RESILIENCE & RENEWAL

Strengthening Libraries through Collaboration

Oklahoma ACRL Chapter

ANNUAL CONFERENCE

Nov. 13, 2026

University of Tulsa

FRIDAY, NOVEMBER 13, 2026 ◆ THE UNIVERSITY OF TULSA ◆ REGISTRATION OPENS 8:30 AM

8:30–9:00	**Registration**	**2nd Floor Student Union**
9:00–9:15	**Welcome** OK-ACRL Meeting and Breakfast Refreshments	**Great Hall A**
9:15–10:15	**Keynote: Oklahoma State Representative Michelle McCane** *Beyond the Gatekeepers: Academic Libraries, the Right to Know, and the Promise of Opportunity*	**Great Hall A**
10:15–10:30	**Break**	
10:30–11:15	**Breakout Sessions 1**	
	WANTED: Communication Integration by Any Other Name **Ashley Smith, University of Oklahoma**	**Great Hall A**
	"I Don't Need That. But, Can You…": Insights on Creative Partnerships for Outreach Success **Kathryn Thomas, The University of Tulsa**	**Faculty Club**
	More Than Extra Hands: Building Instructional Capacity Through Librarian–Graduate Student Collaboration **Danielle Kirsch, Frances Alvarado-Albertorio, Cristina Colquhoun, and Emmanuel Kuutol, Oklahoma State University**	**Alcove Room**
	McFarlin Library Special Collections Tours · Tours meet on the 2nd Floor of the Student Union	**2nd Floor Student Union**
11:15–11:30	**Break**	

FRIDAY, NOVEMBER 13, 2026 ◆ THE UNIVERSITY OF TULSA ◆ REGISTRATION OPENS 8:30 AM

11:30–12:15	**Breakout Sessions 2**	
	Metaliteracy is AI Literacy: A Partnership Model for Reimagining Library Impact **Chris Rosser and Frances Alvarado-Albertorio, Oklahoma State University**	**Great Hall A**
	Building Badges Together: Collaborative Library Credentials for Undergraduate and Graduate Programs **Jayanna Greenwood, Southeastern Oklahoma State University**	**Faculty Club**
	Beads, Barriers, and Breakthroughs: Building Resilience Through Collaboration **Megan York, University of Arkansas**	**Alcove Room**
	McFarlin Library Special Collections Tours · Tours meet on the 2nd Floor of the Student Union	**2nd Floor Student Union**
12:15–2:00	**Lunch and Advocacy at OLA Listening Session** **12:15 PM:** Lunch (no programming, time to eat and connect) **1:00 PM:** Advocacy at OLA Listening Session begins (snacks provided) **Jay Edwards**, University of Oklahoma; **Shay Beezley**, University of Central Oklahoma; **Kiley Cortez**, Bartlesville Public Library; **Tim Miller**, Western Plains Library System	**Great Hall A**
2:00–2:15	**Break**	
2:15–3:00	**Breakout Sessions 3**	
	Productive Friction: Centering the Library in AI-Supported Research **Frederic Murray, Southwestern Oklahoma State University**	**Great Hall A**
	Not Our First Rodeo: Strategies for a More Effective Medical Student Library Orientation **Sonja Settle, OSU Center for Health Sciences**	**Faculty Club**
	Building Community through Collaboration: The Power of Working Meetings **Simon Ringsmuth and Bailey Hoffner, Oklahoma State University**	**Alcove Room**
	McFarlin Library Special Collections Tours · Tours meet on the 2nd Floor of the Student Union	**2nd Floor Student Union**
3:00	**Closing** and Door Prizes	**Great Hall A**

*Thank you to **The University of Tulsa** and **McFarlin Library** for graciously hosting us. Thank you also to our sponsors: **EBSCO** and **Oklahoma State University Library**.*

THE UNIVERSITY of TULSA University Libraries

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Session Details

Sessions are listed in schedule order. Details may change as plans are finalized.

10:30–11:15 AM Breakout Sessions 1

McFarlin Library Special Collections Tours also run during this session. Tours meet on the 2nd Floor of the Student Union.

WANTED: Communication Integration by Any Other Name

Ashley Smith, University of Oklahoma
Location: Great Hall A

Opportunities to gain public speaking skills can be hard to find, especially in a world that communicates mainly through text. In coordination with a faculty member of the Price College of Business, the University Libraries have been able to help students gain the skills and experience they need while they are in the classroom. Through foundational workshops and newly created workshops, as well as individualized consultations for the students, we've been able to help faculty and students see the benefits of gaining these skills now.

"I Don't Need That. But, Can You...": Insights on Creative Partnerships for Outreach Success

Kathryn Thomas, The University of Tulsa
Location: Faculty Club

This presentation will discuss ideas and the process of establishing creative partnerships that blur the traditional boundaries regarding what libraries think they can do with campus groups and their wider community. I have worked with various departments and student groups across UTulsa in both an instructional and event-support capacity. Additionally, I have established partnerships with educators and librarians in both the public school and library settings. I have been told no more times than I have heard yes, but I have used every no to help me redirect my outreach offerings and strengthen connections on campus. This presentation will offer a breakdown of my successful and less successful partnerships, detailing the communication efforts, event specifics, and tips for attendees. I hope that by sharing how to fail with gusto others will see that resilience and continued commitment to a goal can pay off.

More Than Extra Hands: Building Instructional Capacity Through Librarian–Graduate Student Collaboration

Danielle Kirsch, Frances Alvarado-Albertorio, Cristina Colquhoun, and Emmanuel Kuutol, Oklahoma State University

Location: Alcove Room

Academic librarians often identify instructional needs that extend beyond the formal curriculum, but developing sustainable programming to address those needs can be difficult alongside competing responsibilities. At Oklahoma State University Libraries, a recent needs assessment identified a particular challenge of graduate students: they are interested in synchronous workshops on a variety of topics, but their varying schedules and desire for access to self-paced, asynchronous content make synchronous workshops alone insufficient. In addition to this, OSU has continued to see increasing enrollment in online programs, furthering our need for asynchronous instructional offerings.

Facing the challenge of limited capacity while balancing responsibilities, the Graduate Initiatives and Engagement Librarian, Research Data Services Librarian, and Instructional Design and Online Learning Librarian initiated a collaboration to build asynchronous content as a companion to our synchronous offerings. To expand access without simply adding more to librarians' workloads, we developed a collaborative model for creating asynchronous learning resources and hired a Graduate Research Assistant (GRA) pursuing a Ph.D. in Curriculum Studies as an active partner in the work. This collaboration has expanded our capacity while bringing into the design process a valuable student voice, one with direct perspective on graduate student needs and interests. To balance the workload while maximizing the support and feedback the GRA receives, the GRA is co-mentored by two of the faculty librarians.

In this presentation, we will share how this collaboration developed, the process of securing approval and funding for the position, and the current state of the asynchronous content. It will end with a brief panel discussion where librarian and GRA collaborators will provide their perspectives on mentorship, workload, and the content development workflow.

11:30 AM–12:15 PM Breakout Sessions 2

McFarlin Library Special Collections Tours also run during this session. Tours meet on the 2nd Floor of the Student Union.

Metaliteracy is AI Literacy: A Partnership Model for Reimagining Library Impact

Chris Rosser and Frances Alvarado-Albertorio, Oklahoma State University
Location: Great Hall A

AI has left every unit on campus—and every library across our state—asking the same anxious question: who has the expertise to guide this? Our answer: librarians already do, and metaliteracy is the framework that proves it. As Mackey and Jacobson defined it, metaliteracy is the capacity to navigate, produce, and collaborate in digital environments—precisely the competency AI literacy requires. Rather than positioning AI as a new specialty libraries must scramble to acquire, this session argues that AI literacy instruction is the catalyst for building the partnerships OK-ACRL's theme calls for: partnerships with faculty who need help integrating AI thoughtfully, with campus units defining institutional AI policy, and with communities navigating a disorienting information landscape.

We'll demonstrate this through Seekers Unbound, a game-based information literacy activity built on metaliteracy's four domains (cognitive, metacognitive, behavioral, affective) that we've used in hundreds of one-shot instruction sessions and faculty collaborations at Oklahoma State. Participants will play a short round, then discuss how the same framework—offered as a collaborative, adaptable tool rather than a service librarians simply provide—has opened partnerships with faculty across disciplines who came to us because AI disrupted their sense of expertise. We'll close by inviting attendees to consider what this kind of partnership-building could look like in their own institutions: not libraries catching up to AI, but libraries recognized as the natural place to lead conversations about it.

Building Badges Together: Collaborative Library Credentials for Undergraduate and Graduate Programs

Jayanna Greenwood, Southeastern Oklahoma State University
Location: Faculty Club

This presentation explores the collaborative development of library badges designed to support information literacy instruction across undergraduate and graduate programs. Grounded in the American Library Association (ALA) framework for information literacy instruction, the badges provide a structured, scaffolded approach to developing students' information literacy skills while integrating library instruction into the broader academic curriculum. Previous research has indicated that information literacy instruction can be more effective when students have prior experience interacting with a librarian. Building on this finding, the badge initiative emphasizes repeated, meaningful engagement between

students and librarians rather than treating library instruction as a single, isolated encounter. Through collaboration among librarians, faculty, and academic programs, the badges create opportunities for students to encounter, practice, and reinforce information literacy concepts at multiple points in their academic progression. The presentation will discuss the development and implementation of the badges, the collaborative process used to align learning outcomes with program needs, and the ways in which prior librarian interactions informed the instructional design. Ultimately, this model demonstrates how collaborative, sustained library engagement can strengthen information literacy instruction and position librarians as integral partners in undergraduate and graduate education.

Beads, Barriers, and Breakthroughs: Building Resilience Through Collaboration

Megan York, University of Arkansas
Location: Alcove Room

Academic libraries are navigating constant change: evolving technologies, shifting responsibilities, new service expectations, staffing challenges, and increasingly complex campus needs. Conversations about resilience often focus on the individual's ability to adapt, persist, and recover. But what if resilience is not something we develop alone?

This interactive session invites participants to explore resilience and collaboration through an intentionally unfamiliar hands-on challenge. Working with simple materials and limited initial guidance, participants will encounter uncertainty, frustration, emerging confidence, unexpected barriers, and opportunities to seek and offer assistance. As the activity unfolds, individual problem-solving naturally gives way to observation, knowledge sharing, informal expertise, and collaboration.

A facilitated debrief will connect these experiences to academic library work, asking participants to consider how we respond when we do not immediately know what to do, how expertise develops and moves within groups, and what conditions make it easier, or harder, to ask colleagues for help. Drawing on concepts of productive struggle, experiential learning, and self-efficacy, the session reframes resilience not simply as an individual capacity to withstand change, but as something strengthened through relationships, shared knowledge, and collective problem-solving.

Participants will leave with a new lens for considering resilience within their own organizations and practical questions they can use to examine how their teams share expertise, navigate uncertainty, and build capacity together.

12:15–2:00 PM Lunch and Advocacy at OLA Listening Session

12:15 PM: Lunch (no programming, time to eat and connect)
1:00 PM: Advocacy at OLA Listening Session begins (snacks provided)

Advocacy at OLA Listening Session

Jay Edwards, University of Oklahoma
Shay Beezley, University of Central Oklahoma
Kiley Cortez, Bartlesville Public Library
Tim Miller, Western Plains Library System

Location: Great Hall A

Representatives from the Oklahoma Library Association (OLA) will lead a listening session for OK-ACRL members to express priorities and concerns regarding recent and current legislation. Responses will inform the OLA Advocacy Committee's approach to library advocacy. Topics will include:

- how state legislation affects academic libraries in Oklahoma,
- how OLA's civic involvement affects state legislation,
- how academic libraries can support OLA's library advocacy, and
- how OLA can support academic libraries.

2:15–3:00 PM Breakout Sessions 3

McFarlin Library Special Collections Tours also run during this session. Tours meet on the 2nd Floor of the Student Union.

Productive Friction: Centering the Library in AI-Supported Research

Frederic Murray, Southwestern Oklahoma State University
Location: Great Hall A

As generative AI tools become routine starting points for student and faculty research, academic libraries face a dual challenge: users increasingly expect immediate, conversational answers, yet those answers may contain inaccurate claims, weak or mismatched citations, hidden bias, missing context, and privacy risks. This session considers Perplexity—an AI-assisted, source-linked search and synthesis tool—as both a potential extension of academic librarianship and an important object of information-literacy instruction.

For this presentation, AI literacy means the ability to use, evaluate, question, and make responsible decisions about AI-generated information; librarian-guided use means a workflow in which AI supports, but does not replace, inquiry, database searching, source reading, verification, and interpretation. Drawing on practical examples, the session will demonstrate how Perplexity can help users translate a broad topic into research vocabulary, generate preliminary search concepts and Boolean strategies, identify

questions for further investigation, and produce draft explanations or instructional examples. It will also model classroom and consultation activities in which students trace citations, compare an AI response with scholarly databases and original sources, identify omitted perspectives, and revise an AI-generated search strategy.

The presentation argues that libraries can meet AI-related uncertainty with resilience and renewal by collaborating across reference, instruction, scholarly communication, faculty development, and campus governance. Rather than framing AI as either a replacement for library expertise or a technology to prohibit, librarians can position it as a teachable artifact that reveals the continuing value of source evaluation, disciplinary context, privacy awareness, intellectual authorship, and productive intellectual effort. Participants will leave with a practical, library-centered workflow and adaptable strategies for helping their communities use AI to strengthen—not shortcut—research, learning, and scholarly engagement.

Not Our First Rodeo: Strategies for a More Effective Medical Student Library Orientation

Sonja Settle, OSU Center for Health Sciences
Location: Faculty Club

Incoming medical students receive a significant amount of information from multiple departments. With this in mind, library Orientation Week content was selected to be user-focused rather than comprehensive. The goal was not to tell incoming students everything about the library during Orientation, but instead to provide the most essential information.

The primary objectives of this project were to increase the relevance and retention of library Orientation Week content by:

1. Reducing the amount of information presented during Orientation Week.
2. Increasing repeated exposure to the most relevant library content.
3. Increasing student engagement with library Orientation Week content.

The strategies employed included:

1. A student action item checklist
2. A unified theme and design
3. A third touchpoint
4. Repeated exposure to the same library content during Orientation Week

The strategies successfully increased content relevance and retention, as demonstrated by substantially higher student utilization of Complete Anatomy and the Required Textbook LibGuide during Orientation Week and throughout the Fall 2024 semester, as well as a 100% claim rate for the complimentary student schedules.

Building Community through Collaboration: The Power of Working Meetings

Simon Ringsmuth and Bailey Hoffner, Oklahoma State University

Location: Alcove Room

We all have work to do. What if the most important part of working collaboratively isn't just getting the work done? What happens if we treat opportunities for collaboration as primarily about building and strengthening community?

This is a question we have been actively exploring over the last couple of years. What we have found is that when our primary goal is rooted in shared values of inclusivity, sustainability, and taking a human-centered approach, it actually becomes easier to get the work done. By giving primacy to relationships and shared values; by allowing for one another to exist at work as whole people (not just information workers); by sharing burden and playing to our strengths, we actually create an excellent container for getting our work done.

Drawing from practical experiences at our institution, we will share examples of collaborative projects, such as Springshare subject taxonomy development and creating multi-modal documentation for internal workflows. We will discuss how working together in real time – either in-person or hybrid – creates opportunities for shared problem-solving, mutual support, and flexibility when life's inevitable interruptions arise.

Consider this your invitation to move beyond community-building only as a separate activity. Let's also start building resilient library communities through collaboration today.