processing of library special/distinctive/archival collections. The findings will be contextualized with the cross-institutional learning and landscape-level research being conducted by Ithaka S+R. By pairing data on user behavior with insights from faculty and campus leaders, the session will share early signals about how this technology-enabled evolution is taking shape.

10:30-11:45 | Breakout Session | Stream 1   Research (260-057, Case Room 2)

The development of Aotearoa's first Open Research Position Statement

Ms Jess Howie, **Mr. Ammon Apiata**
University Of Waikato

Biography:
Jess and Ammon work at the University of Waikato Library in Kirikiriroa (Hamilton), Aotearoa (New Zealand). Jess is the Assistant Director, Open Research and Teaching and Learning and Ammon Apiata is the Māori and Indigenous Research Support Advisor.

The development of Aotearoa's first Open Research Position Statement

In 2023, University of Waikato Library staff drafted Aotearoa's first Open Research Position Statement; this presentation will describe the context in which the statement arose and outline the approach taken.

A deliberate approach to draft a position statement rather than a policy allowed for a focus on research culture. The intention was to first establish the statement, which outlined the University's intentions, and then follow through with principles that both spoke to and further articulated these. Guidance followed the principles to help researchers to understand how to enact the principles. In this way, the statement and its development became the foundational building block upon which the University could develop and articulate its desired research culture. Thorough background work and targeted consultation meant this was an agile process that took less time than would be typical for a policy and allowed for re-alignment at each step.

A defining feature of the statement is its engagement with Te Tiriti (the Treaty of Waitangi, Aotearoa's founding document), and Indigenous research issues. This was vitally important given the University of Waikato's close relationship with with the Kīngitanga and Waikato iwi, who are the traditional owners and custodians in the Waikato region.

The presentation will share some of the ways in which the development of the statement allowed for considered and respectful engagement with the issues at hand.

How to grow Research Data Management services and uptake at a university

Ms Janine Lockhart
Cape Peninsula University Of Technology

Biography:
Janine Lockhart has worked in academic libraries for 23 years. She is currently the Library Manager for the Scholarly Communication and Digitization Unit, which includes Research Data Management, various repositories, tools and research support services at the Cape Peninsula University of Technology (CPUT) Libraries. For six years she also managed the Faculty Support Team for the Faculty of Applied Sciences which provided valuable experience with library faculty support.   Before this, she has worked in the area of Training, Development & Information Literacy at CPUT Libraries. She has published and presented papers at international conferences, has a Master's degree in Business Administration, PGDipLIS from the University of Cape Town. She is currently a PhD candidate.

How to grow Research Data Management services and uptake at a university

The Cape Peninsula University of Technology (CPUT), though the library, has ensured a functional environment to foster good Research Data Management (RDM) practices and services for the university community and in line with FAIR (findable, accessible, interoperable, and reusable) principles to ensure transparency.

The first RDM policy was approved in 2013 and subsequently reviewed, a research data repository, called eSango, powered by Figshare, was established in 2018 and a Data Management Plan (DMP) tool was developed and deployed. A preservation platform, Arkivum, was procured and a CoreTrustSeal submission is in process to secure and build trust in the research data repository. Even though these services were available, and awareness was created by communication through various Senate and/or university committees, workshops, training and other communication avenues, the uptake was initially slow.

A key decision by the Higher Degrees Committee that postgraduate students need to submit a Data Management Plan with their proposal and make their research data available together with their thesis submission for graduation purposes, made a significant and impactful difference. A comprehensive review process was implemented on eSango to include the universities ethics manager and the supervisors for postgraduate students. This had a significance increase in the awareness of RDM and uptake of these services at the university, especially involving the supervisors as part of the review process as they are also the researchers.
This paper will explore these strategies, highlight challenges and successes.

Amplifying Underrepresented Voices: Advancing Citation Justice in Scholarly Communication

Ms. Heather Cunningham
University Of Toronto

Biography:
Heather Cunningham is the Assistant Director for Research & Innovation Services at the Gerstein Science Information Centre at the University of Toronto. Her areas of professional expertise and research interest are in science communication and engagement, scholarly communication, leadership, and green strategies for academic libraries.

Amplifying Underrepresented Voices: Advancing Citation Justice in Scholarly Communication

Voices of scholars are raised and amplified through the academic currency of citations. However, not all voices are heard and shared equally. Citation justice is an increasingly recognized issue within academic circles, focusing on the under-citation of women and people of color. This systemic bias, evident across many disciplines, impacts career progression, grant acquisition, and ultimately diversity among decision-makers. Citation practices are pivotal in shaping academic discourse, research, and education. Despite the significant influence of these practices, there is currently no comprehensive method to assess citation biases based on the demographics of authors. Efforts to measure diversity through computational analysis exist but are limited in scope. The academic publishing landscape is responding with initiatives such as Citation Diversity Statements and demographic surveys of authors, which aim to address greater inclusivity. Grassroots movements and databases that spotlight underrepresented scholars, alongside campaigns like "Cite Black Women," are vital in advancing citation justice. Libraries have a proactive role in educating and addressing citation biases through workshops, consultations, and the development of research guides.

By integrating principles of citation justice into educational activities surrounding comprehensive searching, research impact, and publishing, libraries can actively contribute to a more equitable scholarly communication framework. This presentation explores the concept of citation justice, reviews current initiatives aimed at reforming citation practices, and proposes strategies for libraries to address these disparities in scholarly communication.

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10:30-11:45 | Breakout Session | Stream 2	Student Experience (260-055, Case Room 3)

Are library teaching and research services broken?: Understanding the academic journey for better service design.

Tess Hobbis and Sascha Jenkins
University of Technology Sydney

Biography:
Sascha Jenkins is the Director of Experience and Quality at University of Technology, Sydney Library and has experience working within the higher education sector both within and outside of faculties. Sascha is well recognised for her work in creating both digital and physical user experiences to support client and community engagement. At UTS, Sascha was critical to the activation of the UTS Central building at the heart of the campus. She has also led University-wide strategic projects, such as establishing a serviceportal (Student Learning Hub) both on campus and online.

This work has been critical in delivering the services that distinguishes the university experience as distinctly digitally enabled. Sascha has qualifications in arts and business. She completed a PHD in history and worked in academia and heritage consulting, before moving into professional roles in the University sector. Her career has focused on enhancing the student experience, through positions in libraries, Faculty teaching and learning, work integrated learning, governance and curriculum review. She has a particular interest in the creation and activation of informal learning spaces and innovative service delivery.

Tess Hobbis is the Team Leader of User Experience at the University of Technology, Sydney Library. With a passion for creating exceptional client experiences across both the physical and digital library campus, her role focuses on user research, project management, marketing, communications and engagement strategy. With six years' experience in the higher education sector, Tess is an emerging leader with a strong foundation in collaboration, a commitment to continuous growth and a passion for embracing new technologies and methodologies while honouring the traditions and history of the ever-changing GLAM sector.

Are library teaching and research services broken?: Understanding the academic journey for better service design

Do we really understand what academics need from libraries today? Can understanding and empathising with the academic experience challenge library assumptions about teaching and research services?

UTS Library investigated these questions through a year-long project. Using a design-thinking project methodology, empathy mapping and human-centred practices, the project team was able to delve into the world of the UTS academic: gaining a comprehensive understanding of the academic's goals, behaviours, motivations and pain points around conducting teaching and research activities. The resulting insights present new opportunities for service design and delivery in an academic library context.

UTS Library staff now have a suite of tools, including persona profiles and journey maps, that provide clarity and understanding on a multitude of factors affecting academics such as how they manage time pressures and why they choose to sacrifice career progression. These tools will help staff to align library services with the goals and motivations of academics in a more nuanced way, improving the journey of academics and grounding their positive experiences in a library context.

Learn more about the project approach, the suite of tools created as well as the final insights and opportunities identified and discover how this kind of research allows us to authentically connect with academics and reshape the teaching and research services delivered by academic libraries with the client at the centre.

Library Peer Mentors: Architects of Connection - A student-driven library transformation

Mr Martin Brochert
University of New South Wales

Biography:
Ben, Xiaxia and Peter all work as part of UNSW Library's Information Services Department that leads the provision of in-library and in-Faculty learning and teaching support. Xiaxia started her library career as a student Library Peer Mentor and is now working fulltime in the library.

Library Peer Mentors: Architects of connection – A student driven library transformation

Halfway through 2022, UNSW Library had an idea to develop a student peer-to-peer drop-in support program. This was not a new idea to the library sector but was new to UNSW. We launched the program a few weeks later with predictable results: only around a hundred students used the service that first term. Fast forward to 2024 and by week three of Term 1 the library has had over 4,000 students attend an in-library event and by the end of term 1, almost 2,000 students have interacted with the Library PeerMentors (LPMs).

What we've done we've done together: collaboration, agency and student partnership

Katy Woolfenden
University of Manchester Library

Biography:
Katy is the Deputy University Librarian and Associate Director for Education, Experience and Strategic Insights at the University of Manchester Library. Katy takes senior responsibility for the operational effectiveness and strategic direction of The University of Manchester Library, in partnership with the University Librarian, both within the University and within the sector, through its exciting Imagine 2030 Vision. She also leads the largest of Library's five Directorates and take lead responsibility for its contribution to the University's teaching, learning and student experience agenda, providing strategic direction for the Teaching, Learning and Students and Customer Services teams and also oversees the Library's Engagement and Projects & Business Analysis Teams. In addition Katy takes strategic responsibility for HR and staff learning & development across the Library, along with Equality Diversity & Inclusion and Library spaces.

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What we've done we've done together: collaboration, agency and student partnership

The University of Manchester (UoM) has one of the largest and most diverse student populations in the UK. Since 2013 the UoM Library has led the way within the sector by developing and seamlessly integrating a student team into its ways of working, in order to ensure its resources and services clearly reflect the full range of student voices within the student community.

This paper will reflect on how the student team has evolved and grown over the last decade and celebrate the influence the team has had over the development and delivery of awarded winning services, like My Learning Essentials, the Library's academic skilled programme.

The presentation will give a brief history of the team, and the approach we take to recruiting its members. It will give an overview of the kind of work the team gets involved with and how it works in partnership with professional Library staff. It will also highlight some of the key projects and events the team have influenced and led on behalf of the UoM Library.

Finally, the presentation will provide an evaluation of the teams' success by highlighting some of the internal and external recognition they have received, the way the team describes and evaluates their own experience, alongside an insight into what UoM student outcome data reveals about them.

Leading Change in University Libraries and beyond

Mrs Sue Roberts, **Caroline Williams**, **Ms Jill Benn**, **Mr Phillip Kent**
University of Auckland, University of Queensland, University of Western Australia, University of Sydney

Biography:
Jill Benn is Director, University Transformation and Improvement at The University of Western Australia (UWA) and was previously University Librarian at UWA.

Sue Roberts is Director, Te Tumu Herenga - Libraries and Learning Services at the University of Auckland.

Caroline Williams is University Librarian at the University of Queensland.
Jill, Sue and Caroline all have significant leadership experience in the library and wider university sector, in Australia, Aotearoa and the UK.

Leading change in university libraries and beyond

This session will provide 3 case studies of leading and managing change in university libraries from Australia and Aoteaora – New Zealand. The speakers will all explore the nature of change in academic library contexts, the approaches taken, goals and benefits achieved. They will have a particular focus on culture change, strategic alignment to organisational priorities, and will share lessons learned. Whilst focusing on academic libraries, they will also look 'beyond' with examples of broader change in universities and change lessons that can be applied more widely.

Following the case study presentations there will be a panel discussion and Q&A to explore the different scenarios, experiences and learnings.

Vā as a Verb: Putting the 'How to' Into Relationship Building

Miss Suzanne Acharya, **Ms. Fay Nanai**
University Of Auckland

Biography:
Suzanne Acharya and Fay Nanai work in Academic Engagement at Te Tumu Herenga | Libraries and Learning Services, Waipapa Taumata Rau | University of Auckland. In 2023, Suzanne founded the Women of Colour Staff Network, providing a space for women of every race, culture, ethnicity, and faith to be recognized and respected as their unassimilated and authentic selves. As Co-chair, Fay collaborates with Suzanne to blend their Western and Pasifika perspectives, creating "how-to" principles for weaving intentional inclusion into standard business practices. Their goal: to foster spaces where it feels like family.

Vā as a Verb: Putting the 'How to' Into Relationship Building

Are you someone who wants to build relationships with Pasifika colleagues and students but don't know how to do it. What is the meaning of "relationship" in this context and how do you build them in a work setting?

In this workshop, Suzanne and Fay talk about their failures, triumphs, and culture clashes in cultivating relationships in their own workspace. They will share how they learned to build relationships within staff networks and student groups. Based on their experiences, they will share the formula they now use to put the "how to" into relationship building that will start you on the path to doing vā as a verb.

The University of Otago Library Capability Framework: supporting researcher-facing librarians to successfully deliver inside-out services and support.

Mrs Shiobhan Smith
University Of Otago

Biography:
Shiobhan Smith is the Associate University Librarian for Customer Experience at the University of Otago. She has qualifications in History, Teaching, and Librarianship and research interests in many aspects of librarianship including the professional identity of academic librarians. Her personal and professional ethos are intertwined with a passionate commitment to advocacy for diversity and equity, notably championing neurodiversity as both a proud neurodivergent individual and a dedicated mother to two neurodivergent teenagers. Reflecting this, her earliest achievements in her current role have been the establishment of two new Library Engagement Advisors for Māori and Pacific, creating a library neurodiversity support group, and developing the Library's first set of Customer Experience Principles.

The University of Otago Library Capability Framework: supporting researcher-facing librarians to successfully deliver inside-out services and support.

Lorcan Dempsey has coined the term "inside-out" to describe how academic libraries are increasingly supporting the processes of research at their institutions (Dempsey, 2016). Digital scholarship, changes in scholarly communication practices, advancing technology, and the growing use of bibliometrics for research evaluation, are fuelling the evolution of library research support services. Researcher-facing librarians are increasingly being required to upskill and engage with the research process at deeper, more technical, levels.

In 2019 a process commenced at the University of Otago Library to gather information about the knowledge, tasks, abilities and attributes of researcher-facing librarians. Various competency frameworks where found and examined, job descriptions collected and analysed, a survey was sent to IATUL members asking them to provide details on their inside-out services, and a workshop was held at the 2019 IATUL conference. All this work has now resulted in a new framework designed to be collaboratively maintained, with an objective to support connections to communities of practice, competency frameworks, and training opportunities.

This IATUL 2024 poster will introduce the IATUL community to the capability framework now live and available to use. It will also communicate some of the interesting data findings. Finally, IATUL members will learn how they can continue to contribute to the framework, so it continues to be relevant and practical.

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Hear the voices of the forgotten

Ms Ellie Kim
University Of Hawaii At Manoa

Biography:
Ellie Kim is the Korean Studies Librarian at the University of Hawaii at Manoa. She has a B.A and M.A. degrees in East Asian History and M.L.I.S degree. She started her career at the Honolulu Museum of Art and has been working at the UHM for five years as a librarian in charge of one of the oldest and largest Korean library collections outside Korea.

Her interests include North Korean publication, censorship, Korean War archives, and community outreach using special library collections.

Hear the voices of the forgotten

The Korean War is often called the "Forgotten war." The war ended with a truce and the veterans returned to their homeland without the joy or glory of victory and were forgotten. At the outbreak of the Korean War, the majority of U.S. soldiers from Hawaii, many of whom were Japanese Americans, were stationed in Japan. Since Japan is the closest country to Korea, the soldiers from Hawaii were the ones who participated in the first battle of the Korean War. Now that they are over 90 years old, the number of survivors is decreasing, and their untold stories are disappearing with them.

In this presentation, the University of Hawaii Library's Korean Collection will share the process and results of creating a Korean War collection to preserve the legacy of veterans in Hawaii. The presentation aims to demonstrate a virtuous cycle in which the university library goes beyond supporting the research of the university community by building relationships with the local community and gaining their trust, obtaining donations of valuable materials as a result, and using the materials for education and research. In addition, the establishment of this Korean War collection required not just close cooperation with the local community but with various other stakeholders: other departments in the library and the campus, the Korean consulate and other Korean government offices, local media, etc. By illuminating these processes and relationships, the presentation will examine what role university libraries can play in the local community and what is their responsibility.

Improving Research Services in the Academic Library: A Case Study

Fraymon Joy Cruz
University of The Philippines Diliman

Biography:
Mx. Fraymon Joy P. Cruz is currently employed in the College of Science Library (CSLIB), University of the Philippines Diliman for 10 years as a Professional Librarian, with a designation of College Librarian II, and presently the Supervisor of the 9 College of Science Institute Libraries. She successfully completed her Master in Library and Information Studies (MLIS) degree at the School of Library and Information Studies, University of the Philippines Diliman in 2018. Her research interests include process improvement, library management and research data management/services to name a few. She presented her recent work at the iConference 2019 in Washington DC, USA and The Philippine Librarians Association, Inc. (PLAI) Congress 2022 in Iloilo City, Philippines. Currently, she is exploring the concept of Research Data Services and how the library can be part of the research workflow.

Improving Research Services in the Academic Library: A Case Study

This study explored and documented the conduct of library use among the University of the Philippines Diliman, College of Science (CS) faculty members as well as their research needs and activities with the goal of formulating practical, sustainable and adaptable solutions to better support them in their research workflow. And how these results affect the library liaison's roles and services in their respective libraries. The researchers have arranged a group interview with the nine library liaisons to gain a better understanding of how faculty members utilize existing library services in their research activities, what library services best support their research activities, and the challenges and opportunities based on the library liaison's past experiences. Also, the study used the CS library's annual reports from Calendar Year 2012-2022, to pinpoint where the library liaisons can focus efforts on and the gap between library services. As a result, the study recommends the following: (1) continue the established faculty-library collaborative culture to bridge the gap and improve the subject-specific collection; (2) expand the library network and partnership with the School of Library and Information Studies (SLIS) faculty members in matters related to ICT and other competencies/skills that may arise in the future;

(3) prioritize the library liaisons' strengths and areas of interests and invest in staff professional development; and (4) develop an information system solution that will improve the research experience and satisfaction of the CS faculty members and restore the morale and confidence of the library liaisons in their service delivery.

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Empowering Negotiations: Using Communication for Decision-Making and Outreach

Ms Rebecca Maniates
New York University Abu Dhabi

Biography:
Rebecca Maniates is the Associate Academic Librarian for the Social Sciences at New York University Abu Dhabi. Prior to joining NYUAD, Rebecca was the Research Librarian for the Social Sciences at Singapore Management University. In addition to supporting faculty research and teaching, Rebecca works closely with undergraduate and postgraduate students in and out of the classroom to cultivate research and information literacy skills. Her current research interests focus on instructional assessment strategies and librarians' development of instruction skills.

Empowering Negotiations: Using Communication for Decision-Making and Outreach

The literature on negotiation for librarians focuses largely on electronic resource licensing and agreements, as well as salary and benefits negotiation during the hiring or promotion process. What about the everyday negotiations centered on conversations about library services with faculty and administrators? How can librarians engage in meaningful ways, while also asserting themselves and sharing in the decision-making process? This presentation addresses how librarians can use negotiation skills to empower themselves, as well as highlight their expertise, enhance student learning, and raise awareness of library services.

Negotiation techniques and outcomes will be presented, providing participants with strategies, talking points and authentic examples for consideration. Conference attendees will be introduced to various scenarios on topics such as instruction requests, course reserves, collections, scholarly communications and asked to consider how they might handle different situations. Through repositioning one's view on their own knowledge, expertise and experience, librarians can strategically strengthen their sense of authority, drive student learning, and foster engagement.

Many young librarians, in particular, may not understand their ability to ask questions, promote their expertise to faculty or, occasionally, how to say 'no.' This poster will motivate librarians to find their voice to begin negotiating and sharing in decision-making processes with faculty.

Learning by doing: Shaping research support through research

Ms. Mel Chivers, **Marissa Cassin**
University of Waikato

Biography:
Mel Chivers has worked in academic libraries in Australia and New Zealand and manages the Open Research team at the University of Waikato Library. Mel loves the ever-changing landscape of research support and the challenges and opportunities that change presents.

Marissa Cassin has worked in scholarly communications in Australia and New Zealand and currently works as an Open Research Librarian at the University of Waikato. She is passionate about NTROs, particularly the important role they play in creating a rich bibliographic landscape.

Garth Smith currently works as an Open Research Librarian at the University of Waikato. He is an advocate for Open Access and for reducing the Digital Divide in research and education.

Learning by doing: Shaping research support through research

In 2022, shortly after the formation of the Open Research team at the University of Waikato the entire team embarked on a research project to better understand research culture and the ability (or inability) of various metrics to demonstrate research excellence. The project team interviewed research staff across a wide range of disciplines and the semi-structured interviews revealed far more than our original research questions asked.

The Open Research team has released a report on the project including key themes and recommendations, and a forthcoming article discussing research culture, with a particular focus on the competing pressures that Indigenous researchers face.

As a new team with a diverse range of backgrounds and skill sets, the project helped form us into a cohesive team. The project enabled the team to develop our knowledge and expertise, building our reputation within the institution as a trusted partner in research, and helped us work towards improving the research culture at our institution. This presentation will discuss the team's approach to the project and cover what we have learnt through this process. We will candidly share our successes, lessons learnt, and offer our recommendations to colleagues embarking on a similar endeavour.

Training the librarians to provide the information services in the accidents and disasters

Dr. Fatemeh Sheikhshoaei
Tehran University of Medical Sciences

Biography:
Fatemeh Sheikhshoaei is Associate Professor in Medical Library and Information Sciences at Tehran University of Medical Sciences and has a PhD in information sciences and knowledge studies from Faculty of Management, University of Tehran. Her research is focused on digital libraries, clinical librarian, information needs, designing short-term educational courses for librarian, information technology application in libraries, traditional and online peer review process in scientific journals and Medical Subject Heading (MeSH).

Training the librarians to provide the information services in the accidents and disasters

One of the main and most important tasks of crisis managers in the event of unexpected events and crises is to make effective and urgent decisions based on available statistics and information. Medical librarians can also act as part of the crisis management center with their abilities and skills in searching and finding up-to-date and reliable information. If they receive the necessary training in the field of crisis and acquire the necessary skills, they can provide up-to-date and reliable information to decision-makers. Therefore, a short-term training course is necessary for librarians to acquire the necessary knowledge and skills in the field of crises and disasters.

Open Access Impact to Learning Spaces through International Eyes

Mr. Michael Crumpton
UNC-Greensboro

Biography:
Michael A. Crumpton, MLS, SHRM-SCP, Professor and Dean for the University Libraries at the University of North Carolina at Greensboro. Mike oversees library operations and services with the team of librarians and staff. He is an affiliated faculty member for the Department of Library and information Studies (https://soe.uncg.edu/directory/faculty-and-staff/bio-michael-crumpton/), as well as a certified Senior Human Resources Professional. He is the editor of the Journal of Learning Spaces (libjournal.uncg.edu/jls) and past President of the North Carolina Library Association. His published works include monographs listed in our NC Literary Map: http://library.uncg.edu/dp/nclitmap/details.aspx?typ=auth&id=5181 , as well as several chapters and a host of articles in this institutional repository, http://libres.uncg.edu/ir/uncg/clist.aspx?id=1946 .

Open Access Impact to Learning Spaces through International Eyes

This poster will give an overview of the inception of open access journal production and support at The University of North Carolina at Greensboro, with a focus on the Journal of Learning Spaces. The journal brings together editorial board members and authors from academic departments, university libraries, teaching and learning centers, student affairs offices, information technology units, and related groups at academic and research institutions around the country and across the world, with the common goal of developing, sharing, and enriching the scholarship of learning spaces.

The methodology used for this analysis was citation analysis of each article and data gathering of keyword frequency, and number of views or hits on each article. The poster will also discuss roles and skills needed for journal success, challenges involved in the creation of open access resources, and benefits to both hosting institutions and the broader communities of participants and readers.

This poster will also highlight the international contributions made by contributors, peer reviewers and editorial board members in the development of these works.

Weaving space, knowledge and communities together: embracing equity, diversity and inclusion at Unitec Library

Dr Norasieh Md Amin, Miss Sana Saleem
Unitec

Biography:
Norasieh Md Amin is the Subject Librarian (Computing & Engineering) at Unitec. She is from Malaysia.

Her interests are academic libraries, digital libraries, blended learning, information literacy, open access, and equity, diversity and inclusion. She obtained her PhD from AUT and MLIS from International Islamic University Malaysia (IIUM). Sana Saleem is the Pacific Librarian at Unitec. She is from Nadi, Fiji. Her interests are Fijian iTaukei identity and language, indigenous knowledge, Pacific research and academic libraries. Sana graduated with MIS from Victoria University of Wellington. She is part of Pacific Information Management Network (PIMN) with LIANZA. Both authors are RLIANZA members.

Weaving space, knowledge and communities together: embracing equity, diversity and inclusion at Unitec Library

Te Puna Library as a space is an example of a multi-purpose, co-located model that is situated at the heart of Unitec campus at Mt Albert, Auckland. Te Puna houses a plethora of services and resources, not only the library but also other student services including Māori, Pacific, Whaikaha (supported learning), Te Puna Waiora (counselling & wellbeing), Access4Success (disability service), AskMe desk, drop-in's (IT, careers, security & learning advisors), rainbow & ally space, collaborative learning space, student events, and food vendors. Te Puna won the Auckland Architecture awards in 2018 for its innovative and modern development of a community hub. The building's interior brings in the elements of sustainability and stunning architectural design that encompasses inclusive space for all akonga (learners). Guided by Unitec's Te Noho Kotahitanga values, Te Puna plays an important role to foster cultural and social belonging which caters for diverse community of kaimahi (staff) and akonga. The uniqueness of our special collections, Te Kohinga Māori and Pacific Collection, the use of Māori subject headings and Māori and Pacific specialist staff are effective examples of sustainable practice to ensure we continue to embed indigenous knowledge into service and delivery.

Striving for Ako: towards amplifying student voice in library-faculty partnerships

Mr Andre Breedt, **Ms Kate Absolum**, **Vanessa van der Ham**
Auckland University Of Technology

Biography:
Andre Breedt is a Learning Advisor in Te Mātāpuna, the library at Auckland University of Technology. He works with faculty and library staff to support the writing development of undergraduate and postgraduate students.

Kate Absolum is the Learning and Academic Engagement, Senior Manager for Te Mātāpuna Library & Learning Services. She leads a fantastic team of information literacy librarians and learning advisors who provide information and academic literacy support to undergraduate and postgraduate coursework students at Auckland University of Technology.

Vanessa van der Ham is a Learning Advisor in Te Mātāpuna, the library at Auckland University of Technology. She mainly works in collaborative projects with course lecturers and librarians to embed academic literacy support in courses.

Striving for Ako: towards amplifying student voice in library-faculty partnerships

Ako is a traditional Māori concept and practice that means to both 'learn' and 'teach'. It can be viewed as similar to reciprocity in learning and teaching, creating a mutually respectful relationship for learning with both akonga and kaiako. The learner's prior knowledge and experience is welcomed and valued, and the teacher allows space in the learning environment for the learner's voice to be included. This is important in teaching and learning because research shows "Māori pedagogical approaches enhance and improve learner experiences, they contribute to successful educational outcomes and often, have far-reaching implications for the learner that go beyond the course of study"(Ako Aotearoa, 2021). As a te Tiriti led university, our team of learning advisors and information literacy librarians were keen to start incorporating Ako into our teaching.

A starting point for us was a critical analysis of our existing practice in light of the Ako principles. Whose voices are we incorporating in the design and delivery of our embedded workshops? How do we make space for the learner voice in both design and delivery whilst dealing with the constraints that come with the centralised nature of our work?

This session will share a critical appraisal of our embedding practice in a first year Computer Science paper in light of Ako principles. We also hope to learn from participants how they balance tensions for teaching and learning practices whilst attempting to embed this indigenous knowledge system into their library services.

14:00-15:15 | Breakout Session | Stream 1   **Collections (260-051, OGBB5)**

Reimagine Descriptive Workflows: A Community-informed Agenda for Reparative and Inclusive Descriptive Practice

Phillip Kent, Merrilee Proffitt
University of Sydney, OCLC

Biography:

Merrilee Proffitt, Senior Manager, OCLC Research Library Partnership (Reimagine meeting facilitator, co-author on the Reimagine report)

Reimagine Descriptive Workflows: A Community-informed Agenda for Reparative and Inclusive Descriptive Practice

Reimagine Descriptive Workflows was an OCLC Research Library Partnership output and an OCLC project to better understand and address harm caused by cultural institutions' metadata and collection description practices. In 2021-22, the project convened an international group of experts, practitioners, and community members to determine ways of improving descriptive practices, tools, infrastructure, and workflows in libraries and archives. A key component of the project was creating and supporting a community of advisors, which was key to the project goals. In 2022 a resulting work agenda, Reimagine Descriptive Workflows: A Community-informed Agenda for Reparative and Inclusive Descriptive Practice is a durable project outcome.

In this session we will talk about ideas and principles to help create and support communities of minoritized and racialized contributors who may be asked to contribute to efforts such as this one, and how such asks can be made in a reciprocal and non-extractive manner.

Presenters will also talk about how participating in the project has impacted their own work.

14:00-15:15 | Breakout Session | Stream 2   **Equity, Diversity, Inclusion (General Library)**

"This is a designated area for Māori and Pasifika Students. Thank you". New Zealand's Prime Minister Christopher Luxon believed this sign was "totally inappropriate". I beg to differ.

Ms. Mia-Mae Taitimu-Stevens,
Waipapa Taumata Rau - University of Auckland

Prime Minister Christopher Luxon believed that a sign reading "This is a designated area for Māori and Pasifika Students. Thank you" was "totally inappropriate". I beg to differ.

This session is motivated by the media frenzy and racial attacks directed at Māori and Pasifika students and staff at Waipapa taumata Rau | the University of Auckland early this year due to a sign stating "This is a designated area for Māori and Pasifika Students. Thank you" placed outside a study space for Māori and Pasifika students in the School of Business.

Spaces as a method to provide a sense of belonging to students from marginalised groups in higher education has received little recognition compared to teaching paradigms and support services implemented to support their transition and retention in higher education. This session will highlight why space matters in creating a sense of belonging for Māori and Pasifika students, while exploring the successes and challenges of their establishment.

This session will be presented as a Talanoa. Talanoa is a distinguished cultural Pan-Pacific practice of 'talk' where all those in attendance have an opportunity to share in storytelling, dialogue, and communal exchange to guide this session. We will talanoa on how universities/higher education institutions can create an inclusive, supportive, and culturally responsive environments that empower Māori and Pasifika students. Facilitating and providing the mana (authority/power) and mafana (heartwarming) to this talanoa is Mia-Mae Taitimu-Stevens, a professional staff member at Waipapa Taumata Rau | the University of Auckland.

14:00-15:15 | Breakout Session | Stream 3 **Information Literacy (260-057, Case Room 2)**

Jump the Divide – Librarians collaborating with Learning Advisors to develop student-centred information and academic literacy resources

Ms Kate Absolum, Ms Susanne Schildbach
Auckland University of Technology

Jump the Divide – Librarians collaborating with Learning Advisors to develop student-centred information and academic literacy resources

Coursework students are often time poor, focused on their assessments, and spend most of their online learning time in their learning management systems (LMSs). This can mean they expect content, including information and academic literacy content, to be on their LMS, relevant for their assessments and available just in time. LibGuides on a library website aren't often visible to students, who do not care about information and academic literacy as concepts or which staff specialise in teaching them.

At Te Wānanga Aronui o Tāmaki Makau Rau Auckland University of Technology, information literacy librarians and learning advisors have started to integrate academic and information literacy content for coursework students. One result is Your Library on Canvas (YLOC).

a course within the LMS in which academic and information literacy content converge in a modularised way: individual pages, or content elements within pages, are linked to directly from students' actual courses.

Based on the results of initial user experience research with students (Bassett et al., 2023), the librarians are currently working on a project to transfer content from LibGuides to YLOC, so students have better access to relevant information literacy resources.
In this workshop, you can explore hands-on how understanding students' learning experiences can be used as a guiding principle for designing innovative and relevant resources to enhance learner success. We encourage you to participate and engage with us on the process and principles we have developed. We love to hear about similar experiences that you have with enhancing learner success.

Beyond the Shelves: exploring the voices of all through podcasting

Miss Vicky Grant, **Dr Alanna Ross**, **Jaimee Reid**
University of Sheffield, American University of Sharjah, University of Cape Town

Biography:
Dr Vicky Grant is Head of Library Learning and Teaching at the University of Sheffield and Chair of the IATUL Special Interest Group for Information Literacy. She is the recipient of the IATUL 2024 International Research and Study Programme grant, awarded to support the Beyond the Shelves podcast project. She is also an AHRC-RLUK Professional Practice Fellow leading a project entitled The Creative Library (Liberate the Library!) which is working with students from marginalised groups to create and curate a more epistemologically diverse library service.

Dr Alanna Ross is the Associate University Librarian for Public Services at the American University of Sharjah, UAE. She holds a PhD in Library and Information Science from Queensland University of Technology, Brisbane, Australia. Alanna's research focuses on information literacy pedagogy and outcomes assessment. She is co-chair of IATUL's SIG-IL and has lived and worked in the UAE for the last twenty years.

Beyond the Shelves: exploring the voices of all through podcasting
Academic podcasting provides an innovative platform to capture and communicate the voices of all, disrupting traditional academic publishing models through open and accessible media. But can they serve as a platform to include living indigenous knowledge, decolonise research and liberate the library by capturing and distributing oral narratives within a context relevant to your library community?

This workshop will enable IATUL delegates to explore this question and develop the skills to plan an effective podcast. We will explore possibilities and share our experiences of developing the IATUL Beyond the Shelves podcast based on a collaborative IATUL funded International Research and Study Programme project. This will cover the pre-production, production and post-production stages of podcasting. Delegates will then have the opportunity to consider and plan a podcast series focussed on the voices of all, incorporating proposed episodes with indigenous or previously excluded library communities. As Chong (2022) articulates, libraries are still to effectively capture the knowledge systems of First Nations people.

Could capturing the oral traditions of indigenous communities be a potential response? Ewing (2022) poses a similar question when articulating the dominant epistemology of universality favoured by Western modernity, calling instead for pluralistic approaches including multiple and diverse voices. How can oral traditions and living knowledge be adopted to capture and distribute the voices of all in our university libraries? What opportunities does the audio medium of podcasting provide?

Libraries: Bridging the Voices of Scientists and Society

Ms. Heather Cunningham
University Of Toronto

Biography:
Heather Cunningham is the Assistant Director for Research & Innovation Services at the Gerstein Science Information Centre at the University of Toronto. Her areas of professional expertise and research interest are in science communication and engagement, scholarly communication, leadership, and green strategies for academic libraries.

Libraries: Bridging the Voices of Scientists and Society

Academic libraries play a crucial role in science communication. An environmental scan of academic library websites across Australia, Canada, New Zealand, the United Kingdom, and the United States reveals a vibrant landscape where libraries actively engage in science communication including science festivals, national science weeks, science communication workshops, and science programming. Among these initiatives, science cafés stand out as a popular form of programming. In science cafés, scientists and the public gather in informal spaces, such as libraries or cafés, to discuss scientific topics and research. The relaxed setting breaks down barriers between experts and non-experts, fostering inclusive dialogues driven by curiosity.

The COVID-19 pandemic underscored the need for effective science communication. Research indicates that conversations between scientists and non-scientists significantly enhance science literacy and combat misinformation. By demystifying the scientific process, these discussions reveal that science is inherently messy and ever-evolving. Traditional depictions of science—often found in textbooks, museums, and documentaries—portray it as a static collection of facts devoid of social context. However, pseudoscientific beliefs are best challenged not through facts but by understanding the dynamic nature of scientific inquiry. Engaging with scientists directly allows both experts and non-experts to grasp the social context of science, fostering relationships and promoting informed discussions.

In summary, the academic library can be a hub, through science communication programming, bringing together scientists/researchers and non-experts to encourage diverse voices to be heard and included in discussions about science and improving overall societal discourse and decision making.

Embracing Minds: Establishing a support group for neurodiversity at the University of Otago Library

Mrs Shiobhan Smith
University Of Otago

Biography:
Shiobhan Smith is the Associate University Librarian for Customer Experience at the University of Otago. She has qualifications in History, Teaching, and Librarianship and research interests in many aspects of librarianship including the professional identity of academic librarians. Her personal and professional ethos are intertwined with a passionate commitment to advocacy for diversity and equity, notably championing neurodiversity as both a proud neurodivergent individual and a dedicated mother to two neurodivergent teenagers. Reflecting this, her earliest achievements in her current role have been the establishment of two new Library Engagement Advisors for Māori and Pacific, creating a library

neurodiversity support group, and developing the Library's first set of Customer Experience Principles.

Embracing Minds: Establishing a support group for neurodiversity at the University of Otago Library

This lightning talk will delve into the journey of establishing a neurodiversity support group within a university library setting. Sponsored by the Associate University Librarian - Customer Experience, this group serves as an informal forum for neurodivergent and allied library staff to foster dialogue and deepen understanding surrounding neurodiversity within the library. Neurodiversity is the recognition, and acceptance of neurological differences, and includes Autism, ADHD, Dyslexia, Tourette's, and Dyspraxia (to name a few).

This talk will outline the group's purpose, emphasizing its advocacy role in championing services, spaces, and resources tailored to neurodivergent customers. Additionally, it highlights the group's function as an advisory body on neurodiversity matters within the library and its efforts to facilitate ongoing training opportunities.

Ultimately, this presentation aims to showcase the group's proactive approach in promoting neurodiversity awareness and inclusivity within the university library setting.

Building new relationships with old friends: Celebrating what makes us different, by building a learning object repository

Mx Jack Dunstan
Royal Melbourne Institute Of Technology

Biography:
Jack Dunstan has worked across a number of industries bringing experience from web and software and hardware development, health care and assistive technologies. More recently, he has supported educational delivery through the development of digital learning resources for blended delivery. He now supports a number of teams in digital engagement and online resource development. Maintaining a focus in building innovative and industry relevant communities, he sees future relevance in libraries by supporting Open Scholarship, though doing as well as advocacy. In response to the 'samification' offered across educational institutions through traditional collections development, his current focus is on harnessing the unique and high value resources developed by educators in their curricular delivery.

Building new relationships with old friends: Celebrating what makes us different, by building a learning object repository

Working as an educational developer and multimedia designer in tertiary education, Jack Dunstan began to observe a 'launch and leave' approach to educational resource development. Now within an academic Library, Jack's operational unit have been developing an institutional learning object repository. This new platform aims to celebrate and share the valuable work of educators across thousands of courses within a dual sector university of 90,000+ students.

While physical and digital collections that may be acquired as part of traditional collection management such as subscriptions and vendor agreements, this initiative manages the resources developed by the educators themselves.

Self-described by RMIT as its 'Signature Pedagogy', home-grown curriculum materials are uniquely informed by the educators' own approach, in their teaching, and in preparing industry ready graduates.

Libraries remain in a unique place to support management of new learning materials developed within

the organisations they support and by offering avenues for new professional partnerships with educators and their supporting teams.

During 2023 and 2024's phases of this initiative, during outreach and research with educators and their teams, countless stories of lost materials and historical missed opportunities presented themselves. New trust and collaborative approaches emerged independently of traditional collection management.

This paper and presentation will share the journey of successes and challenges for a learning object repository, relationships it has developed, and how it has built new expectations on what a Library can do to support its partners in Learning and Teaching.

Building an EDI-literate Library Workforce via a Community of Practice

Ms Lisa Ogle
University of Newcastle

Building an EDI-literate Library Workforce via a Community of Practice
The University of Newcastle Library has taken a multi-pronged approach to developing its staff understanding of, and commitment to equity, diversity, and inclusion. A key driver has been the establishment of a Library Equity, Diversity, and Inclusion Community of Practice (CoP).

The CoP has been a successful mechanism for championing and accelerating a culture of inclusivity from the ground up. The group research and share information on emerging equity issues, practices, and opportunities in academic libraries. Members are volunteers, and we are seeing results through increased staff engagement and discussion. Focusing on 'critical librarianship' the CoP interrogates all elements of our service, challenging the status quo, and ensuring the library is a welcoming, safe space with inclusive services.

With members from all library teams, as well as student representatives, the CoP works from a position of 'one library' to support the University's core value of equity. Promoting diversity and fairness across and beyond the library, members encourage staff to look at the work they do, ask critical questions, and do better.

The CoP helps colleagues reflect on their role, and the role of academic libraries, in creating a more just society, and keeps equity on everyone's agenda. They tackle difficult topics, raising awareness of the impact of inequalities and facilitating crucial conversations. They do this with respect, ensuring a safe space for discussion. In turn the library is improving its approach to service delivery, looking at how it can be more 'open' to students, researchers, and colleagues.

11:20-12:35 | Breakout Session | Stream 1　　　　　　　　　　　　　**Space (260-057, Case Room 2)**

Academic Library Identity and Space Design

Mr. Michael Crumpton, **Mrs Kelly Karpinsky**
University of North Carolina-Greensboro, Shepley Bulfinch

Biography:
Michael A. Crumpton, MLS, SHRM-SCP, is Professor and the Dean of the University Libraries at the University of North Carolina at Greensboro. He is an affiliated faculty member for the Department of Information, Library, and Research Sciences (ILRS)in the School of Education, as well as a certified Senior Human Resources Professional. He is the editor of the open access journal, Journal of Learning Spaces (libjournal.uncg.edu/jls) and a past President of the North Carolina Library Association.

Kelly is an accomplished design architect, project manager, and planner with a diverse portfolio in higher education and civic work. Passionate about re-thinking libraries, innovation spaces, and changing pedagogies that creates dynamic learning environments. She expresses this vision with innovative design solutions and turning ideas into reality. Kelly is currently active in ALA, ACRL, AIA and SCUP and present at conferences focusing on emerging trends in libraries and the impact between campus and community partnerships.

Academic Library Identity and Space Design

In academia, the library is considered to be the heart and soul of the campus, as well as instrumental to the teaching, learning, and research mission. Because the library and its resources are such a major part of campus infrastructure, it is crucial to understand how the library is perceived and identified by stakeholders and to be able to articulate that value to the campus community and beyond. How do people identify with the academic library now, and how might this affect library space design? And what are the academic, social, and cultural needs of the campus community that might become opportunities to shape future academic library identity? No longer just about books, the modern library has the potential to inspire creativity and play, health and well-being, a sense of belonging, connection to nature, and so much more.

Sponsored by the SIG for Library Space, and co-led by a library dean and architect, this program will provide participants with an opportunity to learn about: 1) how academic library identity is changing on a global scale, 2) how this is affecting library design, and 3) network with international colleagues about the topic.

11:20-12:35 | Breakout Session | Stream 2   **Research (260-040, Seminar Room)**

Research Metrics Masterclass: Finding and using metrics responsibly

Fiona Glasgow, **Jenny Copestake**
American University Of Sharjah, Curtin University

Biography:
Fiona Glasgow has been working in the area of scholarly communications since 2018. Her focus areas include bibliometrics, impact tracking, enhancing open access services, and refining scholarly profiles, all aimed at increasing research impact literacy among faculty and students. Tatiana Usova has over 20 years of international experience in academic libraries. She is passionate about connecting people with information. Her expertise and research interests lie in information and digital literacy, open-access publishing, and leadership. Mel Chivers has worked in academic libraries in Australia and New Zealand and currently manages an Open Research team at the University of Waikato Library. Mel loves the everchanging landscape of research support and the challenges and opportunities that change presents.

Research Metrics Masterclass: Finding and using metrics responsibly

The IATUL Metrics and Research Impact Special Interest Group (SIGMaRI) will host a practical and hands-on workshop focused on developing participants' confidence in working with a variety of research metrics and enhancing their understanding of citation-based metrics, 'altmetrics' and the limitations they present. We will explore ethical considerations of research evaluation and discuss the responsible use of metrics. Attendees can expect to gain valuable insights and takeaways to advance their proficiency in utilising research metrics effectively. While common subscription-based metric providers like Scopus and Web of Science will be reviewed, the workshop will focus on tools that are freely accessible so there are no barriers for participants without access to paid citation databases. No prior experience is required.

*This is a hands-on workshop (max. 40 attendees). You must bring an internet enabled device (preferably a laptop) to attend.

Indigenising official referencing style guides: An Indigenous Australian case study

Ms Tracy Maniapoto, **Mrs Yanti Ropeyarn**
University of Auckland, University of Technology Sydney

Biography:
Tracy descends from Ngā Wairiki, Te Āti Haunui-a-Pāpārangi, Ngāti Tūwharetoa, Ngāti Kahungunu and Ngāti Porou. Having worked in academic and public libraries (2008-2018) Tracy contributed to Open Polytechnic's BLIS programme as curriculum writer, then Lecturer (2017-2019). She also taught and developed courses within the MIS programme at Victoria University (2018-2024). Tracy holds a MIS LIBS with merit (VUW) and PhD Māori Studies (Massey). Tracy's doctoral research explored Māori language revitalisation in the GLAM sector.

Yanti, a proud descendant of the Angkamuthi, Yadhaykenu, Woppaburra, and Meriam peoples, began in libraries in 2016 as an Indigenous graduate at the National Library of Australia before finding her place in academic libraries. Yanti is passionate about Indigenous librarianship, with a focus on Indigenising academic library services, spaces, and resources. Yanti is a Senior Specialist, Indigenous Initiatives at the University of Technology Sydney Library focusing on Indigenous research data management and Indigenous data sovereignty.

Indigenising official referencing style guides: An Indigenous Australian case study

Globally, Indigenous communities are increasingly asserting their agency within academia, advocating for the recognition and integration of Indigenous knowledge paradigms alongside western knowledge systems. Indigenous research methodologies, often relational in nature, provide Indigenous researchers with the mechanisms to advance and contribute to this growing body of collective knowledge.

In this paper presentation, we explore the case study of an Australian academic library that has Indigenized university processes associated with citational attribution in research. This case study examines strategies, challenges, and best practice exemplars that empower and support its academic communities to respectfully acknowledge both Indigenous knowledge and Indigenous knowledge holders' contributions to research.

It is hoped this paper presentation will contribute to the ongoing dialogue of Indigenization in Aotearoa New Zealand academic libraries, and the wider academic setting, that empowers and acknowledges self-determination of Indigenous communities.

This paper aligns to the theme of Ōritetanga – Equity, Diversity, and Inclusion, and discusses the embedding of Indigenous knowledge systems into university practice.

Engaging communities: creating welcoming library spaces at the University of Adelaide

Ms Deanne Holmes
University of Adelaide

Biography:
Deanne Holmes is a Senior Manager in the University of Adelaide Library in South Australia. Embarking on understanding and articulating cultural respect and safety in the Library, Deanne was integral in developing the Library's Aboriginal and Torres Strait Islander Engagement Framework. She had responsibility for implementing the Framework and has led First Nations student library support programs, improved cultural safety of library collections, engaged with the University's Aboriginal education team, overseen uplifts in online and print First Nations resources, and led the enhancement

of the Library's cultural space. She is passionate about working collaboratively to create welcoming, inclusive and diverse spaces for everyone.

Engaging communities: creating welcoming library spaces at the University of Adelaide

Academic libraries are well-placed to foster and create diverse, inclusive and culturally safe environments through their student spaces, services, resources, collections and policies.
The University of Adelaide, located in South Australia, serves 26,000 students and staff. The Library is aligned with the University's commitment to inclusive and respectful environments.

This presentation shares our approach in engaging with our community to understand what a welcoming space looks like in our context. This has involved fostering relationships, building partnerships, and identifying opportunities. Various initiatives have been implemented including, showcasing First Nations artwork, language, collections and cultural spaces alongside introducing a Pride collection, a neuro-diverse comfort room, frameworks, staff awareness programs and operational activities, all aimed at cultivating welcoming spaces.

Supporting cultural safety, an Aboriginal and Torres Strait Islander Engagement Framework was implemented, outlining shared responsibilities across three themes: Building Capability, Signalling Commitment and Sharing Knowledge. The Framework has been pivotal in aligning library support with University priorities to embed Indigenous Knowledges into the curriculum, in addition to creating cultural collections and spaces in the Library.

The Library has prioritised initiatives to create visibly welcoming and inclusive environments for LGBTIQ+ communities. Recent collaborations with the University's Pride Club have led to exhibitions, the creation of a curated Pride collection, and seeking accreditation with the Welcome Here LGBTIQ Project.

At the heart of these initiatives is the essential and respectful engagement and collaboration with our communities. Together we are striving to build a welcoming, diverse and inclusive library environment to enable success for all.

Mākau Moʻomeheu: Cultural Competency's role in our DIEA Efforts

Mrs. Helen Wong Smith
University of Hawaiʻi at Mānoa

Biography:
Certified Archivist Helen Wong Smith has over 35 years experience in historical repositories in Hawaiʻi. Elected President of Hawaiian Library Association (1997-98), Hawaiian Historical Society (2013-14) and twice of the Association of Hawaiʻi Archivists (2000-01, 2007-08), she was named a Distinguished Fellow of the Society of American Archivists in 2016 and became their 78th President in July 2023.

Since delivering a plenary address "Adopting Cultural Diversity Competence" at their 2015 Annual Meeting Helen has been training organizations i.e. Harvard, Hawaiʻi Museum Association, Museum Study, Black Metropolis Research Consortium (Chicago), and the Council of State Archives, who awarded her the CoSA President's Award for Excellence in 2022. She and Dr. Rebecca Hankins successfully proposed cultural competency as a new domain to the Academy of Certified Archivist and she co-chaired the Task Force to establish the knowledge statements and recommended readings to prepare for this domain.

Mākau Moʻomeheu: Cultural Competency's role in our DIEA Efforts

Professional library and archives associations recognize the value of cultural competency skills in contributing to the advancement of diversity, equity, inclusion, and access (DEIA). Cultural competency (CC) is the ability to function with awareness, knowledge, and interpersonal skill when engaging people of different backgrounds, assumptions, beliefs, values, and behaviors.

In this session participants will be challenged to examine personal perceptions and introduced to strategies that will increase their ability to employ CC.

In 2007, the American Library Association (ALA) Committee on Diversity successfully recommended that the ALA Policy on Diversity include goals for inclusive and culturally competent library and information services. In 2012, the Association of College and Research Libraries offered the basic framework for its concept of cultural competence. In 2022, the ACRL Board of Directors approved "Cultural Proficiencies for Racial Equity: A Framework," which calls on libraries to have a "have a clear and realistic plan to evaluate cultural competencies within their organizations and must demonstrate openness to critically look inward and make the necessary changes." The framework refers to the related concepts of cultural humility and cultural fluidity and asserts cultural competency is limited as a construct but acknowledges its ubiquity and its utility.

Outcomes of attending this session include the ability to define cultural competency (CC) and how its integration at three levels is required to be successful. Examine critically your interaction with people of different cultures, not limited to ethnicity Identify the five stages and where you and your organization are on the continuum of CC Practice four important skills to employ CC Identify the multi-level model for implementing CC Design methods to improve relations with internal and external communities Combine cultural-mindedness with culturally centered communication skills for effective relationships with all people forming the basis for culturally competent organizations, communities and societies.

11:20-12:35 | Breakout Session | Stream 4　　　　　　　**Equity, Diversity, Inclusion (260-055, Case Room 3)**

Intent to action: Reconciliation and Inclusion in Canadian university libraries

Mrs Talia Chung, **Ms Vivian Lewis**, **Mrs Lisa O'Hara**
University of Ottawa, McMaster University, University of Manitoba

Biography:
Talia Chung, University Librarian and Dean of Libraries at the University of Ottawa, holds a MLIS from McGill University, and a Graduate Diploma in Computer Science from Concordia University.

Vivian Lewis, Associate Vice President and University Librarian at McMaster University, holds a MLIS from the University of Toronto and a MA from York University. She is Past President of the Canadian Association of Research Libraries.

Lisa O'Hara (she/her/hers) is of mixed Métis and European heritage and is vice-provost (libraries) and university librarian at the University of Manitoba. Her current research focus is on service support for Indigenous research and scholarship and on ways to transform libraries with an emphasis on technology. O'Hara serves on the Association of Research Libraries (ARL) Board, chairing the Membership Committee and is Vice-Chair of the Canadian Research Knowledge Network's Content Strategy Committee.

Intent to action: Reconciliation and Inclusion in Canadian university libraries

A sense of belonging and inclusion creates conditions for individuals and organizations to thrive. Many Canadian university libraries have been initiating actions which advance reconciliation with Indigenous communities in Canada, and to support equity, diversity, inclusion and belonging.
Efforts to operationalize reconciliation and inclusion share important qualities yet require distinctive approaches due to historic and contemporary factors. Reconciliation in Canada must recognize the significance and centrality of the land to Indigenous communities. While inclusion strives to more broadly create conditions in which individuals may thrive, with a focus on those from groups who have

historically faced systemic barriers. For both reconciliation and inclusion, progress means creating a greater sense of belonging in libraries for both library staff and library users.

As organizations, how do we go about making these cultural changes in a sustained and sustainable manner? In this session, three university libraries will briefly share their approaches in "operationalizing" culture change. In each case, organizational practices, structures and strategies will reflect a particular cultural landscape, institutional priorities, and regional history, but situated within an overall Canadian context, and precipitated by specific catalyzing events, such as the Truth and Reconciliation Commission of Canada, instances of anti-black racism, among others. Despite differences, a sense of urgency and momentum have driven work in each of the institutions, yet also increasingly observed are moments of fatigue, despair, apathy, and inertia.

The short presentations will be followed by table discussions to share ideas and reflect on how we can support each other in this work.