



MINNESOTA STATE UNIVERSITY, MANKATO  
LIBRARY & LEARNING

2022-2023

# LIBRARY & LEARNING

MINNESOTA STATE MANKATO'S HUB FOR INFORMATION,  
LEARNING RESOURCES, AND SUPPORT

**Annual Review**  
2022-2023

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# LIBRARY & LEARNING

## *Message from the dean*

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Greetings,

The stories and data presented in this year's annual review demonstrate the significant roles our colleagues in Library & Learning perform in enhancing our students' experiences, promoting retention and completion, and contributing to solutions to our society's most pressing problems, all while curating the most relevant information materials on behalf of the university community.

Library & Learning is Minnesota State Mankato's student and faculty success engine, designed to enhance the educational potential and experiences of our university and our regional community. This future-oriented university library is a boundary spanner, innovatively bringing together learning resources to promote student success, retention, and completion by providing innovative academic learning supports, from engaged learning and research communities, to new information literacy and reflective pedagogies, to tutoring and supplemental instruction.

Together, we can better encourage students and faculty to pursue their goals while delivering assistance when, where, and how it matters most.



**Chris Corley**  
Dean

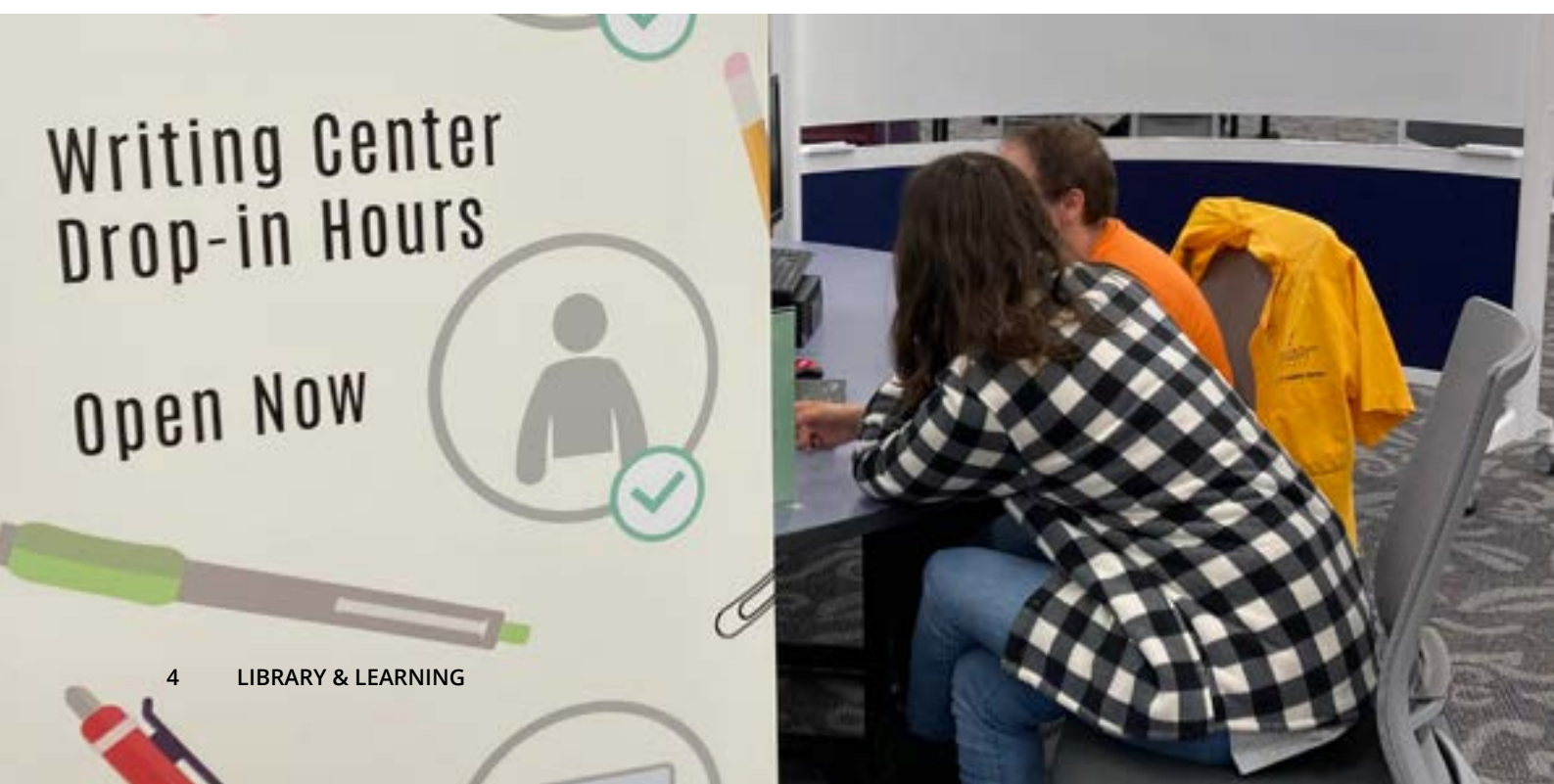
# MISSION

We support and leverage high-impact practices, inclusive learning principles and intentional partnerships to facilitate scholarly and creative achievement and provide transformational educational experiences.

# VISION

Library & Learning will be the University's center for facilitated, transformational educational experiences. We are committed to student retention and completion and to changing racially predictable academic outcomes related to the social justice challenges of higher education in the twenty-first century. Regardless of student standing or identity, we will collaborate with faculty and staff across divisions and academic units to enhance student scholarly and creative growth, enrich co-curricular experiences and develop professional goals.

We will build relationships among key, University-wide teaching and learning programs to provide academic services focused on retention and completion. The collaboration builds upon long-standing relationships and in some cases physical location and would utilize unique but well-developed innovations in pedagogies and advising previously reserved for only a few students in specific programs across the University.







*The hub for information, learning resources,  
and services for students, faculty and staff,  
both on campus and online.*

## LIBRARY & LEARNING DEPARTMENTS AND PROGRAMS

We build relationships among key, University-wide teaching and learning programs to provide academic services focused on retention and completion.

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### CENTER FOR ACADEMIC SUCCESS

[The Center for Academic Success](#) supports students through scheduled online and face-to-face appointments, walk-in peer tutoring and advising for select Maverick Success Program students. The Writing Center supports writing for all undergraduate and graduate courses. The Tutoring Center provides walk-in and virtual tutoring for general education and most 100/200 level courses. The Maverick Student Success Program provides advising, coaching, and mentoring for students admitted via appeal.

### HONORS PROGRAM

[The Honors Program](#) provides motivated undergraduate students with exceptional learning opportunities, mentoring relationships and a supportive community that fosters their personal, academic, and professional development. The program is grounded in three competencies: leadership; research, scholarly and creative activity; and intercultural engagement.

### LEARNING COMMUNITIES

[The Learning Community](#) Program supports first- and second-year students as they transition to college and strive for academic success. The program encourages students to engage in co-curricular opportunities and organized study sessions and to meet with faculty outside of the classroom. It creates connections with others in their major, with like interests, or with like characteristics to build a sense of belonging in the University.

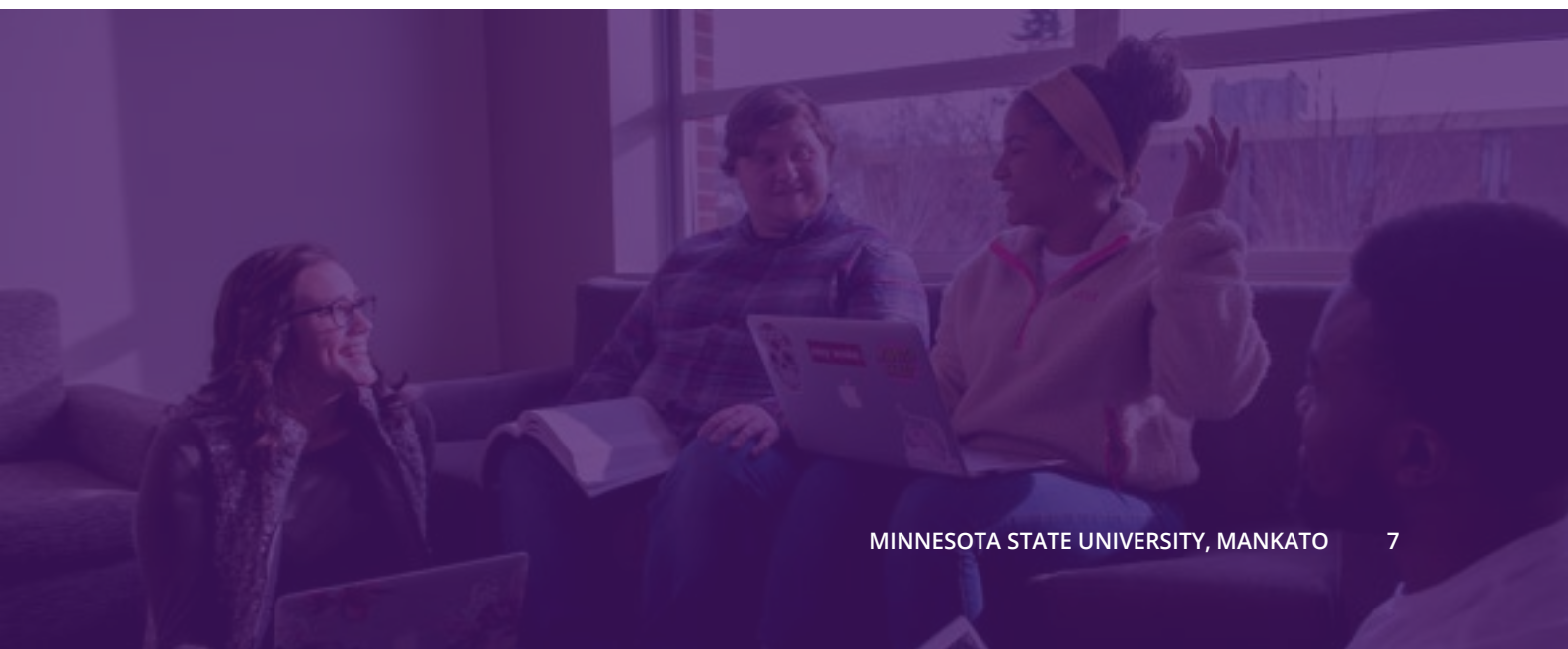
# LIBRARY & LEARNING

## DEPARTMENTS AND PROGRAMS

### LIBRARY SERVICES

[Library Services](#) promotes learning through the direct support of academic programs. We provide point-of-need research help; offer instruction in information literacy and using library resources; develop resource collections to support the research, curricular, and leisure needs of a wide variety of students, faculty, staff, and community members; and maintain physical spaces designed to encourage study and relaxation for all users. The work we do to support our community occurs both through visible interpersonal interactions and through developing effective behind-the-scenes workflow processes. Students who receive library instruction, use library resources, and receive research help from a librarian have higher retention rates and are more successful than their peers. We value opportunities to support student success through these channels:

- **Public Access Team:** The Public Access Team includes circulation and interlibrary loan services and the Educational Resource Center, which is home to technology, juvenile books, games and more. This group ensures students, faculty, staff, and community members have access to physical resources while working to increase access to materials by borrowing items from libraries worldwide at no cost to Minnesota State University, Mankato researchers.
- **Public Services Team:** The Public Services Team includes reference and instructional services that assist student researchers in developing information literacy skills and course instructors in embedding information literacy and library resources into their classes. The Public Services Team also includes the Library's government documents, maps, archives and digital repository. These special collections provide access to unique and locally created documents for research endeavors.
- **Technical and Collection Services and Systems Teams:** The Technical and Collections Services (T&CS) group is responsible for collection administration and maintenance, access, and discovery. These services provide a foundation for library reference and research services, instruction, interlibrary loans, course readings, and circulation services. The Systems Team supports all computers, laptops, technology equipment, and software in the Library. This includes support for the internal applications used by library employees to manage library spaces, collections, and services.



## LIBRARY & LEARNING DEPARTMENTS AND PROGRAMS



### MAVPASS

As the University's supplemental instruction service, [MavPASS](#) offers a peer-facilitated academic support system for students in historically difficult courses. MavPASS leaders are trained in collaborative learning techniques to facilitate study sessions for students in the course. Sessions are confidential and free. Research shows that students who attend them earn an average of one full letter grade higher in the course.

### UNDERGRADUATE RESEARCH CENTER

[The Undergraduate Research Center \(URC\)](#) nurtures and supports mentored research, scholarly, or creative activities for all undergraduate students. The URC promotes research as an opportunity to engage in a community of scholars to enhance students' academic experience and readiness to succeed in the future.

### UNIVERSITY FELLOWSHIPS OFFICE

[University Fellowships](#) promotes personal and professional growth among motivated students as they apply for prestigious national and international scholarships and fellowships. It provides resources and services to mentor students as they identify relevant opportunities and compile a competitive application. As a result, more Minnesota State Mankato students will receive national and international awards and gain valuable knowledge and skills throughout the application process.



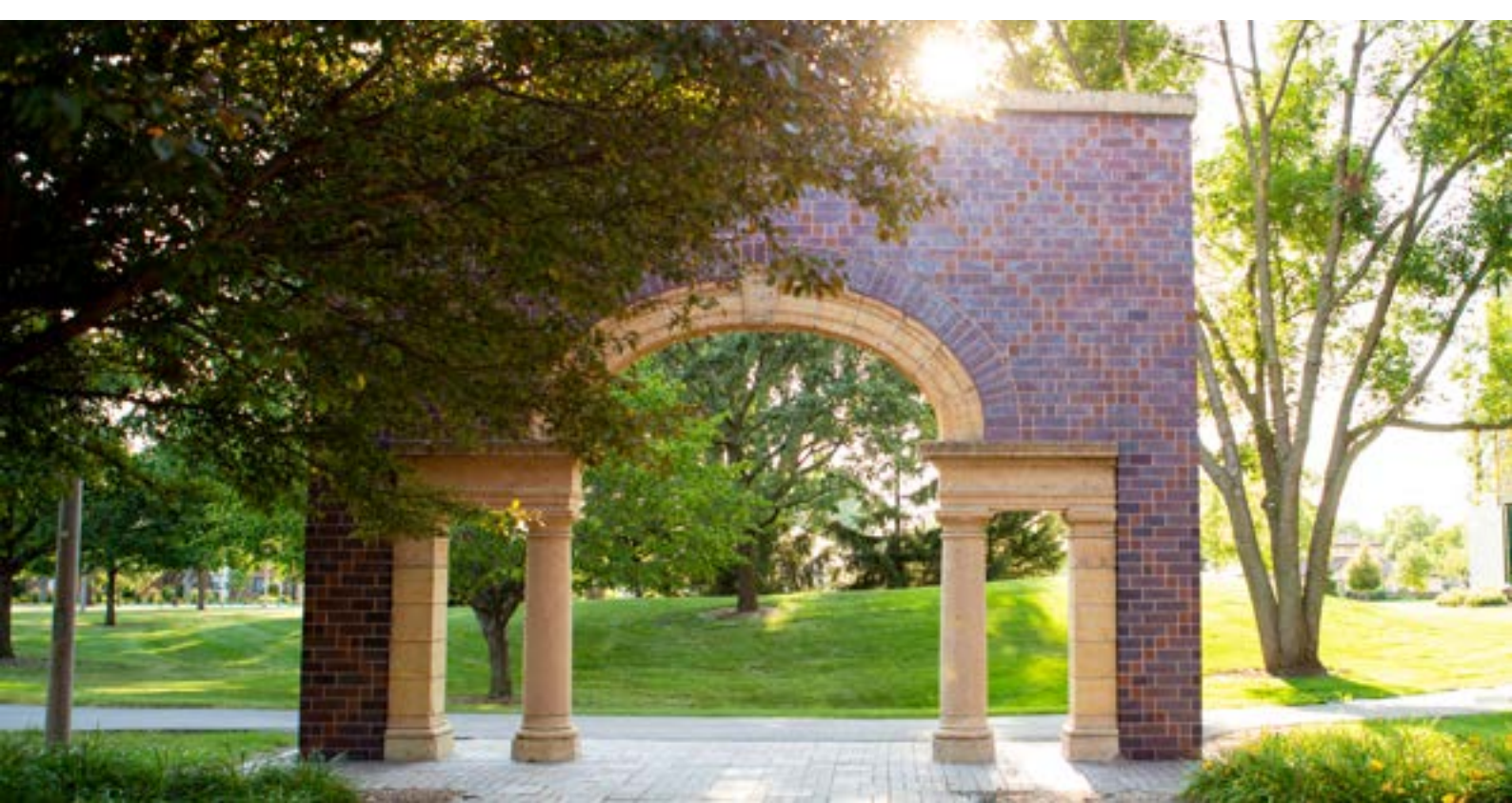
# LIBRARY & LEARNING

## DEPARTMENTS AND PROGRAMS

### TRIO PROGRAMS

[TRIO](#) is a federally funded organization committed to providing educational opportunities nationwide for all Americans, regardless of race, ethnic background, or economic circumstance. TRIO programs are designed to help low-income and first-generation Americans enter college, graduate and move on to participate more fully in America's economic and social life. The University is home to three Federal TRIO programs.

- [Educational Talent Search](#): Educational Talent Search serves 694 students in 13 schools across Southern Minnesota and is designed to ensure low-income, potential first-generation college students successfully complete high school and enter a program of post-secondary education. ETS serves students in all aspects of career and college readiness, including but not limited to: academic advising, test prep, career assessment, career field trips, college visits, selection and enrollment, parent informational nights, and financial aid.
- [Student Support Services](#): Student Support Services aims to increase good academic standing, graduation rates and retention rates for first-generation college students, low-income students, and students with disabilities. The program provides academic coaching, tutoring, study skills resources, career exploration, financial aid information, financial literacy resources, graduate school information, supplemental grant aid, and other resources to promote and support academic success and leadership. Its funding serves 175 students each year.
- [Upward Bound](#): Upward Bound is designed to stimulate and motivate low-income, potential first-generation college students to complete high school and pursue and succeed in a program of post-secondary education. It serves 86 students through weekly support and a six-week summer residential education program on the Minnesota State Mankato campus.



# STAFF HIGHLIGHTS

**Library Services Outreach Librarian [Monika Antonelli](#)** was one of four editors of [Libraries & Sustainability: Programs and Practices for Community Impact \(2022\)](#). The book was recently reviewed within the Journal of the Australian Library and Information Association. On December 1, 2022, Antonelli also co-led an American Library Association Book Club on "Libraries and Sustainability." The session focused on "Walking the Path to Sustainable Library Certification" and focused on how libraries can focus on a "triple bottom line of sustainability" through environmental stewardship, social equity, and economic feasibility" to demonstrate sustainability leadership in their communities.

**Center for Academic Success Assistant Director [Teresa Neubert](#)** was awarded the [Vic Swenson Student Friendly Award](#) by Student Government to honor her outstanding demonstration of friendliness and assistance as well as her commitment to create a community atmosphere. This is the second year in a row that a colleague in Library & Learning has been awarded the Student Government Vic Swenson Student Friendly Award.

**[Jean Clarke](#), Director of Learning Communities**, has been named an at-large council member of the National Learning Communities Association Board of Directors. This year, she participated in the YWCA Elizabeth Kearney Women's Leadership Program. Clarke has over twenty-five years of higher education experience and has served as Director of Learning Communities since 2018. Under her leadership, the Learning Communities Program has grown from 12 communities serving 200 students to 29 communities serving over 575 students.



**[Chris Corley](#) (Administration), [Margaret Hesser](#) (Student Support Services), and [Laura Jacobi](#) (MavPASS)** were all presented with Presidential MavCoins this past year, recognizing service to the University. Corley and Hesser were honored by Student Government President Emma Zellmer, and Jacobi by Dr. Henry Morris, Vice President of Diversity, Equity, and Inclusion. Corley was also recognized as "Administrator of the Year" by Student Government, and "Diversity Champion" by the Division of Diversity, Equity, and Inclusion.

Congratulations to **Library Services Reference Coordinator [Casey Duevel](#)** for being elected by her colleagues in Library Services to serve a three-year term as chairperson. Casey will begin duties on July 1.

**[Pat Lienemann](#), eAccess and Discovery Librarian**, was recently awarded tenure and promoted to Associate Professor.



**Kaylesa Jervis (Library Services Graduate Assistant) and [Nicole Smith](#), Maps Technician**, attended the Minnesota GIS/LIS Conference with several colleagues from the Department of Geography. They attended sessions, tabled, promoted map library collections amongst GIS users in the state, and strengthened their relationships with geography faculty and graduate students.

**[Cami Kottke](#), Library Services Administrative Assistant**, is from Lake Crystal, Minnesota and most recently was employed as a Lead Playworker at the Children's Museum of Southern Minnesota in Mankato. She attended Minnesota State Mankato, receiving Bachelor's and Master's degrees in History.

**[Destiny Lee](#), Administrative Support Coordinator for Honors, Fellowships, and the Undergraduate Research Center**, joined the team after having specialized in office operations and Human Resources work for several years and enjoys using her skills to encourage others to work hard and succeed.



**[Diane Lochner](#), Reference and Instruction Librarian**, accepted a position as Head Librarian for the Glencoe and Brownton (MN) public libraries, which are part of the Pioneerland Library System. Diane also served as Interim Public Access Team Manager.

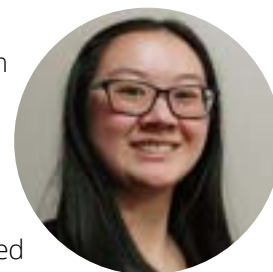
**[Sarah Longtin](#), Educational Advisor, Education Talent Search**, graduated from Minnesota State Mankato with a BS in Recreation, Parks, and Leisure Services. As a student, Sarah worked as a student ambassador, community advisor, and desk operations in Residence Life. She worked many summers in parks and recreation in the New Ulm and St. Peter recreation departments and most recently with Greater Mankato Growth.

**[Adam Smith](#), Library Services Archives Technician**, attended the MN+ Digital Collections and Minnesota Digital Library Annual Meeting. The conference focused on digital collections and how libraries collect, preserve, and interpret those collections for the public. Smith attended sessions on the Mapping Prejudice Project, Storytelling with Digital Collections, Street Art and Community Archiving, Expanding Engagement with Digital Collections, as well as a session on reparative projects.

**[Darcy Strode](#), Circulation Technician, Library Services** started working as a Library Technician with the Public Access Team in September 2022. Darcy has followed their passion for working in libraries since 2016. During Darcy's time at the St. Peter Public Library, they led the Animanga Club and Spring Anime Festival for young adults.

**[Anne Stenzel](#), Archives Technician in Library Services**, retired after over 20 years of service. Her position evolved from a part-time position, split between Archives and the Public Access Team, to her current role as a full-time Archives Technician focusing on digitization and records management. Anne led the implementation of two digital asset management systems and day-to-day operations of our digitization efforts; finalized a campus records retention schedule and related records management work; updated the Hall of Champions; contributed to the sesquicentennial, and supported Archives student workers.

**[Dr. Lina Wang](#), MavPASS Coordinator** accepted a fixed-term appointment for the 2022-2023 academic year. Lina has been affiliated with Minnesota State Mankato since her undergraduate days. She has always been interested on improving student success in challenging gateway courses, particularly in STEM fields. She returned to her Academic Advisor position in June 2023.



**[Erik Youngs](#), University Fellowships Coordinator**, graduated from Minnesota State Mankato with a triple major in Philosophy, German, and English. After graduation, Erik was awarded two Fulbright Fellowships – one to Germany and another to Vienna, Austria – and ultimately chose the Fulbright to Germany. Erik received an MA in Philosophy from the University of Chicago, and a second MA in German Studies at Stanford University. He also regularly serves as an adjunct instructor for the Philosophy Department.

**[Kayla Brinkman](#), Library Services Archives Graduate Assistant**, attended the Minnesota Alliance of Local History Museums Conference, where she learned about creating sensory friendly spaces, designing visually approachable exhibits, and using cost conscious strategies in preservation and interactive displays.



# FUTURE VISION

The Library & Learning Leadership Team is preparing the organization to serve the University in unique ways. We will continue to advocate for a “boundary-spanning,” future-oriented organization that enhances academic support across organizational units to promote learning and student success.



## Student Success

*(retention, completion and changing racially predictable academic outcomes)*

- We support student learning and engagement through high impact learning practices.
- We enhance access to resources and services to meet the needs of a diverse student body.



## Workplace Culture

- We prepare a workforce equipped to address future needs of the University and system.



## Assessment

- We develop sustainable, evidence-based assessments for services and resources.
- We enhance demonstration of fiscal responsibility to promote student achievement.

## Organizational Goals

- **Enhancing** relationships through coordinated organizational transitions and intentional communication
- **Identifying** efficiencies in collaborative resource management
- **Building** a Learning Commons through collaborative physical and digital service points
- **Designing** effective mentoring and recognition of non-credit academic competencies
- **Developing** a rich student employment experience
- **Expanding** intercultural skill sets and the diversity of Library & Learning employees
- **Increasing** student participation in educational support services, especially for students who might not self-select these opportunities.





# STUDENT SUCCESS

We're adapting and enhancing resources for an increasingly diverse student population.

Students succeed when they feel supported in academic, social, and financial aspects of their lives. Collectively, our work in Library & Learning supports all three dimensions required for student success. We support students' educational and career goals, increase access to needed services and materials in ways that promote student experiential learning, foster individual and group relationships by creating a sense of community, and reduce financial burdens for students.

## PROMOTING TEXTBOOK AFFORDABILITY

*We partner across campus to support affordable textbook options.*

Library Services partners with the Student Government, the Bookstore, and IT Solutions to support students with expanded affordable textbook options. We work with faculty colleagues to identify library or Open Educational Resources (OER) to lower the cost of their course materials.

Our partnerships support Equity 2030 initiatives by helping to ensure that more students have access to assigned course readings. To advance this objective, IT Solutions offers Open Educational Resources training, and since Spring 2020 librarians are purposefully acquiring eBook versions of some assigned textbooks as well as providing print copies of selected textbooks via the Maverick Textbook Reserve program. This year, our partnerships also paved the way for future development of a future Course Marking Feature on eServices, which will allow students to see which courses include low- or no-cost textbook options.

eBook or Textbook Reserves are available for numerous courses. Although many textbooks are not available for library purchase as an eBook, librarians are acquiring, with discretion, those that are available. Promoting these affordable textbook options with your students is a great way to ensure they have access to necessary academic materials. Students should visit the [Library's Textbook and Course Reserves](#) page to see if they have already added textbook options for their courses. Learn more about the way Library Services is working with faculty to enhance access by visiting their [Course Materials Support webpage](#).



## ENHANCING STUDENT ENGAGEMENT OPPORTUNITIES

*We support student engagement through developing meaningful relationships, communities, advising, and internship opportunities.*

Our students develop relationships through participation in intentional communities, such as the Honors Program, Undergraduate Research Apprenticeship Program, or one of the 29 Learning Communities currently on offer.

With over 200 students working in Library & Learning, we're committed to offering the most engaging and dynamic student worker experience the University has to offer.

Library & Learning partners collaborated to further two themes of strategic importance to the University community: they developed a Transfer Learning Community and sponsored a year-long learning colloquium on Accessibility/Disability.

### FALL SEMESTER

NUMBER OF MEETINGS	GPA
1 – 2	2.27
3 – 4	2.6
5 – 6	2.6
7+	2.91

*Students success depends on regular use of our learning resources. Students who met with their **Maverick Success Program** advisors regularly earned .64+ in their GPA's.*

Our students develop leadership skills through peer mentoring and teaching assistant experiences. As they mentor their peers, students working in the Center for Academic Success, Honors, TRIO Programs, and MavPASS receive extensive training and develop leadership skills to complement their fields of study.



### KAYLA BRINKMAN '23

Kayla Brinkman (MS in History, '23) worked as an intern in the University Archives, where she developed an exhibit about the history of presidential inaugurations at Minnesota State University, Mankato and developed best practices for digital exhibits within ARCH to document the history of campus buildings. She learned hands-on preservation techniques, developed a collection assessment document for accessions, and completed physical assessments of boxes of university memorabilia. Brinkman wrote that her "work in the archives helped me fulfill the learning outcomes for the M.S. history program in addition to giving me the opportunity to apply my historical skills and background in a real-life setting...."



### JAMES ZIEGEWEID '24

Minnesota State Mankato Junior James Ziegeweid (Business Management, '24) was named one of 38 semi-finalists out of 400 applicants for the competitive George J. Mitchell Scholarship Program. The Mitchell Scholarship is a prestigious fellowship sponsored by the US-Ireland Alliance and awards a dozen recipients one academic year of graduate study in Ireland. Ziegeweid is Minnesota State Mankato's first Mitchell semifinalist to date.

James worked with Fellowships Coordinator Erik Youngs in the Office of University Fellowships and Honors Program Director Leah White in his pursuit of this award.

According to the US-Ireland Alliance website, "the George J. Mitchell Scholarship Program, named to honor former US Senator George Mitchell's pivotal contribution to the Northern Ireland peace process, is designed to introduce and connect generations of future American leaders to the island of Ireland, while recognizing and fostering intellectual achievement, leadership, and a commitment to community and public service."

### NORMALIZING ACADEMIC SUPPORT

*We assist the University community in normalizing academic support.*

Library & Learning fosters a culture of learning where students choose to utilize academic support as a contributor to their success rather than view it as a stigmatized resource.

This effort includes continuous experimentation with front-facing and collaborative services. Library Services partnered this year with the Writing Center in establishing writing tutors on the main floor, and with MavPASS in expanding service points, meeting spaces, and a new operational center in the lower level of the library.

The Center for Academic Success and MavPASS reframed language used around academic support, encouraged effective pedagogy of MavPASS faculty, and increased accessibility of tutoring and supplemental instruction sessions. Last year alone, the MavPASS program served 17,136 students in visits to MavPASS sessions, representing 3,248 unique students.

**My MavPASS leader is very patient, responds to emails in a good time, and is willing answer all questions. I think that being exposed to material multiple times is also a way to learn, so just being there listening was helpful. But I really liked being in a room with fewer people. I asked questions more than in lecture and we went slower so everyone understands. I felt my MavPASS leader explained things well and gave easy real-world examples which helped put our info in context. We also drew on boards and taught the other people as a form to learn as well.**

Learning Community Coordinators schedule weekly study and help sessions for challenging courses. Our reference and instruction librarians offer intentional classroom-based instruction sessions as well as the University's only 24/7 just-in-time live support network, whether in person or online.



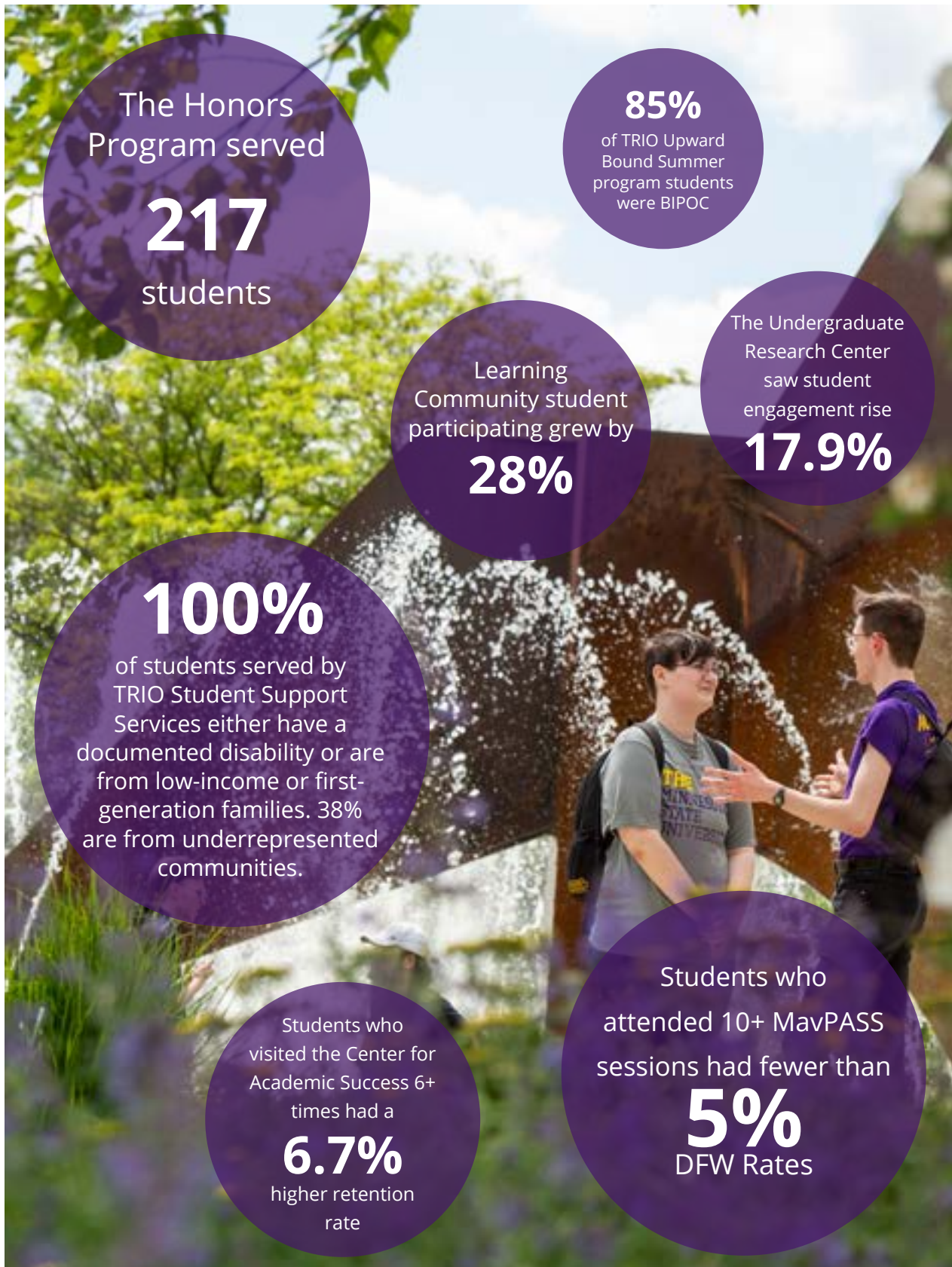
**RAISSA NATACHA INEZA**

#### NORMALIZING ACADEMIC SUPPORT THROUGH LIBRARY REFERENCE ASSISTANCE

Last fall, Librarian Heidi Southworth assisted Civil Engineering student **Raissa Natacha Ineza** for her project on the reduction of CO2 in sustainable and resilient concrete pavements. Their first meeting in September was followed by five subsequent in-person meetings and multiple emails to discuss Raissa's research, review her application for a Foundation Grant, several scholarship applications, and discuss her upcoming URS and NCUR research presentations. Partially because of the collaboration, Raissa received a \$1,000 Foundation Grant as well as over \$24,500 in scholarships.



## SUPPORTING STUDENT SUCCESS BY THE NUMBERS



### INQUIRY-BASED MINDSETS

*We deepen inquiry-based approaches across the University.*

Library & Learning departments and programs infuse and support inquiry-based learning models and behaviors through teaching, facilitating learning and presentation opportunities, and intentional collection development.

The Undergraduate Research Center facilitates funding for student research, scholarly, and creative activities. Through the support of the Alumni Foundation Board, the URC offered 26 Foundation Grant awards totaling \$41,269 and 19 URC Grant awards totaling \$14,250. Eight Summer Undergraduate Research Experience (SURE) awards were awarded, totaling \$12,000. Two of these awards were sponsored by Blue Cross Blue Shield of Minnesota.

The URC successfully organized an in-person Posters at St. Paul event on behalf of the entire Minnesota State system, with 32 poster presentations (including 5 from Minnesota State Mankato); escorted 37 student presenters making 26 presentations at the National Conference on Undergraduate Research (Eau Claire, WI); and organized our own Undergraduate Research Symposium (URS), which highlighted the work of 153 student presenters offering 89 presentations. The URS showcases the fruits of inquiry – whether laboratory research, a survey in the social sciences, a literary study, or other creative endeavors.

Students and faculty engage our library with questions and information needs. We gather information into library collections to enable the university population to seek and find information; learn and become informed and curious about the world; use information academically, professionally, and personally; and become creators of knowledge, beauty, and intellectual works.

These collections create a solid foundation for students to develop information literacy through their interactions with library faculty in classes and research consultations and in their coursework. In this way, library collections and services not only inform the specific research projects, they also contribute to the mentored processes of learning how to research, how to integrate and differentiate the claims of various sources, and how to participate in a community of scholars.

Librarian **Jenny Turner** and English faculty member **Dr. Kelly Moreland** received a CURE (Course Based Undergraduate Research Experience) grant from the Undergraduate Research Center grant to further embed information literacy into ENG 101, the foundational writing course for all Minnesota State Mankato students. With the grant funds, they revised the assignment sequence and moved the research assignment to a participatory action research (PAR) model, developed new information literacy lessons, and improved end-of-semester reflection prompts for students enrolled in ENG 101 classes.

## LIBRARY REFERENCE AND INSTRUCTION SUPPORT

### Reference



**7,117**

Number of questions answered at the Reference Desk and other service points



**67.4%**

of reference services provided in-person



**336+**

hours of in-depth research consultations in 449 meetings with students, faculty, and staff.

### Instruction



**215**

classes taught by Library faculty to 4,425 graduate and undergraduate students



**109,247**

library guide and video views



**179**

learning objects developed and maintained for faculty across the university to embed in classes







**AMAL SHARAFKHODJAEVA '26**



## RESEARCH APPRENTICESHIP PROGRAM

The URC also works to expand early exposure to research experiences, particularly among underrepresented student populations. This program offers paid research experience for new undergraduates (i.e., first-time researchers) that incorporated instruction on research and a mentored learning experience. The program better prepares students as researchers for their later upper-level time at the University, resulting in more successful proposals to the URC and providing more value to faculty research advisors. Faculty mentors agree to provide a structured, mentored, experience for the student. In exchange, they received a paid student researcher to help with their work. Among other activities, the URC partnered with Library and Reference Instruction Librarian, **Mark McCullough**, to offer a workshop on literature review, library resources, and finding references.

### Research Apprenticeship Workshops

- Introduction to Research Apprenticeships
- Time Management Workshop
- Useful Resources in the Library Workshop
- Literature Review and Citation Workshop
- IRB Workshop
- Constructing Project Title and Elevator Sentence Workshop
- Imposter Syndrome Workshop
- Poster Presentation Workshop
- Connecting Research: Making Your Research Work for You (Career Development Center)

This year, funding exclusively emerged from Global Education to support ten international students. First-year student **Amal Sharafkhodjaeva** (Cognitive Science, '26) indicated that this first experience as a researcher allowed her to investigate new areas not specifically related to her domain and to present her findings in conferences. She made her research presentation debut at the World Congress of Undergraduate Research held at the University of Warwick (UK).

To further develop leadership skills of previous years' apprentices, the Minnesota State System offered funds to pilot a Maverick Research Ambassador Program, which addresses self-efficacy and outreach by supporting a cohort research project examining student engagement in undergraduate research. The program was guided by **Benjamin Thao** (Director of OASIS) and **Wade Davis** (Associate Professor of Business Law).



*Sharafkhodjaeva presented in the UK (above) and at the Undergraduate Research Symposium (at top right, with Ryoto Hashimoto ('23) and Dr. Elizabeth Sandell)*



## STUDENT SUPPORT SERVICES: A “Road Map” to College

TRIO Student Support Services develops relationships with students to ease their transition to college and enhance their success.

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*Idman Ibrahim*

As a first-generation college student, **Idman Ibrahim** (BS, Social Work, Gender and Women's Studies, '23) did not initially plan to attend college. However, her perspective changed when she got involved with TRIO's Student Support Services Program.

"TRIO was my road map to college," Idman explained in an interview this year.

Idman had participated in TRIO programs since ninth grade and saw her involvement in the TRIO: Student Support Services program at Minnesota State, Mankato as a natural continuation of her educational journey. The shift from high school to the university was enriched because the TRIO staff she found on campus were like a second family to her and they knew exactly how to help her navigate her college career. Idman indicated that these patterns were reproduced elsewhere on campus; she chose to attend Minnesota State University, Mankato because "it is a small and accessible university with as much resources as a big one."

Idman also served as the Student Association Vice President. She has always been interested

in advocating for others which is why she chose her combination of majors. Coming from an immigrant background and having witnessed her community struggle with mental health made her want to become a lobbyist. She found Social Work to be a great fit. She chose the Gender and Women's Studies program after taking a class that focused on discussing global issues and how to solve them. Idman has also gained valuable experience through internships with the Minnesota Common Cause Association, Habitat for Humanity, Second Harvest Heartland, and the LGBTQ center at Minnesota State.

Idman graduated in May, and will pursue a master's degree in Social Work and Public Policy at the University of Minnesota this fall. She eventually hopes to work as a lobbyist, policy maker, and advocate. She is very proud of her achievement as not only the first person but also the first woman in her family to graduate college with a double major. "I would like to say to first generation students not to be scared to go where their dreams take them, and that it is okay to be different."

# LIBRARY SERVICES BY THE NUMBERS

**14,000+**

students interacted with  
library faculty and staff  
through research and  
teaching services

**17,455**

locally produced  
research materials  
in [Cornerstone](#): our  
collection of scholarly  
and creative works

**248**

databases

**31,196**

physical and  
digital media

**275,247**

page views to  
[library.mnsu.edu](http://library.mnsu.edu)





**158,222**

historical items  
online through  
[Arch](#): our University  
Archives Digital  
Collections

**68%**

increase in Library  
Services research  
and student  
worker scholarship  
applications

**1.3**

million books  
and ebooks

**250,000+**

article downloads  
from subscription  
journals

**268,577**

in person number  
of visitors

A photograph of three people in an office setting. On the left, a woman with long dark hair, wearing a blue top and a dark blazer, is gesturing with her hands while speaking. In the center, a woman with long brown hair, wearing a yellow long-sleeved shirt, is looking towards the woman on the left. On the right, a man with short dark hair and a beard, wearing a purple hoodie with 'MINNESOTA STATE MAVERICKS' printed on it, is also looking towards the woman on the left. They are all seated at a desk. In the background, there are shelves with various items, including a 'MINNESOTA STATE MANKATO' pennant and a 'dream' sign. The text 'WORKPLACE CULTURE' is overlaid in large, purple, serif capital letters on the upper left portion of the image.

# WORKPLACE CULTURE

We're developing knowledge and skills as lifelong learners.

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Library & Learning promotes collaborative professional development, both within our work areas and across the University. From our Friday morning professional development events and hosting guest speakers and panels to facilitating development opportunities for others, our internal work allows us to offer improved services to the University community.



### HELPING OURSELVES TO HELP OTHERS

*We review organizational structures and support our colleagues' professional development so they can maximize their strengths to extend assistance across the campus and beyond.*

In the desire to develop more inclusive position postings for new faculty lines, library faculty reviewed degree requirements for new positions and adopted the ACRL's statement that the MLIS (or ALA-accredited equivalent) is the terminal degree for academic librarians. Faculty also adopted a **revised service model for the liaison program** to better support students across colleges and disciplines, while also managing internal workload and allowing opportunities to develop expertise.

**The Mankato YWCA** sponsors several professional development opportunities each year. The 10-month [Elizabeth Kearney Women's Leadership Program](#) is among the most impactful. This year Library & Learning sponsored the participation of Jean Clark (Director, Learning Communities).

Each year, Library Services sponsors a **disaster preparedness week** to remind colleagues about emergency evacuation, physical materials protection, and how to respond in a disaster. This year the activities included a disaster/emergency scenario for work areas to discuss; book displays throughout the library; Workplace Violence presentation by University Security; opportunity to attend an honors seminar discussion on environmental justice and emergency planning; encouragement to do ELM training and watch for video about Library disaster preparedness; and a root beer float social.

In April and May, Library Services showcased a library community-organized art project titled **"Unseen Labor."** The exhibit -- originally created by University of Massachusetts, Amherst Metadata librarian Ann Kardos -- was displayed

outside Minnesota State University, Mankato's Marilyn J. Lass Center for Minnesota Studies. "Unseen Labor" was part of Research Month at Minnesota State Mankato. The exhibit consisted of cross stitch and embroidery pieces that shared stories about libraries, the work that metadata librarians do, and more. Approximately 35 creators from a wide variety of libraries participated in the project: academic, public, museum libraries, and archives, from around the United States, Canada, and the United Kingdom including Minnesota State Mankato's catalog and metadata librarian **Bobby Bothmann**. The exhibition catalog can be viewed online [here](#). The project, advanced by our archives and outreach teams, created a proof-of-concept model for wall hanging exhibits and will pave the way for other efforts to celebrate the work of our university community.



# LIBRARY & LEARNING SUPPORTING ART OF EQUITY EFFORTS

The University's [Action Research Team \(ART\) of Equity](#) is a collaborative and comprehensive effort to address predictable racial disparities in course completion outcomes.



[Dr. Timothy Berry](#) initiated the ART of Equity project in Fall 2021, just after he was appointed Interim Associate Vice President for Faculty Affairs & Equity Initiatives. 'I intentionally played on the word ART because of my love for art and my Performing Arts background,' Dr. Berry indicated in a recent interview with us.

The project's main goal is to reduce the numbers of D's, F's and withdrawal rates for students of color in large lecture courses that often serve as gateways to major fields of study. The project begins by evaluating the DFW gap between white students and students of color, and consequently works on reducing gaps in these outcomes.

For Dr. Berry, this project would not be possible without the collaboration of many departments and programs throughout the university. Library & Learning, through the joint efforts of the [MavPASS](#) Program, the [Center for Academic Success](#), and [Library Services](#), has been supporting the project's implementation from early in its inception.

Dr. Berry indicated that "The role of Library & Learning is vitally important, and their services should be central to the university life as their resources and programs offer multiple ways for students to engage in academic and intellectual discourse and development." Berry pointed out, for example, the investment of librarian [Jess Schomberg](#) in providing effective training sessions for instructors in targeted classes. Major supports coming from Library & Learning staff include informing instructors about resources they can incorporate in their courses to benefit their students, and training instructors in the most effective means of guiding students toward the associated resources in ways that empower the students to continue to seek out opportunities for learning growth.

Dr. Berry argues that the ART of Equity project is the first time he has witnessed the development of intentional infrastructure by the university administration in addressing predictable patterns of racial disparities in course outcomes for students. The faculty participating in the project are encouraged to reflect on their data and approaches to their courses and prepare Participatory Action Research (PAR) Plans to experiment with ways that they can improve teaching and learning for all students. Dr. Berry has been impressed with the PAR plans to this point and is confident that the faculty will make a difference. He is hoping that the project will expand and further participation throughout the University.

- Raby Dieng

## LIBRARY & LEARNING COMMUNITY READS:

*We're engaging in dialogue to better understand inequity and exclusion*



### AUTHOR Q&A

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**Library & Learning chose Emily Ladau's *Demystifying Disability* as their professional development common read.**

Over fifty people attended a Q&A with the author. Ladau discussed the ongoing need for shifting mindsets, and for embracing the lifelong journey for creating inclusive and accessible environments.



### HONORS COLLOQUIUM

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**The Honors Program organized a six-session colloquium focused on accessibility.**

At each session, colleagues across the campus community, such as [Dr. Timothy Berry](#) and [Dr. Diana Joseph](#), worked with the students to help them learn more about accessibility from different perspectives.



### REAL WORLD APPLICATION

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**A seminar taught by librarian Jess Schomberg also offered students to consider disability and campus accessibility practices, with a focus on Memorial Library as a lab.**

"Disability is a common human experience that many of us don't know how to talk about," Schomberg explained.... "This help[s] us become more comfortable recognizing and talking about different types of disabilities and about ableism" (discrimination against people with disabilities).



### OUR NEXT BOOK

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**Library & Learning selected Jake Bittle's *The Great Displacement: Climate Change and the Next American Migration* (Simon and Schuster, 2023).**

Contact the Honors Program or the Dean's office for more information about how to get involved.

## PROFESSIONAL DEVELOPMENT FOR THE UNIVERSITY COMMUNITY

*We're providing a University hub for community discussions.*

Providing effective services to students depends on continued professional development for members of our university community. Librarian **Mark McCullough** leads weekly professional development seminars for Library & Learning colleagues so that they know more about current campus efforts and stay on top of emerging trends in higher education, including textbook affordability, promoting antiracist teaching practices, artificial intelligence, and more [see sidebar]

Library & Learning Weekly Professional Development Seminars bring together colleagues from throughout the university. Here are some representative topics:

- Accessibility
- Best Practices in Learning Communities
- Burnout
- Libraries and Sustainability
- Exploring ChatGPT
- Normalization of Academic Support
- Textbook Affordability

Our individual program leaders constantly work across campus to enhance understanding and teach best practices. Library & Learning leaders are contributing team members to the University's [ART of Equity](#) project (see related story), which is designed to improve student success rates by interrupting predictable patterns of course success based on race.

The Undergraduate Research Center encourages faculty to find innovative ways to incorporate undergraduate research into their existing lower-level courses through CURE (Course Based Undergraduate Research Experiences). Six projects were funded for Summer 2022, and fellows presented their findings to campus during this academic year. **Allison**

**Land** (Biological Sciences), **Namyong Lee** (Mathematics and Statistics), **Elizabeth Sandell** (Elementary and Literacy Education), **Emily Stark** (Psychology), **Kelly Moreland** and **Jenny Turner** (English and Library Services), and **Yongtau Zhu** (Biological Sciences) were awarded fellowship funds for their projects.

Since 2011, the URC has presented an award to an outstanding undergraduate research mentor. This award serves the dual purposes of recognizing outstanding mentoring provided by individual faculty and of reminding the university community of the single importance of mentoring to undergraduate studies. The 2022 recipient, **Dr. Daniel Moen** (Family and Consumer Science), served as a keynote speaker for the 2023 Undergraduate Research Symposium.

MavPASS Faculty Liaison Coordinator **Laura Jacobi** trains faculty using the service in active learning, inclusion, and best practices for supplemental instruction. Her work last year included a five-week session entitled "Through the Eyes of Students." **Jessica Schomberg** (Library & Learning) and **Dr. Elizabeth Harsma** (Information Technology Solutions) shared ideas for applying both the Universal Design for Learning (UDL) framework and antiracist teaching methods to courses in higher education. They also teamed up to collaborate on a book chapter entitled "10 Strategies for Engaging Learners with Universal Design for Learning and Antiracism."



Jenny Turner and Kelly Moreland present their CURE findings to an audience in Memorial Library.





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# ASSESSMENT AND STEWARDSHIP

*We're using data to foster continuous improvement and effective stewardship of university resources*

**Collect. Select. Reflect.** These three elements of successful Honors Program student portfolios are increasingly applied throughout our departments and programs as a means of aligning goals and outcomes, measuring impact, and ultimately improving services from one year to the next.

## CHANGES ARE COMING TO MEMORIAL LIBRARY

*We're closely examining our physical collection to serve the future needs of the University.*

Library Services is carefully and systematically reducing its physical collection to create additional student learning spaces and to address upcoming changes to the campus landscape. When Armstrong Hall is replaced with a building that has a smaller footprint, space in Memorial Library will help meet the classroom needs for the University.

Deselection occurs regularly at all libraries, including within Memorial Library. In Spring 2023 a reduction pilot plan was launched in the Library's General Collection. The plan follows appropriate professional protocols and responds to current Library & Learning and University goals. The pilot will inform the development of a timeline for the overall reduction process. During this project, the library will likely have empty shelves in parts of the collection.

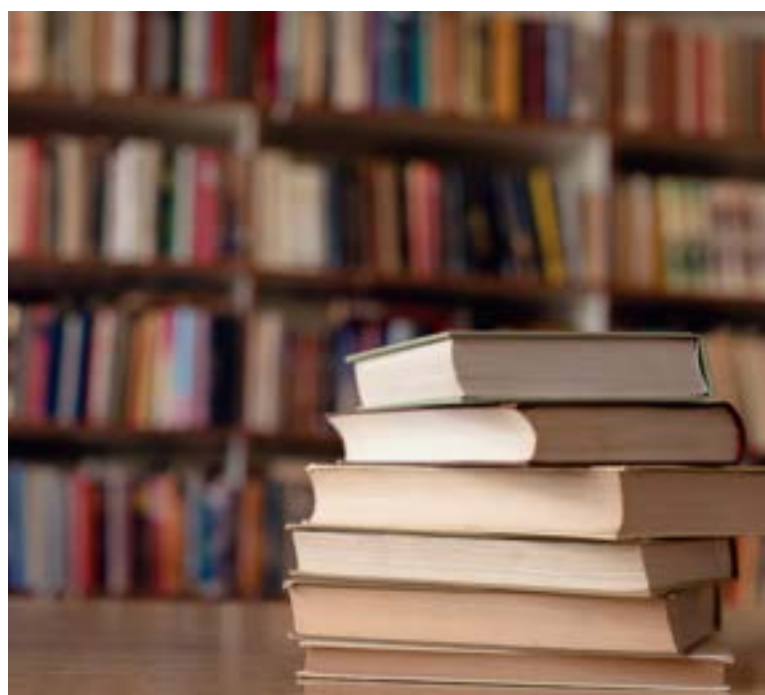
This project is expected to take two years to complete. Librarians have adopted a 20/10 threshold for this endeavor. That means we have identified materials that have not been checked out in the past 20 years (this includes not pulled off the shelf, scanned, or reshelfed), as well as those that have never been circulated and have been in the collection for 10 or

more years for reduction. Usage is one of the key considerations for deselection as well as availability in other libraries in Minnesota.

There will be opportunities for campus feedback on the deselection of resources. Library Faculty will work with their liaison departments to communicate about the project. As the collection is reviewed and consolidated, we will continue to acquire new print and electronic materials to maintain a relevant, responsive, and accessible collection.

Students, faculty, staff, and the community will also continue to have access to the resources they depend on from the library. Questions about the project can be sent to: [Libraryproject@mnsu.libanswers.com](mailto:Libraryproject@mnsu.libanswers.com) or Library Administration, 507-389-5952.

For more information visit the [Physical Collection Reduction Project website](#).



## IMPROVED STUDY SPACES AND HOURS

*We develop spaces to enhance learning and collaboration.*

Library & Learning invests in improved study spaces to further university goals and support student learning. Fall 2022 marked the completion of a multi-year project to reduce the **Kiyo Suyematsu** music collection, close the branch library in the Performing Arts Center, and move the remaining collection to the main floor. Two new group study rooms were included in this space.

MavPASS opened a new workspace in ML 89, conveniently located next to spaces that host many MavPASS study sessions. In anticipation of improved collaboration and student-facing services, Writing Center tutors maintained a service space on the library's main floor. Our adaptable Southwest Corner saw many students utilizing new study furniture, and we hosted group gatherings for Learning Communities, the Office of the Provost, and the Center for Excellence in Teaching and Learning. The east side of the main floor received two new group study rooms and a furniture update, with focus on the study and workspaces in and near the Dr. Mary T. Dooley Map Library. Effective partnerships with IT Solutions allowed us to revitalize Memorial Library's lower-level hallway (a high-traffic area often referred to as Highway 101) with new study spaces.

Library Services also launched a digital self-booking for group study rooms, and after seeing continued interest in individual study carrel use in the library's lower level, we stocked the carrels with new, comfortable seating.

The Library & Learning Leadership Team led efforts to envision new collaborative service points models on the main floor of

the Memorial Library. The initiative involved input from partners throughout campus and provided forward-thinking approaches for student learning services to accompany the future Armstrong Hall project.

The reference team actively participated in a test of utilizing the circulation desk for circulation and reference services from January 2023 to the beginning of spring break to analyze how a shared service point might function. This test highlighted the need for a properly planned space, mitigating noise concerns, intentional transitions and collaboration with circulation staff, and good communication and training as we plan changes to our service models.

**Did you know? Library Services responded to Student Government request to offer expanded hours during peak study times, especially around final exams. Look for continued expanded hours during finals week, from midnight to 2 a.m.**

After several years of study, the Honors Program adapted its competency-based curriculum and removed obstacles to student achievement of competencies. The curriculum was redesigned with a DEI lens and places the program in alignment with the National Collegiate Honors Council's 2020 Task Force Report: Honors Enrollment Management: Toward a Theory and Practice of Inclusion, as well as Minnesota State Equity 2030 goals. In emphasizing to a much greater degree achievement of competency rather than "seat-time" or earned credits, program faculty now require currently enrolled students to complete only three, one-credit courses to complete the program.

## STUDENT FOCUSED COLLECTION DEVELOPMENT AND MANAGEMENT

*We're growing our collections to enhance changes in curriculum and pedagogies.*

Library Services collections change and grow in coordination with the University curriculum. The Library has substantially reduced its investment in print books, with new acquisitions approximately one-third of the annual expenditures from only 10-12 years ago. This change reflects the increasing importance of ebooks, the transition to online learning heightened by the health crisis, and broader changes in information-seeking behaviors by our patrons.

The library also continues to transition titles from the print-based Reference collection of the past to a contemporary digital collection, with remote access that supports students on or off-campus. This evolution of the Reference collection supports Reference chat and online consultations and was especially valuable during the recent health crisis.

As an example of this ongoing transition to digital formats, in AY 2023 we acquired access to the Political Handbook of the World (2005-2021) from CQ Press and intend to acquire digital access in the future. In addition to providing electronic access, we are also able to reduce the shelving needs for our print holdings by this acquisition, as well as similar transitions of other titles.

Although print books may be considered a complementary component of our library collections alongside the larger commitment to digital resources, they nonetheless remain a vital part of the publishing industry and of our library's collections and services.

There are many important forms of written literature that continue to be produced as monographs, including history, poetry, fiction, biography, prose essays, etc. There are many

academic works published as books, especially those edited and made available by university presses. Professional and technical works are produced by scholarly and professional societies. And general works on a broad range of current topics are available from trade publishers.

In AY 2023, Library Services emphasized several current themes in our book (and microfilm) selections. These topics often arose out of communication with teaching faculty or were the result of the initiative of individual librarians.

### CURRENT THEMES IN RECENT ACQUISITIONS

- Accessibility
- African History
- Agriculture and Agribusiness
- Alien Registration and Declaration of Holdings Forms (Brown and Nicollet Counties)
- American College Health Association Health Survey Topics
- American Society of Heating, Refrigerating, and Air-Conditioning Handbooks
- Career Preparation, Choosing a Major, and Resumes
- Climate Change and Climate Justice
- Dakota Land Maps
- Dance
- Diversity, Equity, and Inclusion
- Minnesota Democrat (a weekly newspaper)
- Political Science
- Social and Political Activism



## COLLECTION DEVELOPMENT

Did you know that this year our own institutional repository, **Cornerstone**, surpassed 2.5 million downloads? There's even more to come. Working across campus, librarians assisted in creating several new **Cornerstone** collections this year.

### NEW STUDENT COLLECTION:

- [Master of Social Work Student Policy Advocacy Briefs](#)

### NEW FACULTY AND STAFF COLLECTIONS:

- [Aviation Faculty Publications](#)
- [Combating Violence & Abuse of People with Disabilities: A Call to Action](#) by Nancy Fitzsimons (eBook)
- [Disability Alliance Discussion Series](#)
- [Health Sciences Faculty Publications](#)
- [Historical Documents Archive](#)
- [The International Journal of Equity and Social Justice in Higher Education](#) (new journal)
- [Science Methods for Elementary Teachers](#) by Ron Browne and David Kimori (eBook)
- [Undergraduate Research Projects: Step by Step](#) by Elizabeth Sandell (eBook)

### NEW ASSOCIATED PARTNERS COLLECTIONS:

- [Chesley Center on Aging](#) (includes faculty and student work)
- [OLAC Presentations](#)

## PROVIDING SUPPORT FOR PRESIDENTIAL INAUGURATION

*We're maintaining the institution's heritage and culture.*

Presidential inaugurations sustain a university's sense of community by linking the present to the past. In the months leading up to the inauguration of **President Inch** in September 2023, University Archivist **Daardi Mixon** led the archives efforts to support the events. Mixon served on the inauguration committee, and the archives team fact-checked the inauguration program, updated the University history, including [biographies of university presidents](#) for the university's website. Archives intern Kayla Brinkman created a presidential inauguration exhibit in the Lass Center for Minnesota Studies.



President Inch is greeted by Chancellor Malholtra and provided his vision to the community.



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## INTERNATIONAL STUDENT

### ARUZHAN BETIGENOVA '26

Aru arrived on campus in Fall 2022 and immediately began pursuing her goals.

Written by Raby Dieng

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Minnesota State University, Mankato first-year international student **Aruzhan Betigenova** still remembers the moment she discovered a university a world away from her beloved Kazakhstan. During a university fair, she learned the United States might offer better academic and financial opportunities.

Aru arrived on campus in Fall 2022 and immediately began pursuing her goals. Influenced by her mother's career, she decided to study as many programs related to the brain as possible. She hopes to major in Cognitive Science with an emphasis in Psychology and a minor in Computer Science.

Aruzhan is already an engaged student, serving as the Vice President of the Math Club and working in the Undergraduate Research Center. She understood early on that to succeed in her journey as a college student, she needed a supportive community to "help [take] her up instead of taking her down." Toward this end, she joined the Women in STEM Learning Community. For Betigenova, joining Women in STEM was the



best decision she has made here. Her community offered the opportunity to focus on her classes surrounded by people who shared similar goals and ambitions. Beyond academics, Aruzhan is thankful to find a group of friends with whom she can spend time and count on.

Betigenova has noticed a lot of improvements in her socializing and learning skills, and her personal growth. "People need to educate themselves more about different cultures and be more tolerant", she said. She is amazed by the cultural diversity she has found here and hopes to see more students from post-Soviet countries joining Minnesota State Mankato.

Aruzhan's future goals include joining the Honors Program, graduating Summa Cum Laude, enrolling in a PhD program, and traveling to the many countries she's learned about since coming to Minnesota State Mankato.



# **MINNESOTA STATE UNIVERSITY, MANKATO**

## **LIBRARY & LEARNING**



**MINNESOTA STATE**

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