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Poster Presentation

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Poster Presentation

By Sarah Williams and Dr. Stacy Creel

Research posters and poster sessions are common occurrences in both virtual and physical academic and professional conferences. Posters provide the opportunity to communicate ideas and research in a succinct, attractive visual format (Gopal et. al, 2017). Academic posters may be used to share preliminary results, find research collaborators, present information at conferences, and as method to bring new researchers into the world of professional presentations (Durkin, 2011). In Philadelphia in 1982, poster sessions became a part of the American Library Association's Annual Conference as "an effective forum for the exchange of information and a means to communicate ideas, research, and programs" (ALA, 2021). Even as face-to-face conferences shut down in the light of the COVID-19 Pandemic, the poster sessions carried on with calls for virtual participation in digital sessions.

Digital poster sessions can include live presentations or asynchronous interactions and still allow participants to interact, vote, and engage with presenters without the geographic limitations previously experienced by in-person conference. The Association of College and Research Libraries' (ACRL) Distance and Online Learning Virtual Poster Session is a great example of allowing engagement without the scheduling of a live presentation. Posters are available for a week for comments and questions by viewers/attendees and responses by poster creators (ACRL, 2022).

Baker & Philips' (2021) article about conference research posters aims to display information and tips for successful poster presentations that both novices and the experienced presenter can use. Not only do the authors discuss elements of an appealing poster, they also explain the reasoning behind why their tips work. Drawing on publication from other researchers, the authors present informed advice that assists readers with their own projects.

The article begins by briefly explaining conferences and what to look for when deciding which one to attend. By knowing this information, first time presenters have the ability to find the best even to share their research.

Baker & Philips (2021) then explain the science behind poster layouts. Describing standards that

presenters follow, the authors also provide resources that can help and inspire designs. In conjunction with layout advice, presentation of information and visualizations have ideal standards, such as the number of dots per inch for an image or font size.

Baker & Philips (2021) end their article by explaining how poster sessions are being handled in our current society in the aftermath of COVID-19. Poster sessions are being held online during the pandemic. The authors describe the different types of online poster sessions, which includes synchronous and asynchronous sessions along with others.

Creating Resources

Canva (<https://www.canva.com/>) Pricing depends on how many people you wish to have access to the program. Besides the Free version, the very basic plan is \$119/year for 1-5 people. *Canva is the go-to for many with a large variety of free backgrounds and its easy to use interface, it is SLIS' top choice.

Lucidpress (<https://www.lucidpress.com/pages/>) Prices for subscription range from Free (only allowed 3 documents), \$10 (for an individual), and \$12/person (for a team license).

Adobe Spark (<https://www.adobe.com/>) Prices are Free (very basic features plus 2GB), \$99/year, and \$239/year for team access. All plans include watermark ability.

Mind the Graph

(<https://mindthegraph.com/app/poster-maker>) Browser access and organizes the information into a format that the user picks. Unknown prices, but looks free-ish? Can only sign up after the first project is finished.

DesignCap (<https://www.designcap.com/>) There is a Free version with limited features. Other pricing is \$4.99/month for more features and \$5.99/month for 2 extra on top of that (upload fonts and more image uploads/saving capability).

Readings

Barker, E., & Phillips, V. (2021). Creating conference posters: Structure, form and content. *Journal of Perioperative Practice*, 31 (7 & 8), 296–299.

Block, S.M. (1996). Do's and don't's of poster presentation. *Biophysical Journal*, 71(6), 3527-9.

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Cranor, L. (1996). Research posters 101. *Crossroads* 3(2), 13-16.

Biophysical Society Newsletter. (2013, January). Make the most of your annual meeting: How do I prepare my poster? How do I give a talk? *Biophysical Society Newsletter*.

References

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Association of College & Research Libraries Distance & Online Learning Section. (2022). *2021 distance and online learning virtual poster session*. Association of College & Research Libraries Distance & Online Learning Section. <https://acrl.ala.org/dols/virtual-poster-session-2021/>

Barker, E., & Phillips, V. (2021). Creating conference posters: Structure, form and content. *Journal of Perioperative Practice*, 31(7 & 8), 296–299.

Durkin, G. (2011) Promoting professional development through poster presentations. *Journal for Nurses in Staff Development*, 27, 1–3.

Gopal, A., Redman, M., Cox, D., Foreman, D., Else, E., & Fleming, S. (2017). Academic poster design at a national conference: A need for standardised guidance? *Clinical Teacher*, 14, 360–364.

In an effort to encourage students at the School of Library & Information Science to be active participants in these types of events, students may participate in an optional student symposium, but they are required to create research posters in their capstone LIS 695. The following selection comes from Fall 2021:

Content Analysis of the St. Tammany Parish Public Library's Graphic Novel Collection by Emily Stephan

Ransomware: A Bibliometric Study by Allyce Sears

Analysis of Free Browser-based Accessibility Tools WCAG 2.1 Evaluation of Mississippi Gulf Coast Public Library Websites by Jessica Dawn Brown

Public Libraries and the Digital Divide by Edina Osmanovic

Common Ground: How the First Amendment and Intellectual Freedom Provide Room for Diverse Voices by Heather Smith

Content Analysis of Community Cookbooks from Hinds County, Mississippi for the Development of Collection Specific Metadata Requirements by Lauren Clark Hill

Ugly Ducklings: Investigating Poverty Stereotypes in Two Picture Books by Rachel Long

Censorship in Libraries: A Retrospective Study of Banned and Challenged Books by Jessica Aucoin

LGBTQ+ Picture Books: A Collection Assessment of Lonesome Pine by Stephanie Griffin

Finding LGBTQ+ Archives in the South Pathways to Discovery for Online Finding Aids at Research Institutions by Ash Parker

CONTENT ANALYSIS OF THE ST. TAMMANY PARISH PUBLIC LIBRARY'S GRAPHIC NOVEL COLLECTION

EMILY STEPHAN

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SUMMARY

This study examined the St. Tammany Parish Public Library's graphic novel collection. The study analyzed the collection's content in terms of age demographic, genre, physical versus digital formats, and year of publication. The importance of this study lies in the need for libraries to do their best to offer both staples of graphic novels as well as a diversity of content in terms of audience and type, as well as to promote visual literacy through graphic novel materials.

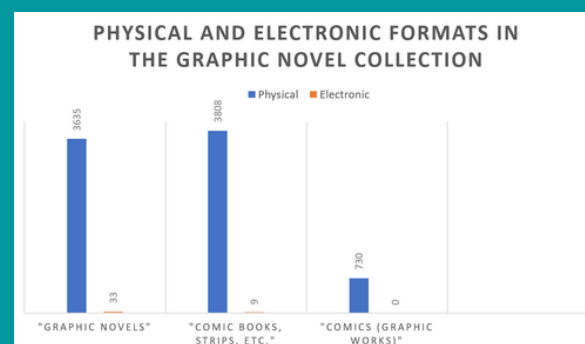
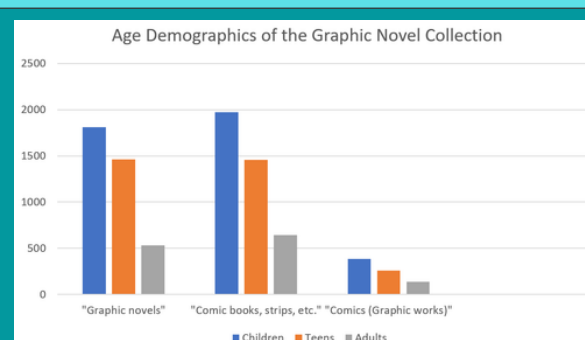
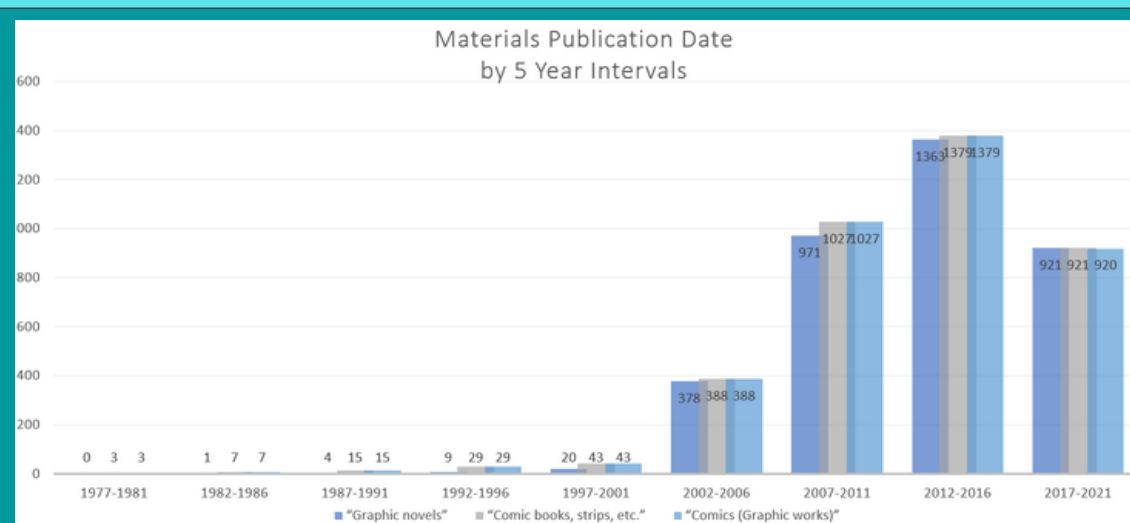
METHODOLOGY

The researcher procured a list of the St. Tammany Parish Public Library's graphic novel collection from the library's online catalog. Following this was a content analysis of the collection. Each work was classified by audience demographic, genre, physical/electronic format, and year of publication. The data collected was then examined to answer the study's research questions.

To determine how much of the collection was made up of graphic novels, all works categorized under subject headings as "Graphic novels," "Comics (Graphic works)," and "Comic books, strips, etc." were included since these were the three most common designators of graphic novel content.

DEFINITIONS

- **Graphic novel:** A standalone story told in sequential art (McCloud, 1994).
- **Sequential art:** The term Scott McCloud used to describe graphic storytelling in general, regardless of whether the material in question was a newspaper strip or a multi-volume graphic novel epic (McCloud, 1994).
- **Visual literacy:** The ability to interpret and evaluate images, specifically the ideas they communicate (Hoover, 2011).



CONTENT ANALYSIS STATISTICS

DISCUSSION

There is no universal graphic novel banner. The classifications were numerous and inconsistent in detail. This could potentially make seeking out particular types of graphic novels confusing.

The majority of the graphic novels are aimed at juvenile readers. Works for adults were far fewer than those under juvenile or young adult banners, suggesting that those in charge of collection development did not think graphic novels for adult audiences have as large a potential readership.

Most of the items in the graphic novel collection are physical rather than electronic. This suggests that acquisition of digital graphic novels has not been a major priority for the collection development team.

Most of the graphic novel holdings were published in the last twenty years. These statistics reflect the prevalence of juvenile and young adult-oriented materials in the graphic novel collection.

CONCLUSION

Overall, the graphic novel collection is impressive in size and scope. However, the classification system could use fine-tuning. A greater variety of adult materials would also be welcome. These changes would make the graphic novel collection more well-rounded. They would also make it easier for users to find the sort of graphic novel materials they enjoy.

SELECTED REFERENCES

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RANSOMWARE: A BIBLIOMETRIC RESEARCH STUDY

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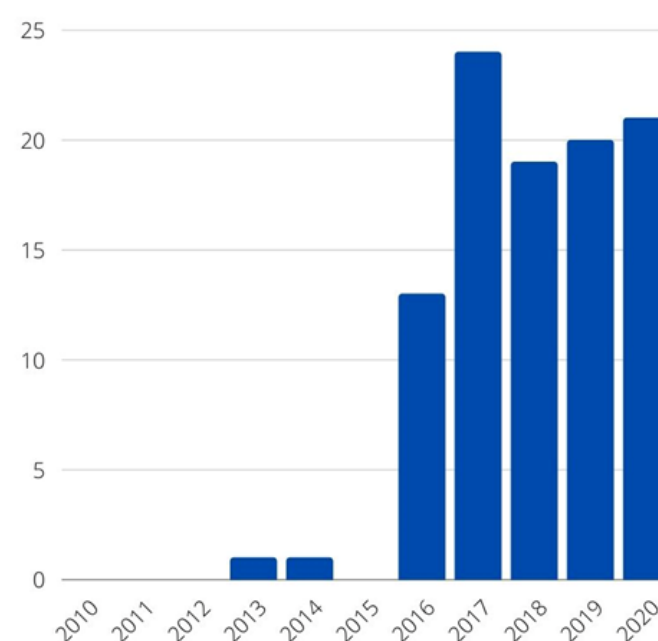
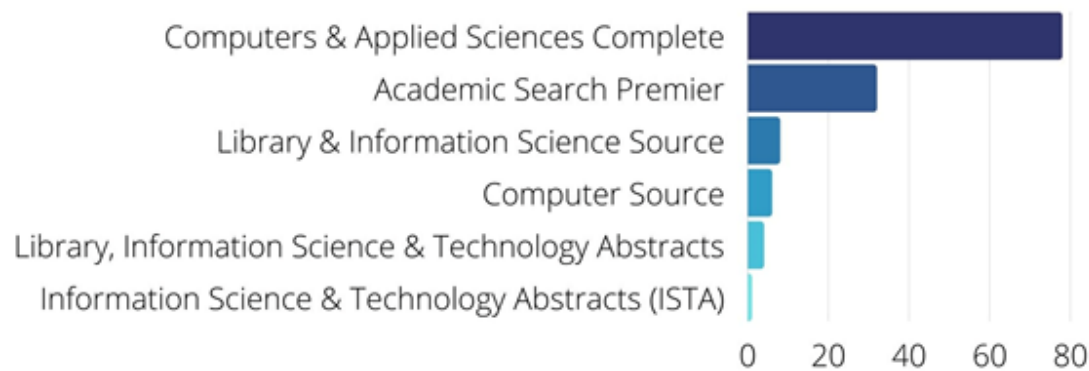
RESEARCH SUMMARY

The purpose of this research is to track publication data and the potential rise in ransomware literature located in scholarly journals over the last decade (2010–2020). Ransomware is one of the fastest growing malware threats to cyber security and should be studied and monitored in order to mitigate the threat (Alwan, 2019; Slayton, 2018; Veresha, 2018). This threat is especially relevant to Library and Information Science (LIS) professionals whose duties and patrons are permanently entangled in increasingly digitized spaces and platforms (Rubin & Rubin, 2020). The intent of this study was to gather and analyze data of published scholarly literature regarding ransomware in order to share this knowledge with LIS professionals for their own use and education.

RESEARCH QUESTIONS

- R1. Has scholarly literature around ransomware increased over the last 10 years (2010–2020)?
- R2. Which journals have published the most literature on this topic between 2010 and 2020?
- R3. Which authors have published the most literature on this topic between 2010 and 2020?

RESULTS



DISCUSSION

- 129 results were retrieved, but the data were limited to 99 full-text, peer-reviewed, English-language articles on ransomware after duplicates were deleted.
- 60 percent of the retrieved articles were published in the last 3 years.
- Less than one third of the data's journals and authors represented the core publishing results, so Bradford's Law and Lotka's Law were supported within these results.
- Library-specific databases produced few results related to ransomware.

CONCLUSION

If Pundsack (2018) is correct in their statement that ransomware attacks on libraries are not a matter if, but when, then the lack of published data regarding ransomware from library-focused journals is noteworthy. It would be interesting to see if searching for "malware" on LIS databases would produce more results than ransomware did. Regardless, libraries must increase their awareness of this threat to ensure that they are able to safely and securely provide access to their services and respond to imminent cyber threats.

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- Alwan, H. B. (2019). National cyber governance awareness policy and framework. *International Journal of Legal Information*, 47(2), 70–89.
- Pundsack, K. (2018). Ransomware at the library: Time to boost your cybersecurity. *Public Libraries*, 57(4), 23–25.
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- Slayton, T. B. (2018). Ransomware: The virus attacking the healthcare industry. *Journal of Legal Medicine*, 38(2), 287–311.
- Veresha, R. V. (2018). Preventive measures against computer related crimes: Approaching an individual. *Informatologia*, 51(3/4), 189–199.

Analysis of Free Browser-based Accessibility Tools

WCAG 2.1 Evaluation of Mississippi Gulf Coast Public Library Websites

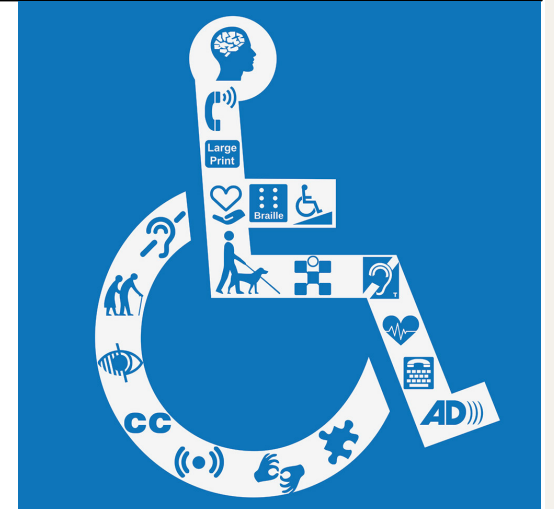
Jessica Dawn Brown

Jessica.D.Brown@usm.edu

INTRODUCTION

The World Wide Web Consortium (W3C) explained web accessibility as the awareness of disabilities within the design and development of all areas of the Web to remove information barriers. W3C developed the Web Content Accessibility Guidelines (WCAG) to support continuity in accessible designs and conformance to mandated disability regulations. WCAG ranks compliance on three levels (A, AA, and AAA) within four areas:

- perceivable (discernable by human sense),
- operable (usable by human or machine),
- understandable (intelligible),
- robust (variable and sustainable).



OBJECTIVE

Compare free browser-based accessibility tools and determine the WCAG 2.1 compliance levels of MS Gulf Coast public library websites per homepage analysis.

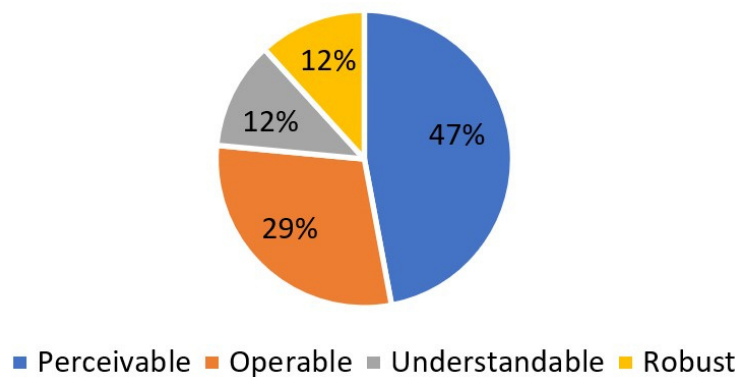
METHODOLOGY

- Five MS Gulf Coast public library website homepages
- Three compliance levels
- Four free browser-based accessibility tools
- Three web browsers
- Manual evaluations of reported accessibility errors

RESULTS

R1: What WCAG 2.1 compliance areas did free browser-based accessibility tools test?
perceivable, operable, understandable, and robust

WCAG Category Percentage Reported by Tools



R6: Did the free browser-based accessibility tools provide a consistent evaluation of WCAG2.1 standards?

Tool-reported Errors in All Browsers

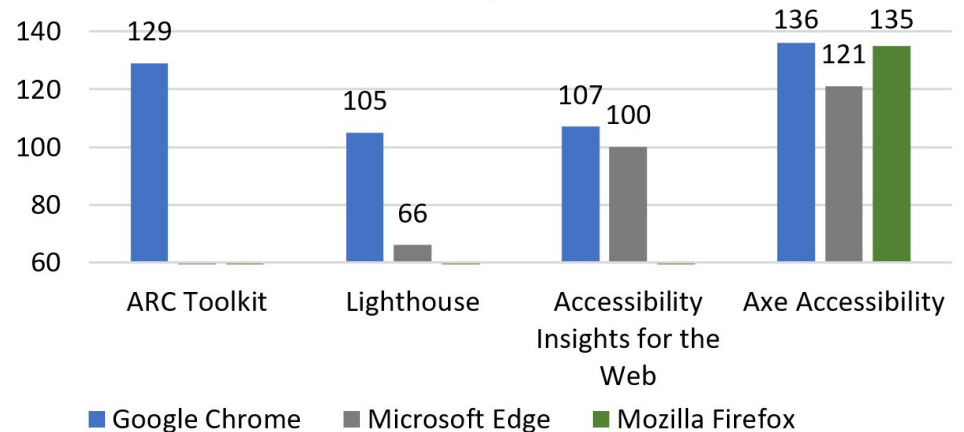
Issue	Google Chrome				Microsoft Edge				Mozilla Firefox			
	ARC	LH	AI	AXE	ARC	LH	AI	AXE	ARC	LH	AI	AXE
image text	14	3	3	3	-	3	3	3	-	-	-	3
SVG text	2	-	-	-	-	-	-	-	-	-	-	-
video-caption	-	-	-	1	-	-	-	-	-	-	-	-
form label	7	3	3	3	-	3	3	3	-	-	-	3
th-has-data-cells	-	-	-	1	-	-	-	1	-	-	-	1
color contrast	75	74	74	102	-	40	74	94	-	-	-	108
block bypass	3	-	-	-	-	-	-	-	-	-	-	-
frame title	2	1	1	1	-	1	1	1	-	-	-	1
document title	2	2	2	2	-	2	2	2	-	-	-	2
link name	15	15	15	15	-	15	15	15	-	-	-	15
HTML language	1	1	1	1	-	1	1	1	-	-	-	1
duplicate id	2	1	1	1	-	1	1	1	-	-	-	1
allowed aria	1	5	7	6	-	0	0	-	-	-	-	-
aria role	1	-	-	-	-	-	-	-	-	-	-	-
required aria	4	-	-	-	-	-	-	-	-	-	-	-

R2-5: What WCAG 2.1 compliance level(s) did public library websites meet in the Mississippi Gulf Coast region per...

- ARC Toolkit?
- Lighthouse?
- Accessibility Insights for the Web?
- Axe Accessibility?

All five libraries failed to meet the minimum level A requirements per all four tools in each tested browser.

Tool-reported Errors per Browsers



CONCLUSION

Barriers included:

- knowledge of WCAG, web languages, and disabilities,
- code manipulation in content management system,
- Axe Accessibility - only tool available on all browsers.

Future research recommendations:

- manual evaluations include all criteria,
- evaluations include persons afflicted with impairments.

FURTHER READING

U.S. Access Board. (2001). Web-based Intranet and Internet Information and Applications (1194.22).
<https://www.access-board.gov/ict/guide/web.html>

World Wide Web Consortium. (2021). Introduction to web accessibility.
<https://www.w3.org/WAI/fundamentals/accessibility-intro/>

PUBLIC LIBRARIES AND THE DIGITAL DIVIDE

Edina.Osmanovic@USM.edu

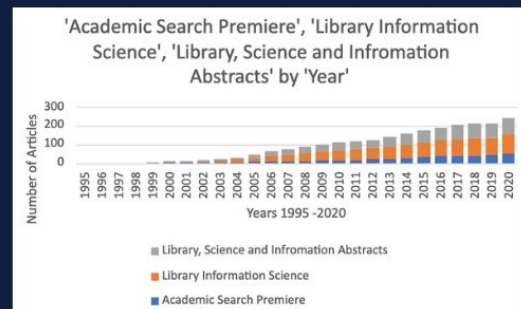
Research Summary

This bibliometric study was about public libraries and the digital divide. Using 3 USM databases, peer-reviewed articles from 1995-2020 were gathered upon the topic. Outside sources such as the Public Library Survey and a report by the Society of Chief Librarians from Wales were used for assessment. These three research questions were asked and answered in this study:

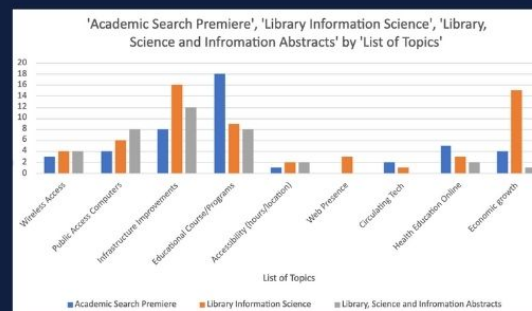
R1. How many peer-reviewed articles were found using the term "digital divide" from 1995-2020 in the selected databases?

R2. How are public libraries addressing the digital divide according to articles cited in this study?

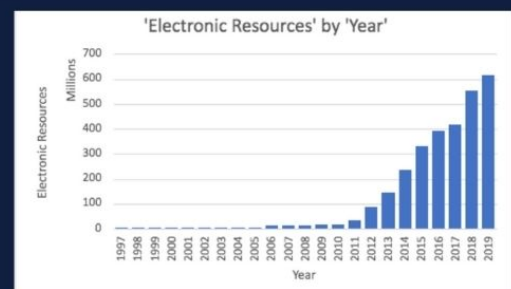
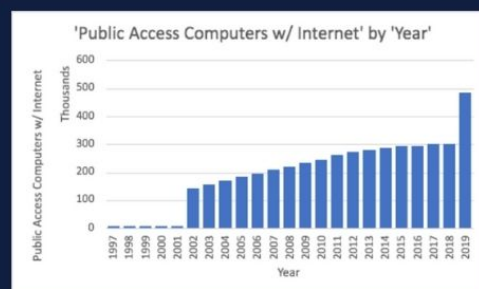
R3. According to the Public Libraries Survey, has there been a change in digital access in public libraries from 1995 -2020?



R1



R2



R3

Discussion/ Conclusion

In conclusion, the peer-reviewed articles from the three USM databases did show an increase in the digital divide and articles written about the subject with a (4000%) jump between 2000-2020. Infrastructure improvements and educational courses were found to be the top two ways of addressing the digital divide according to the databases and a clear change can be seen in electronic resources and public access to computers according to the Public Libraries Survey.

Selected References

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Fairlie, R. W. (2005, September 20). Are we really a nation online? Ethnic and racial disparities in access to technology and their consequences. Report for the Leadership Conference on Civil Rights Education Fund. Santa Cruz: University of California. <http://www.protectcivilrights.org/pdf/reports/nation-online/digitaldivide.pdf>

Kinney, B. (2010) The Internet, Public Libraries, and the Digital Divide. *Public Library Quarterly*, 29(2), 104-161.

Institute of Museum and Library Services (2021). Public Libraries Survey. <https://www.ims.gov/research-evaluation/data-collection/public-libraries-survey>

Institute of Museum and Library Services (2021). Public Libraries Survey. <https://www.ims.gov/research-evaluation/data-collection/public-libraries-survey>

COMMON GROUND

HOW THE FIRST AMENDMENT AND INTELLECTUAL FREEDOM PROVIDE ROOM FOR DIVERSE VOICES

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University of Southern
Mississippi



SUMMARY

Shortly after the United States of America was formed, Congress ratified the First Amendment which safeguarded American citizens' freedoms of expression ("Bill of Rights: A transcription," 2021). In the 20th century, the spirit of this amendment was captured in the term *intellectual freedom* (IF), which became the guiding focal point in the Library and Information Science (LIS) community's mission (ALA, 2019). Although stark differences of opinion have divided LIS colleagues, United States history has demonstrated that First Amendment rights (a.k.a. IF) can have the power to unite even those most staunchly opposed—they may not have the same political beliefs but they can agree on the importance of the First Amendment and IF.

OBJECTIVE

This study examined the legal history and evolution of the First Amendment and the LIS core value of IF in the United States of America and explained how both conservative and liberal ideations are supported by this common national foundation.

METHODOLOGY

Documentary analysis of court cases, historical events, personal interviews, and autobiographical content was used to examine the evolution of the First Amendment and IF and to discuss how IF (via the First Amendment) supports diverse views.

RESEARCH QUESTIONS

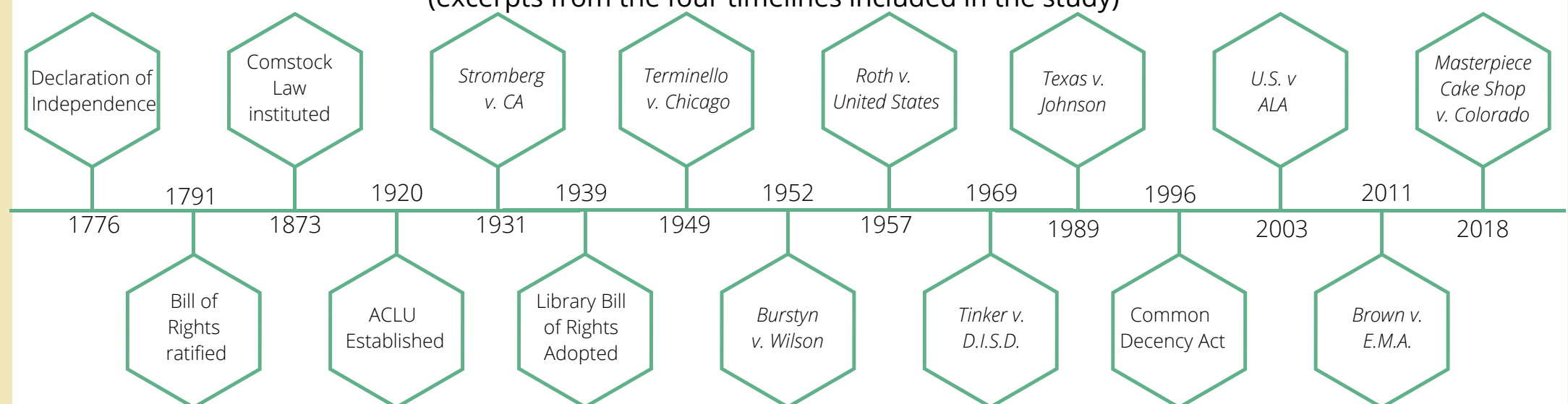
- R1. What is IF's place in the history of the United States and how does it support diverse perspectives?
- R2. How has the American concept of IF evolved since the First Amendment's establishment?
- R3. What are some documented examples of the varied ideologies that have been expressed by members of the LIS professional community in the last twenty years?
- R4. How does the first amendment (the foundation of IF) allow adherence to such fundamentally different ideological viewpoints?

DISCUSSION

This historical analysis:

- Explained IF's connection to the First Amendment and its role in United States history.
- Used legal court case summaries and historical events to show the First Amendment's evolution.
- Discussed and compared the diverse ideologies held by both early American citizens and modern library professionals (via interviews and autobiographical testimony documented within peer-reviewed journal articles).
- Used this information to demonstrate how the First Amendment/IF support diverse perspectives.

Condensed First Amendment/IF Timeline (excerpts from the four timelines included in the study)



CONCLUSION

Further research of this topic could expand on the evolution of the First Amendment and IF and broaden the scope of ideologies represented within the LIS professional community. Successful execution of such expansion would require analyzing historical documents prior to 1776 and conducting in-person interviews after IRB approval. As the topics of the First Amendment and IF will not lose relevance, an extension of this study could yield better-defined results and applications.

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- The Bill of Rights: A transcription. (2021, March 25). National Archives. <https://www.archives.gov/founding-docs/bill-of-rights-transcript>
- Middle Tennessee State University. (n.d.). First amendment timeline. First Amendment Encyclopedia. <https://mtsu.edu/first-amendment/page/first-amendment-timeline>
- National Archives. (2018, December 14). The Bill of Rights: How did it happen? <https://www.archives.gov/founding-docs/bill-of-rights/how-did-it-happen>

[See references listed in the study for details concerning each case listed in the Condensed First Amendment/IF Timeline included in this poster.]



Content Analysis of Community Cookbooks from Hinds County, Mississippi for the Development of Collection Specific Metadata Requirements



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

University of Southern Mississippi,
School of Library and Information
Science

AUTHORS

Lauren Clark Hill, MA, MLIS Candidate

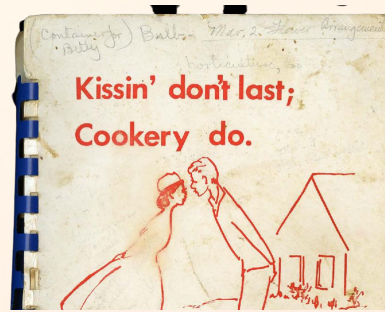
First Reader: Dr. S. Creel

Second Reader: Dr. X. Mills

Additional Guidance: Dr. A. Haley

INTRODUCTION

For several decades community cookbooks have been an accepted, if slightly minor, source of community and regional history.



Handwritten Notes on the Cover of
Kissin' don't last; Cookery do

OBJECTIVE

This project aimed to use previously digitized documents from the community cookbook collection at McCain Library to identify common themes, and specific subsection headings.

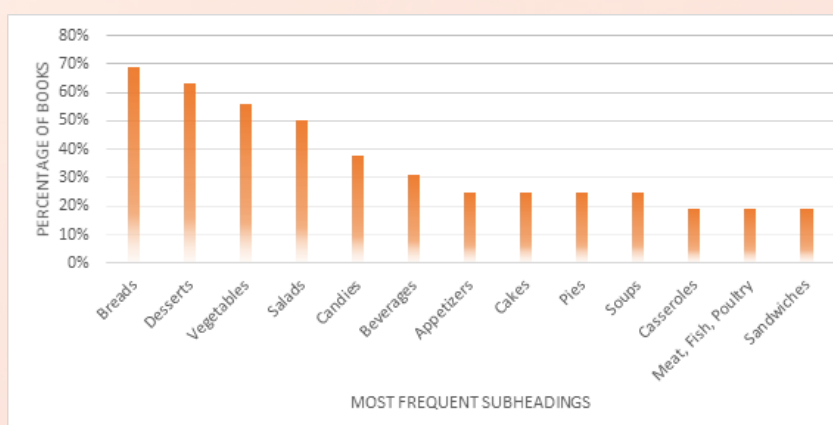
METHODOLOGY

- This project was a quantitative content analysis of the previously digitized cookbooks from the community cookbook collection housed at McCain Library at the University of Southern Mississippi.
 - Subheadings
 - Illustrations
 - Additional Info
 - Enclosures

RESULTS

- There were 125 different section titles across the 16 books reviewed. Of that total, 41 were non-recipe content while the remaining 84 were different recipe sections.
- Two previously created ontologies that could be useful in this situation were the Food Ontology from BBC and the ontology created by the FoodOn project.
- This collection stood at a crossroads between an archival collection and a reference collection. Each book had signs of usage including bent pages, torn pages, handwritten notes, and letters and recipes cut out from other sources.

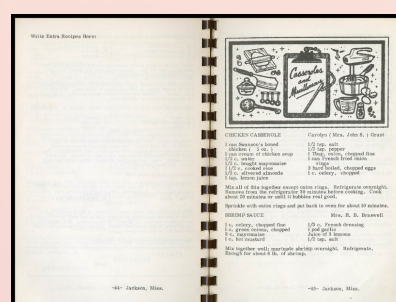
ANALYSIS



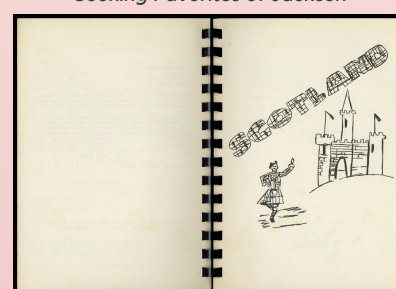
The results of this research helped to show a path forward for this collection that could make it more usable for two main audiences - researchers (academic and genealogical) and individuals looking for recipes to use. Knowing what categories are the most prevalent, even within a smaller subsection of the overall collection, helped to define grouping categories for recipes, which, while not included in this research, would be a valid next step in the process.

CONCLUSION

Future research could include a cross-discipline (for example nutrition or food science) look at a content analysis of specific ingredient prevalence as compared to historical data about food shipping and popularity. Recipes could be similarly tracked across time along with their changes with new food technology and popularity.



Notes and Chapter Header for
Cooking Favorites of Jackson



Themed Image from *The Globetrotters' Cookbook*

RELATED LITERATURE

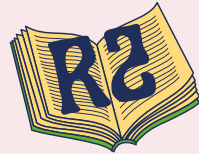
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UGLY DUCKLINGS

INVESTIGATING POVERTY STEREOTYPES IN TWO PICTURE BOOKS



Did the selected books contain any portrayals of poverty—how many and which ones?



In each set of Caldecott Medal books, what were the main characteristics of those who experienced poverty?



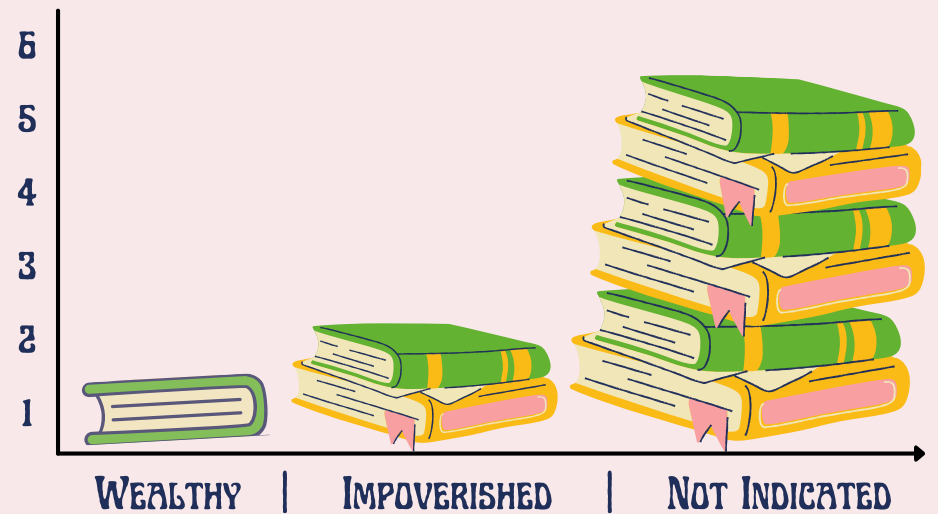
How do these characters compare to the pervasive stereotypes checklist about poverty? What were the differences between the sets?



How do depictions within these books, including illustrations, reinforce stereotypes about poverty?

This study investigated how poverty is portrayed in children's literature using two sets of Caldecott Medal award-winning and honor books from the years 2000 and 2020. Of the nine books selected for this study, only *The Ugly Duckling* and *Joseph had a Little Overcoat* contained instances of impoverished characters. No depictions of poverty were found in the 2020 Caldecott titles. As seen in the Wealth Distribution chart below, two out of nine books (22%) portrayed poverty, one book (11%) portrayed instances of wealth, and the remaining six books (67%) did not contain any character who experienced poverty as defined by this study. The limited sample size means that the results were not generalizable, but this allowed for a more in-depth content analysis of the two books that did portray poverty.

WEALTH DISTRIBUTION

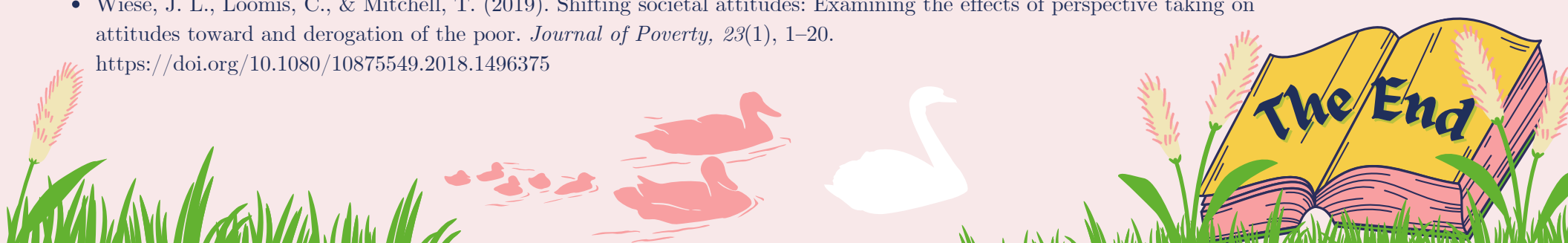


Literature has been shown to be positively impactful on children (Good et al., 1998), and the lessons that children absorb from literature can be long-lasting (Strnad & Hewitt, 2021). When children are exposed to poverty stereotypes through literature at an early age, they grow into adults who rely on those stereotypes when interacting with impoverished people (Mackey, 2013). Additionally, strict adherence to stereotypes can be psychologically damaging to the person being stereotyped (Wiese et al., 2019). *The Ugly Duckling* portrayed the highest number of poverty stereotypes of the literature reviewed in this study. The stereotypes present in this children's book reinforce the several negative myths about poverty through both art and text, including that the impoverished are dirty, unkempt, animal-like, useless, and personally responsible for their own poverty due to internal flaws or fate.

The results demonstrated that children's literature can and does in many ways reinforce stereotypes about poverty. Despite its limitations, this study was able to unearth and examine several instances of stereotyping in the selected literature. Future studies which investigate poverty stereotypes in children's literature would perhaps receive more fruitful and comprehensive results with a larger and more representative sample size of literature.

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Censorship in Libraries

a retrospective study of banned and challenged books

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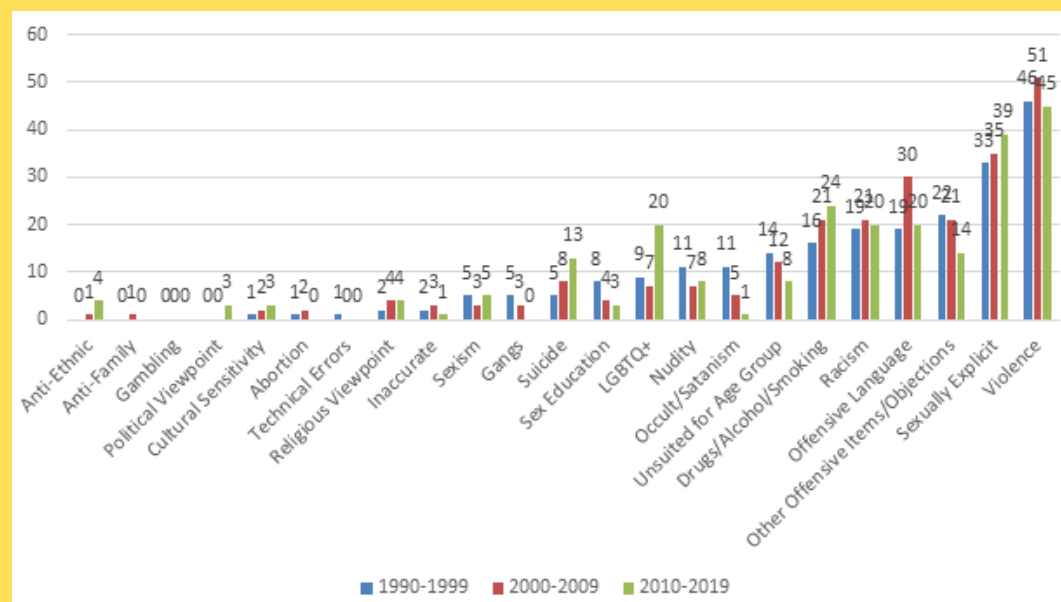
Censorship Concerns

- 607 books were targets of censorship in 2019, a 14% increase from 2018
- Office of Intellectual Freedom collects reported banned and challenged books yearly
- This study examined the American Library Association's Top 100 Most Banned and Challenged Books lists from the years 1990-2019 to see if there has been a shift in the themes and age categories that are most likely to be banned or challenged.

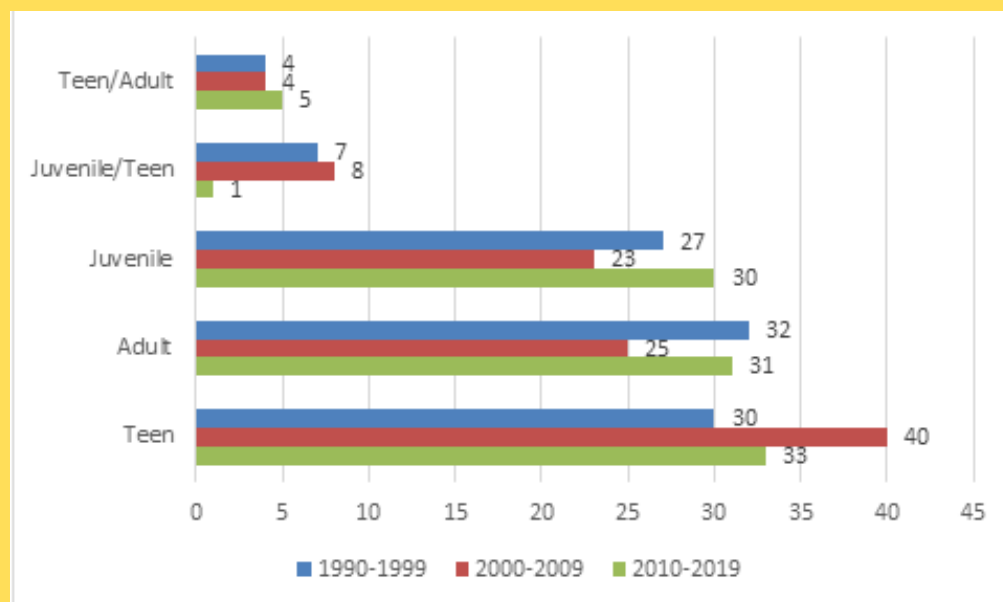


Results

- Most challenged themes: Violence (43%), Sexually Explicit Content (36%), and Offensive Language (23%)
- Most challenged audience category: Teens (37%)
- Most Challenged Themes over time: Violence (21% from 1990s list, 23% from 2000s list, 21% from 2010s list) and Sexually Explicit content (15% from 1990s list, 16% from 2000s list, 18% from 2010s list)
- Most challenged audience categories over time: adult category for 1990s list (15%) while the teen audience category for 2000s (18%) and the 2010s list (15%).
- Most challenged audience category (mixed audiences) over time: teens (19% on 1990s list, 24% on 2000s list, 18% on 2010s list).



Most Frequently Banned/Challenged Themes 1990-2019



Ban Challenge by Audience Category 1990-2019

Discussion

- Violence and sexually explicit content contradicted ALA's top ban themes of sexually explicit content and offensive language
- Significant increase in LGBTQ+ books but otherwise challenged themes remained consistent
- Teens remained top challenged audience category which is consistent with literature
- MANY duplicate books over the years studied

Conclusion

- There is an ABUNDANCE of censorship studies but there's always room for more!
- Censorship Studies lack CURRENT information
- More studies at the National, Regional, State, and Community Level could be beneficial

Selected References

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Harmful Censorship



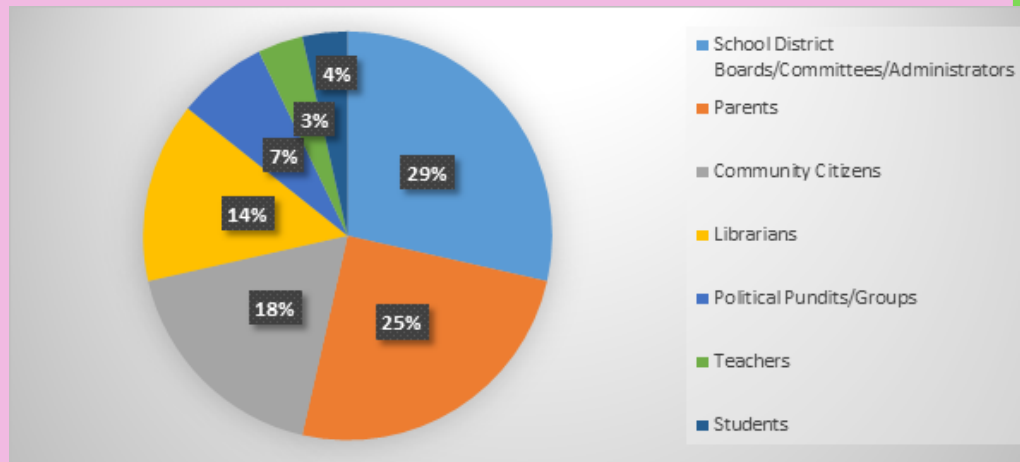
Matthew Fillingame
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What's Happening?

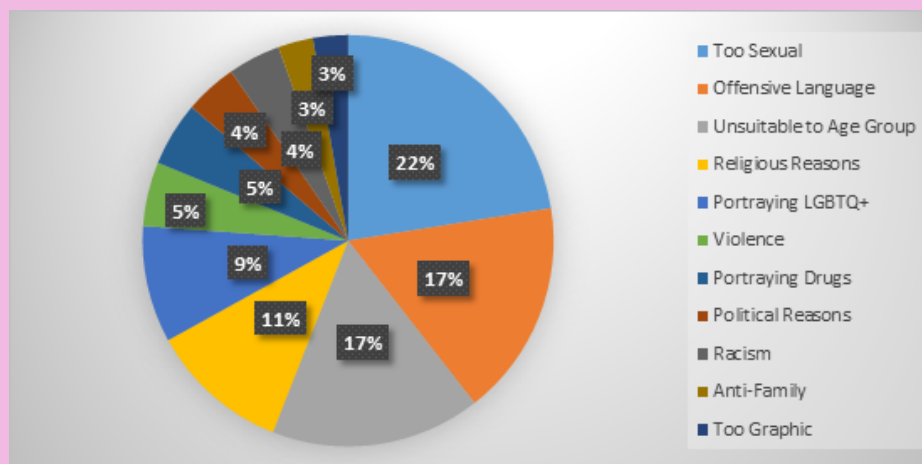
Libraries consistently deal with censorship challenges. The amount they deal with varies depending on the type of library it is. Who brings these challenges, what are their reasonings, and how can libraries deal with these challenges? This poster presentation will answer these questions.

Who? Why? How?

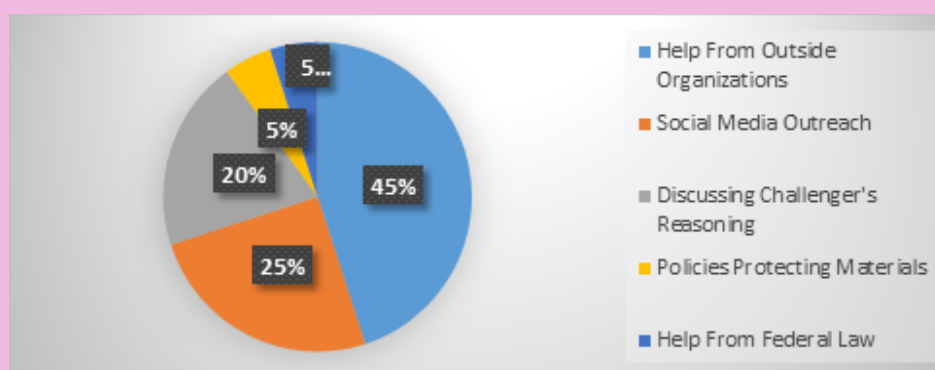
- Who is most commonly bringing forth censorship challenges to libraries?
 - School District Boards/Committees/Administrators (29%), parents (25%), community citizens (18%), and librarians (14%).



- Why are they making these challenges?
 - Claims of materials being too sexual (22%), containing offensive language (17%), unsuitable for age group (17%), religious reasons (11%), and/or portraying members of the LGBTQ+ community (9%).



- How will libraries best defend against these challenges?
 - Help from outside organizations (45%), social media outreach (25%), discussing challenger's reasoning (20%), placing policies to protect materials (5%), and/or help from federal law (5%).



Conclusion

Through the research that was pulled from the American Libraries Journals between the years 2010 and 2020, the data on who would bring forth these challenges and their given reasons on graphs one and two would suggest that school libraries are the most targeted library types with these challenges of censorship. Graph three provides the best solutions to deal with these challenges, as these were the most successful methods recorded within the researched journals.

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LGBTQ+ PICTURE BOOKS

A Collection Assessment of Lonesome Pine Regional Library System



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Affiliations

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INTRODUCTION

This study analyzed the children's fiction picture book collection of the Lonesome Pine Regional Library (LPRL). The Rainbow List was used to determine the level of LGBTQ+ diversity in their collection.

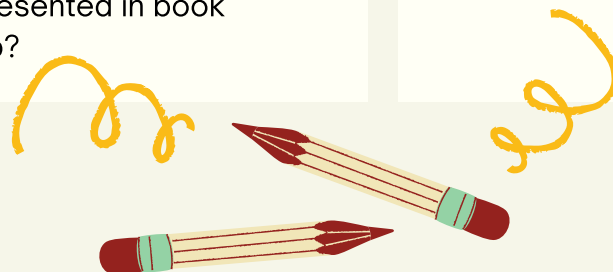
This study adds to LGBTQ+ picture book literature and can be used to further study inclusivity in small and rural libraries.

RESEARCH QUESTIONS

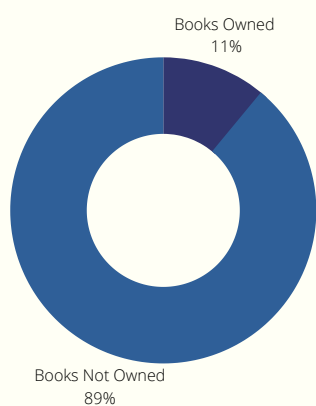
- R1:** What picture books on the Rainbow List are available in the LPRL system?
- R2:** What did the ownership of these books look like by branch?
- R3:** Which LGBTQ+ group was most represented in book ownership?

METHODOLOGY

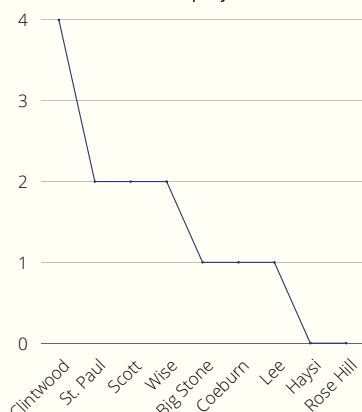
A quantitative collection assessment was used to assess the number of books present in the system, branch ownership, categorization, LGBTQ+ group representation.



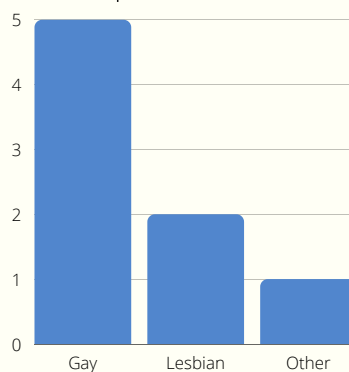
Book Availability



Book Ownership by Branch



LGBTQ+ Representation in Books



RESULTS

- R1:** LPRL owned seven of the 63 books on the Rainbow List
- R2:** Clintwood owned the most books. Three branches owned two books, three owned one book and two branches owned zero books.
- R3:** Gay was the most represented LGBTQ+ group.

CONCLUSION

LGBTQ+ groups were represented in a limited way among book ownership.

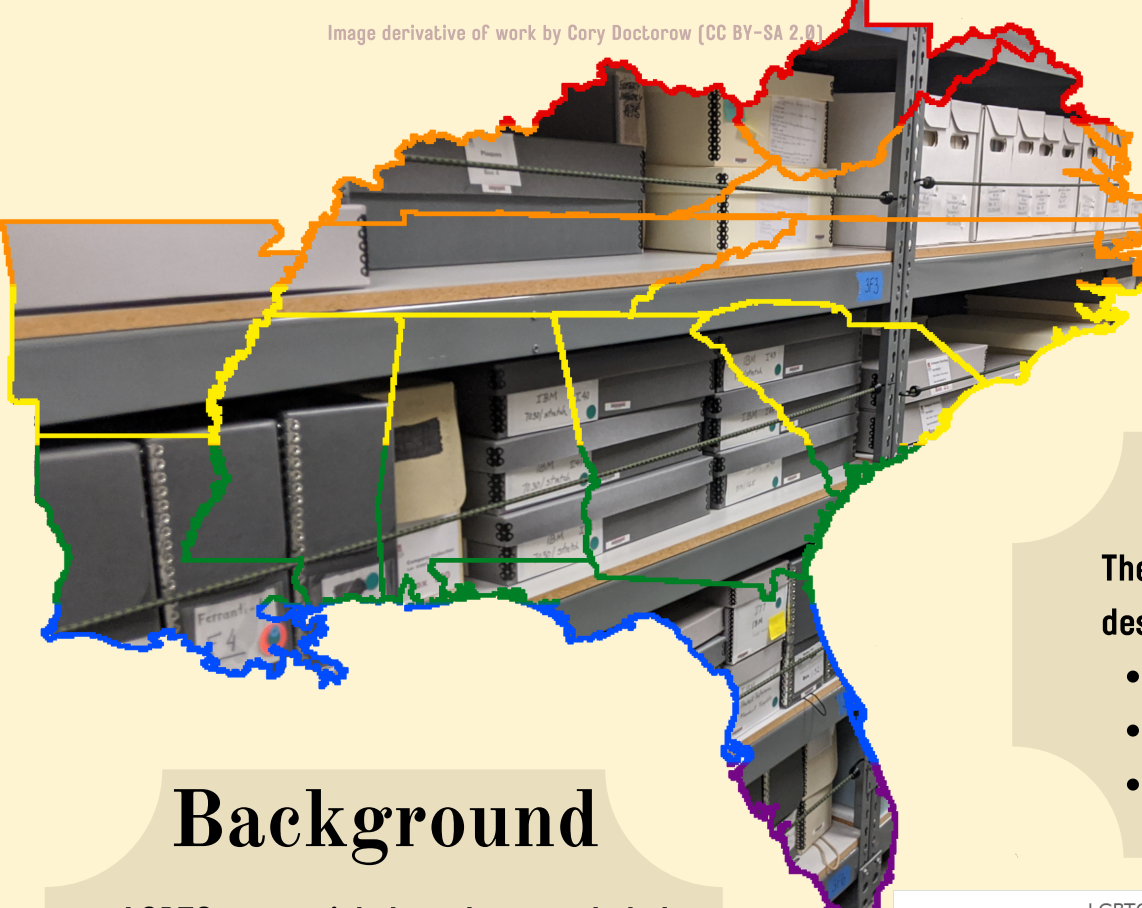
One book was miscategorized as an adult nonfiction book.

The results indicated that there was a gap in the collections of the LPRL system when it comes to LGBTQ+ fiction picture books.



Related Literature

- Creel, S., & McMullen, R. (2018). The 2014 Rainbow List: A descriptive study of the list and on public 'libraries' ownership. *The Journal of Research on Libraries and Young Adults*, 9(1), pp.3, 6, 9.
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Finding LGBTQ+ Archives in the South

Pathways to Discovery for Online Finding Aids at Research Institutions



Ash Parker, University of Southern Mississippi

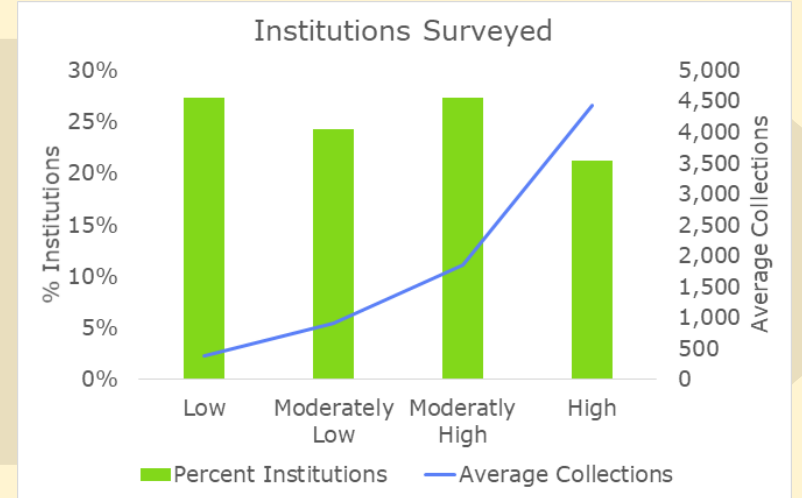


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Finding Aids for LGBTQ+ Materials

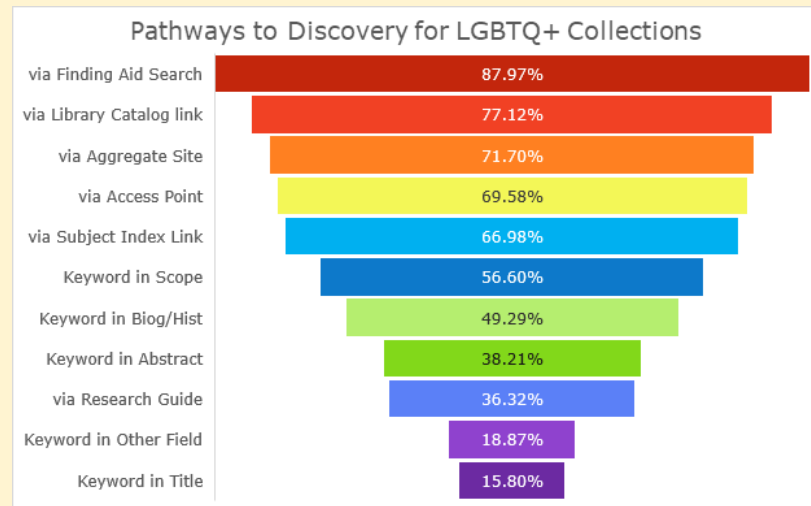
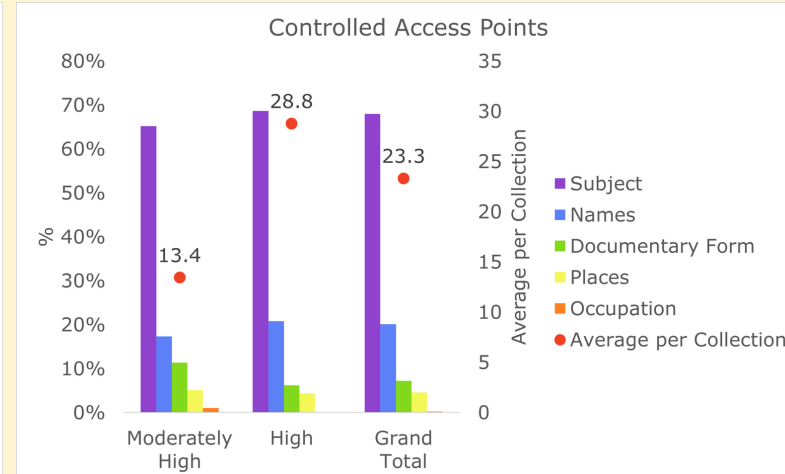
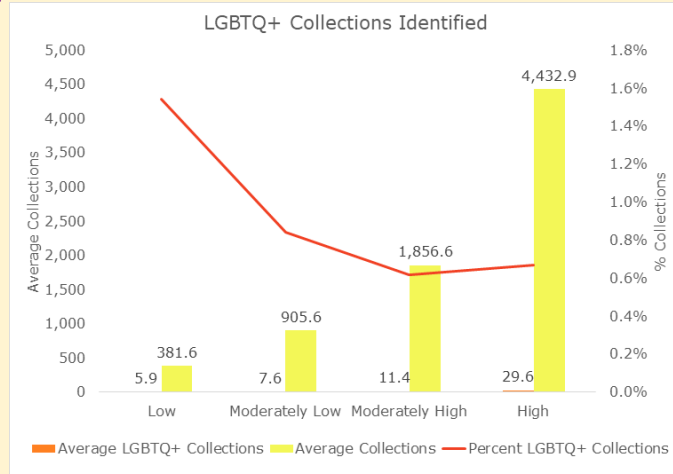
The purpose of this research was to identify how LGBTQ+ archival materials were described by research universities in the Southeastern United States.(3)

- Search discovery platforms using LGBTQ+ related keywords
- Identify which platforms and descriptive elements lead to LGBTQ+ collections
- Analyze descriptive elements and controlled access points of LGBTQ+ finding aids



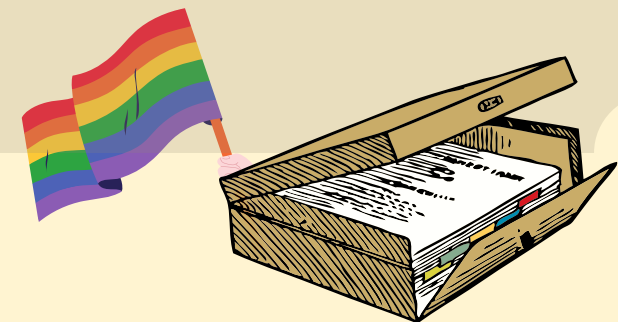
Background

- LGBTQ+ materials have been excluded from collection mandates, intentionally hidden or removed from collections, and described using inaccurate and offensive language—or made invisible by not describing available resources at all.(1)
- Archival metadata standards like Encoded Archival Description (EAD) and Describing Archives: A Content Standard (DACS) provide structure, rules, and guidance in describing collections in an archival finding aid.(2)
- Analysis of EAD element tags provided a means to assess the presence of descriptive elements required or recommended by DACS, the adopted archival descriptive content standard.



Discussion & Conclusion

- LGBTQ+ keywords were used throughout the finding aid and across multiple platforms.
- Surprisingly few institutions provided public access to EAD-XML files. This has implications for open data access and web harvesting.
- The overall number of LGBTQ+ collections was small in proportion to all online finding aids.
- Findings support increased interest in LGBTQ historical research and targeted collection mandates.



Selected References

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2. Gracy, K., & Lambert, F. (2014). *American Archivist*, 77(1), 96–132.; Eidson, J. G., & Zamon, C. J. (2019). *American Archivist*, 82(2), 303–330.
3. Indiana University. (n.d.). *Carnegie Classification of Institutions of Higher Education*.