2013 Annual Conference Abstracts:

SIG Programs

Doctoral Students SIG

"Surviving the Pre-Tenure Years"

Conveners: Lenese Colson, Florida State University; and Tammy Mays, University of Wisconsin-Madison

Panelists: Deborah Charbonneau, Wayne State University; Youngok Choi, Catholic University; and Shari Lee, St. John's University

This SIG panel will provide attendees with strategies for surviving the pre-tenure years. The discussion will include such topics as suggestions on how to navigate faculty politics and how to thrive during your pre-tenure years in this ever-evolving LIS/iSchool culture. The session will be broken up into two sections with the first half being for each presenter to share the best advice they wish they had known. The second half will be left for the audience to ask questions. Doctoral students will identify anonymously one or more issues that relate to the theme of Faculty Politics and LIS Culture. The moderator will introduce each issue and ask a designated faulty member to lead the discussion on the issue or be the resource person for the issue when a faculty perspective is needed.

International Library Education SIG

"Aspects of International Library Education: Librarians without Borders, the Roles of Professional Organizations in School Library Education, and Insights into Library Education in New Zealand and Australia"

Conveners: Rhonda L. Clark, Clarion University

"Librarians Without Borders: International Service Learning Opportunities for LIS Students"

Panelists: Heather Lea Moulaison, University of Missouri; and Anthony Molaro, Prairie State College

Service learning and international experiences are increasingly of interest in higher education, yet opportunities to engage in library and information science (LIS) service learning projects on an international scale can be difficult for individual institutions to provide. Librarians Without Borders (LWB) has been working in Africa and Central America for the last seven years. Learn how to partner with LWB to create meaningful international service learning experiences for your students.

"The Roles of Professional Organizations in School Library Education: Case Studies from around the World."

Panelist: Leslie Farmer, California State University Long Beach

International standards for school libraries and teacher librarians exist. However, the role of professional library associations in teacher librarian education has been largely overlooked. This exploratory study examines the role of professional library associations in Brazil, Honduras, Nepal, and the United States (specifically California) relative to teacher librarian professional development. The associations are analyzed in light of communities of practice and the contingency theory of socialization. The findings demonstrate how professional library associations provide culturally relevant professional development that melds professional expertise and socialization.

"LIS Education in New Zealand and Australia: Observations and Reflections"

Panelist: Peta Wellstead, Open Polytechnic, New Zealand

This paper will provide insights into LIS education in New Zealand and Australia. Personal observations and reflections will underpin the content of this paper and they will be discussed in light of student and faculty numbers, professional pathways, changing industry priorities, and the challenges that LIS students and educators face in circumstances removed from the larger educational institutions in the northern hemisphere.

School Library Media SIG

"Questioning school librarians: Triangulating Common Core"

Convener: Lesley Farmer, California State University Long Beach

What factors impact student success? What factors impact collaboration? What is the future of school librarians? Three research studies ask – and answer -- these timely questions in this panel session. Particularly as Common Core standards drive K-12 standards, school librarian practitioners and scholars need to use the Common Core as a research lens, which these studies do. Each panelist shares a twenty-minute overview of the research question, methodology, findings, and recommendations in light of Common Core. The first presentation provides a concrete picture of school librarian-math teacher collaboration around Common Core standards. The second presentation provides a state-wide perspective on key inputs that contribute to effective school libraries. The third presentation ties focus group perceptions about educating future school librarians to principles of school reform and Common Core. A group discussion then provides an opportunity for the audience to engage in these issues.

"The Collaboration Conundrum: School Librarians and Math Teachers in the Era of the Common Core Mathematics Standards"

Panelists: Mega Subrananiam, Ann Edwards, Minjung Ryu, Rebecca Oxley, University of Maryland

With the unveiling of Standards of Mathematical Practices embedded within the Common Core Mathematics Standards that value inquiry, cross-curricular connections and the use of technology in instruction, school librarians may be best positioned to collaborate with mathematics teachers to instill these practices into mathematics teaching and learning. However, mathematics curriculum is often perceived as challenging and impossible for librarians to connect with, thus, such collaboration is often not pursued by either party. This presentation will describe the results of a NSF-funded study that examines how school librarians and mathematics teachers collaborate to support middle school students' mathematics learning and the factors that shape collaboration. We conducted semi-structured interviews with mathematics teachers, school librarians, and school and district leadership in a large school district. Our analysis reveals that while librarians seek deeper collaborations with mathematics teachers, their work with them is limited to cooperative and coordinative levels of involvement. We find several factors that influence the nature and opportunities for collaboration, including: institutional structures; access to technologies; testing pressure; and knowledge about mathematics teaching and

learning. By examining the connections and contexts of these factors, we reveal current and potential roles of school librarians in mathematics learning in middle schools.

"One Common Goal: Student Learning"
Panelist: Ross Todd, Rutgers University

The future of school libraries hangs in the balance. This panel presentation will report on selected findings from the Phase 2 New Jersey School Library research study "One Common Goal: Student Learning" completed in 2011 that provides insights into the future of school libraries, and their evolution and transformation in the digital age. The study examines a selected sample of effective school libraries in New Jersey to establish the key inputs (both library and school-wide inputs) that enable these effective school libraries to thrive, contribute richly to the learning agendas of the schools, and to continually be developed and improved in their schools. The findings are selected through the lens school effectiveness and school improvement literature, and identify dimensions of school library practice that have contributed to their sustainability and continuous improvement. Key dimensions include a substantive instructional role of the school librarians, an inquiry-centered pedagogy, a collaborative school culture of distributed leadership, a knowledge-outcomes orientation of the school library that focuses on the development of Common Core Standards, and school librarians as professional development leaders.

"Inquiry into Common Core Professional Practice: Educating School Librarians for the Future"
Panelists: Gail Dickinson, Sue Kimmel, Carol Doll, Old Dominion University

How should the profession educate the school librarians who are charged with implementing 21st Century standards? We put this broad question to three focus groups of practicing school librarians who were asked to articulate their vision for school libraries of the future. Data from these groups informed findings to guide both school library education and school librarianship in the 21st century. Wright and Davie (1988) provided a forecast of future trends in school librarianship in the context of the school reform movement, which at the time was influenced by new theories of teaching/learning, site-based management of schools, and increasing pressure to radically change teacher education. The school librarian's role as instructional collaborator and a vision of the school librarian as "a competent change agent," (Wright & Davie, p. 51) were seen as key to enabling needed educational reforms. This study

updates Wright and Davie's (1999) eight principles and relates them to school library preparation. Findings from the focus groups related to teaching and learning and aligned with Common Core Standards to provide a road map for future educators and school librarians will be shared.

Archival/Preservation Education SIG

"The AERI Experience: Support, Structure, and Sociality of Inquiry within the Archival Research and Education Field"

Convener: Mary Edsall Choquette, University of Maryland

Panelists: April Norris, University of Texas at Austin; Sarah Ramdeen, University of North Carolina at Chapel Hill; Lorraine Richards and Heather Willever-Farr, Drexel University

The panel consists of faculty and Ph.D. students who either have been to AERI all four years, or are relatively new to the group. One of the main values of the Institute is the ability to network and build relationships. This is a small field and it is important to build connections not just for employment, but also for future research and collaboration. By looking at the role of inquiry in the institute environment, this presentation will explore the possibilities of finding information in support of questions of varying nature, dependent upon the AERI experience. Focusing on the educational aspects of AERI and its value to the profession, panelists will share their personal experiences and will describe and discuss the following topics:

1. Education
    i. Questioning Teaching vs. education
    ii. Creating cohorts and educational opportunities
    iii. How to gain teaching skills and methods from across universities?
2. Greater appreciation for the profession
    i. How to make connections and build relationships to nurture teaching and research– creating and building a "safe space" to get to know attendees as people and researchers
3. Research
    i. How AERI supports niche areas of LIS/Archives research
    ii. How AERI provides opportunities for testing ideas and getting feedback on preliminary research processes
4. Social interactions between professionals
    i. Meeting colleagues
    ii. Finding collaborators
    iii. Building connections not competition

Drawing from audience participants who have also attended AERI and those who have not, the panel will engage in new conversations, and provide time for questions and answers.

New Faculty SIG

"Inquiry into the Practice of Advising in LIS"

Conveners: Heather Lea Moulaison and Jenny Bossaller, University of Missouri

Panelists: Denice Adkins, University of Missouri; Terry L. Weech, University of Illinois at Urbana-Champaign; and Katherine M. Wisser, Simmons College

Description of the Theme:

New faculty members in LIS will have the responsibility of working closely with graduate students in both formal advising roles and as mentors. Most new faculty in LIS will work with Masters students needing professional guidance based on the kind of librarianship that interests them. Some new faculty will also work with doctoral students needing practical and academic guidance to prepare them for success in the chosen careers (mentorship) as well as carry out formal advising as dissertation advisors. Some LIS faculty will also work with undergraduate students enrolled in undergraduate programs or as non-matriculating students in Masters classes; these faculty may find that lessons learned from work with LIS graduate students resonate with them as well.

Although advising is required for tenure and promotion for new LIS faculty and is an important part of the academic experience for students, the role of informal or semi-structured mentoring is also important. Advising is formal; mentoring can be informal and based on personal connections.

Session Topics and Allocation of Time:

The SIG conveners will briefly introduce the session with a description of advising and mentoring in LIS education today from the point of view of new faculty. Audience members will reflect briefly on three questions:

Quiz (5 min.)

A) What were traits of good advisors you had while in school?

B) Have you ever worked with a mentor? in what capacity?

C) What are the traits of a good advisee? a good mentee?

Each panelist will then speak for approximately 15 minutes as a springboard to the discussion that will follow. Participants are invited to ask questions as they go.

15 min. Dr. Terry Weech will talk about the place of advising as both a faculty and departmental responsibility. Dr. Weech will share his research into this area and describe additional scenarios of interest to the audience.

15 min. Dr. Denice Adkins, award-winning graduate student advisor, will talk about strategies for successful student advising, with a focus on faculty work with doctoral students.

15 min. Dr. Kathy Wisser will discuss successful strategies for mentoring graduate students and junior faculty. This panel presentation will be particularly interesting for new faculty who feel that not only would they like to mentor and advise, but that they would also like to be mentored in their new faculty roles.

10 min. Q&A with panelists

15 min. Discussion questions in small groups

1) When you were a student, what did you want or expect out of an advisor?

2) Now that you're a faculty member, are you finding that students want the same things or other things? Can we make generalizations about advising needs?

3) What do you wish you could have asked for in your advisor if you knew what you know now, and why?

4) Is it possible to pair mentors and mentees successfully or is it an organic process that needs to happen on its own?

5) How will MA students benefit most from advisement from an academic advisor? Is it worth pairing MA students with professional mentors as well -- or is it somehow preferable to work with academic advisors?

6) What role, if any, do PhD students have in mentoring each other?

7) Should mentorship be a teaching or service activity for LIS faculty? or should it be left to someone else entirely?

8) What mentoring needs do you have as new faculty and how have you chosen to address them?

15 min. Return to panelists with discussion points for their comments and advice.

Purpose of the Session:

• clarify what it means to be an advisor in LIS programs

• consider strategies for best practices in advising at the graduate level

• reflect on the role of the advisor/mentor and the responsibility toward advisees/mentees

• consider new LIS faculty's own mentoring needs

Research SIG

"New Directions: Research, Curriculum, and Realignment"

Conveners: Pnina Fichman and Howard Rosenbaum, Indiana University

Panelists: Pnina Fichman, Indiana University; Corinne Jörgensen, Florida State University; Jeonghyun (Annie) Kim, University of North Texas; Stacy Kowalczyk, Dominican University; Howard Rosenbaum, Indiana University; Deborah Shaw, Indiana University; and Helen R. Tibbo, University of North Carolina at Chapel Hill

New paths in professional practice and new directions in research shape innovations in LIS curricula. At the same time, research synergies across units and the development of new relationships among LIS and cognate units (computer science and communication, for example) on many campuses sometimes leads to organizational restructuring and realignments. The panelists will first discuss two hot topics in LIS research and teaching, data science and data curation, describing research initiatives under way at their schools (University of North Carolina - Chapel Hill, University of North Texas, and Indiana University – Bloomington) and explaining how they are integrating research in these areas into their curricula. Then, the panelists will discuss trends in their units' realignments, focusing on the ways in which new research synergies are driving reorganizations across the LIS landscape in two specific cases: the formation of the College of Communication at Florida State University, where the SLIS became part of a larger unit and the upcoming merger between the School of Library and Information Science and the School of Informatics and Computing at Indiana University.

Multicultural, Ethnic and Humanistic Concerns SIG

"Where Do We Go from Here? Exploring Perceptions of Community-based Research as 'Serious Research' in Higher Education"

Conveners: Nicole A. Cooke, University of Illinois at Urbana-Champaign; and Delicia T. Greene, Syracuse University

Panelists: Tonyia Tidline, Dominican University; Kafi Kumasi, Wayne State University; and Beth Patin, University of Washington

Scholars that conduct community-based research will discuss how they navigate professionally in academic environments. They will focus on how research AND community engagement benefit the university, the school, and the community. The panel discussion will focus on the benefits of "research in practice" and discuss ways to continue to create an inclusive academic environment.

Gender Issues SIG

"A Gender-based Inquiry of Health Information Support"

Convener: Bharat Mehra, University of Tennessee

Panelists: Lesley Farmer, California State University Long Beach; Tom Adamich, Mitinet Library Services; Peta Wellstead, Open Polytechnic of New Zealand; and Bharat Mehra, University of Tennessee

The representation and provision of effective health information support services is a highly controversial, heavily contested, and constantly debated topic recently under much scrutiny in federal and state-level politics and legislation, media and news coverage, and community-based discussions and public discourse (Wager, Lee, and Glaser, 2009; Wu et al., 2006). Four panelists in this session will discuss health information support services from different perspectives colored along gender lines of inquiry. The purpose is to identify gender-based theories, values, practices, methods, inequities, gaps, challenges, and best strategies in the delivery of health information support services as represented in library and information science (LIS) teaching, research, professional practice, and program development. The panel is of interest to LIS educators, practitioners, researchers, administrators, and policy-makers, amongst others, who are interested in the design and delivery of health information support services. Representatives of the medical and health-care professions and community non-profits will also find the discussion of value.

The convener will briefly introduce the panel purpose and presenters and describe the theme and its salient characteristics cutting across the four presentations (5 min). Each presenter will deliver a short summary of their research and analysis to trace issues regarding gender-based inquiry of health information support services in their area of study with some time allocated for Q+A within each session (15-20 min each). The panel will conclude with reassertion of themes related to the panel topic across the four presentations based on audience response (5 min).

Dr. Lesley Farmer is the first speaker who will present a literature review of gender issues in teen technology use to find health information. Teens need and want information about health issues: puberty, fitness, body image, medical issues, nutrition, sexuality, etc. Increasingly, they access digital resources because of the Internet's availability, affordability, and anonymity. Libraries provide a neutral safe venue for such information, and they can guide teens in locating, evaluating, and using those resources. Not only does gender impact the content, but it also impacts how teens seek that information. Technology use also has gendered factors that impact information seeking behaviors. This

presentation reviews the literature on the gender issues of teen use of technology to find health information, and offers recommendations to insure equity relative to this issue.

Tom Adamich will discuss developments in electronic health information, electronic health/medical records, gender privacy, roles in patient health, and equitable access to coverage, and their impact on women. Information professionals have the ability to play important roles as both EHR/EMR educators and health information knowledge managers – identifying metadata-related structures and content strategies and the best presentation of EHR/EMR information – both targeted (i.e. gender/women's issues) and general. This segment provides a brief overview of EHRs/EMRs, analyze the gender specific issues identified, and recommend how EHR/EMR tools and resources can help information professionals codify and share healthcare informatics best practices.

Dr. Peta Wellstead will identify the unmet information needs of Australian men to support their health and wellbeing. Australian men experience significant health disadvantage and high suicide rates compared to women. Australian men also experience difficulties accessing appropriate information and support during periods of ill health despite significant fiscal investment in information campaigns and community services that attempt to engage them. There is little research available that critiques information seeking by men and their particular information needs are not well understood. This session attempts to ameliorate this gap. The panelist will make recommendations for enhanced teaching and professional praxis that will allow information practitioners to better support the information needs of men within libraries and in other information environments, particularly in the world of everyday information.

Dr. Bharat Mehra is the last speaker and he will examine library and information science representations of gender and sexual orientation in the teaching of health information support services. Health information services are essential in today's society (Mehra and Dessel, 2011; Smith, 1988) and it is urgent that their development, provision, and delivery are effective in reflecting progressive cultural values in the 21st century (Braa, Monteiro, and Sahay, 2004; Saxena, Thornicroft, Knapp, and Whiteford, 2007). This is especially true regarding gender and sexual orientation-based needs, values, and practices that are considered most taboo (Lugg, 2003) owing to the patriarchal norms and heterosexist assumptions that are all-pervasive in our society and culture (Reardon, 2001; Skelton, 2001). This presentation explores the current state of limited knowledge that exists in the domain of LIS curricular development of health information support services in its representation of gender and sexual orientation courses, topics, concerns, and issues. Research methods involved a content analysis of bibliographic course descriptions available on the homepages of ALA-accredited graduate programs in

the United States and Canada. Syllabi for LIS courses on health information support services were also studied. Findings map the information landscape surrounding the teaching of health information support services in LIS and identify future directions for inclusion of gender and sexual orientation topics in the LIS curriculum.

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Youth Services SIG

"The Beauty of Subversion: Asking the Difficult Questions in Research, Teaching and Practice"
Conveners: Anna Nielson, Boston College; and Sarah Park Dahlen, St. Catherine University
Panelists: Don Latham and Jonathan M. Hollister, Florida State University

According to the Oxford English Dictionary Online, the word "beauty" means "a combination of qualities, such as shape, colour, or form, that pleases the aesthetic senses, especially the sight," while "subversion" means " to undermine the power and authority of (an established system or institution.)" Accordingly, at first glance it may appear that the two concepts are at odds with each other. However, in this panel we demonstrate how asking challenging questions can bridge the tensions between "beauty" and "subversion," and in fact be productive for necessary theoretical, pedagogical and practical change. We consider this particularly in light of how beauty and subversion are conventionally considered in youth services: first, beauty is often discussed regarding the aesthetics of, for example, picture book illustrations or storytelling; and second, subversion is discussed as it regards to youth behavior or social movements. We hope to extend our questions in and beyond such understandings of beauty and subversion by showcasing panelists whose innovative research, teaching, and practice have produced or are producing change in libraries and information institutions. Combining beauty and subversion adheres to the philosophy that inquiry is itself a beautiful process, that literacy and learning is an art, and that research, teaching, and practice are art forms. This panel aims to subvert ideas of beauty beyond traditional notions of aesthetics to scholastic action in youth services, particularly into areas that are difficult and controversial, or at least difficult about which to openly discuss. Suggestions include race, religion, gender, environment, intellectual freedom, and technology.

Technical Services Education SIG

"Investigating Online Pedagogical Strategies in Technical Services Education: A Panel Discussion"
Convener: Susan Rathbun-Grubb, University of South Carolina
Panelists: Gretchen Hoffman, Texas Woman's University; Douglas King, University of South Carolina; Heather Lea Moulaison, University of Missouri; Karen Snow, Dominican University; and Susan Rathbun-Grubb, University of South Carolina

This panel discussion brings together 5 LIS faculty members to discuss their investigative approaches to developing sound pedagogical practices in the online technical services classroom. Since many technical services courses must balance theory with skill-mastery, it is critical to maximize interactivity, engagement with resources, evaluation and feedback in an increasingly asynchronous environment. The panelists will share best practices as well as "pitfalls" to avoid, along with graphical examples of activities, assignments, assessment tools that attendees can use. 30 minutes will be allotted after the panelists speak for attendees to ask questions and share their own experiences in the online classroom.

Specifically, each panelist will have about 10 minutes to address the following topics:

Dr. Gretchen Hoffman will focus on the importance of online course design and how it can work together with course content to help students learn cataloging. She will discuss how the Quality Matters program improved her online Cataloging and Classification course. "Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses" (https://www.qmprogram.org/).

Mr. Douglas King will highlight strategies and challenges in teaching the analysis and construction of bibliographic records and promoting teacher-student communication and interaction in online courses that employ Blackboard courseware. He will talk about the importance of ungraded practice activities and teacher feedback on student work, and discuss specific assignments and activities such as Cutter number-building, comparing student-created catalog records with library catalog records, creating original records for fictitious items, and more.

Dr. Heather Moulaison will discuss strategies (good and bad) for promoting inquiry in the online Cataloging classroom, such as the use of a wiki for peer-evaluations of catalog records. She will also share her service learning approach to teaching the creation and peer-assessment of Dublin Core records for electronic documents.

Dr. Karen Snow will discuss ways to deliver lectures effectively in an online course. She will also explain the benefits of using online assessments of the course material to provide continuous practice and feedback for students. Her focus will be on online teaching within Blackboard, but these strategies can be used in other online course delivery systems as well.

Dr. Susan Rathbun-Grubb will discuss strategies that she has used to increase critical inquiry and engagement in a technical services survey course. She will also present interactive techniques to promote student learning of LCSH, DDC, and LCC. As the panel moderator, she will also coordinate the audience questions and sharing portion of the program.

Teaching Methods SIG

"Librarianship Embraces Virtual Media"

Panelist: Valerie Hill, Texas Woman's University

The digital revolution has changed media formats and content delivery from primarily print to electronic, virtual, and augmented resources. User-generated content has overtaken traditional publication methods, creating a daunting task for librarians who strive to deliver the highest quality resources to communities. The potential for acquiring, creating, and delivering high quality virtual media will be presented in this session with examples of virtual museums, exhibits, and library resources in immersive 3D learning environments. The session will include virtual displays, exhibits, simulations, and interactive collaboration on a global scale.

Historical Perspectives SIG

"Questioning the Past: Finding, Preserving and Using the Beautiful Answers of Historical Inquiry"

Conveners: Ellen Pozzi, William Paterson University; and Sean Burns, University of Missouri

"Finding the Beautiful Question"

Panelist: Charles Seavey, Emporia State University

Historical research is not like social science research. While they both involve framing the research question, finding good source material, and reporting findings, historical research has its own assumptions, its own methodologies, and its own way of inquiry.

To help frame historical research within a LIS perspective, Charles Seavey will speak to what it means to do history and will take a close look at the considerations involved, including how to select topics for historical inquiry. He will also address questions about narrative, such as is the story itself compelling, and questions about motivation, such as is there an underlying purpose (e.g., relevance to a current issue or event) on the part of the investigator? Dr. Seavey will also discuss where to find the questions and he will speak to the differences between primary evidence and secondary evidence. The story as told in secondary sources (published articles, proceedings, newspaper stories) is sometimes very different from the story that is hidden in archival sources. Examples will be examined.

"Using the Beautiful Answer"

Panelist: Jean L. Preer

What is historical inquiry and how is it relevant? For Dr. Preer, history is the cultural capital of a community, institution, or profession, and this is no different for library and information science. Indeed, as libraries continue to assume a greater role as agents of community connection, history can be a tool to foster community identity, enhance public and private support, and provide a basis for future planning. In light of this, Dr. Preer will help show how history can support various purposes.

"Presenting the Beautiful Answer"

Panelist: Sharon McQueen, University of Wisconsin–Madison

Like all scholarly research, communication is a fundamental part of sharing and building upon our knowledge. While qualitative and quantitative research presentations often follow fairly standard

templates, presenting historical research is different because it involves telling a compelling story using rich, illustrative, and descriptive narration based on a variety of source material. How do you tell such stories? How do you present them to an audience? Dr. McQueen will share her presentation techniques, both performance and technology, that can make historical research compelling and dynamic for audiences of all types. Attendees will learn how to best make use of images, media (e.g. recorded oral interviews, music, and film), presentation technology, and their own talent. Whether you are presenting for a scholarly conference, in the classroom, or for your local historical society, leave the room knowing your audience is as excited about your research as you are!

Development and Fundraising SIG

"Development and Fundraising for IS Programs"

Convener: Ed Cortez, University of Tennessee

Panelists: Ed Cortez, University of Tennessee; Stephen Bajjally, Wayne State University; Beth Paskoff, Louisiana State University; and Diana Stroud, University of Illinois

The panel presentation and interactive audience participation session will enable attendees to understand the development landscape for IS programs in the US and Canada. The panel experts during the first 45 minutes of the program will initially lay out the full spectrum of development strategies including establishing and growing endowments, restricted and non-restricted gift-giving, philanthropy, fund-raising, etc. Then for the remainder of the program the moderator and panel will engage the audience in several topics relating to issues, challenges and strategies concerning development efforts among IS programs. Expected topics will include: the limited focus that university development offices give to IS programs; identifying and cultivating alumni "stealth wealth" and getting hold of the "higher-hanging fruit;" dealing with the politics of campus-wide development; exploring best practices including the high-value touches that have proven effective; and leveraging development expertise among IS programs to improve overall outcomes and results.

Distance Education SIG

"Beautiful Connections: Questions in Distance Education"

Convener: Nora Bird, University of North Carolina at Greensboro

"Beyond the Walled Garden: Distance LIS Education in an Era of Participatory Culture"

Panelists: Michael Stephens, San Jose State University; and Kyle Jones, University of Wisconsin–Madison

"Walled gardens" are our learning environments that provide safe, protected spaces for our distance students to learn. Yet, these often deny the opportunity to engage with the professional community and get authentic feedback. The presenters will discuss their technological and pedagogical models for leaving the garden and getting students into the world.

"Building a Community of Inquirers: Online Learning and Communities of Practice"

Panelists: Jennifer Branch, Joanne de Groot, and Kandise Salerno, University of Alberta

This presentation reports on a study that was conducted in the Teacher-Librarianship by Distance Learning (TLDL) program at the University of Alberta to better understand students' perceptions of: "community" in online spaces; their sense of responsibility in accessing, using information, and creating information in online spaces; and, their role(s) in the creation of online community. This presentation will explore ideas for building an engaging online community of inquirers.

"Connectedness in Online Education and Employment: An Ego-Centric Social Network Analysis"

Panelists: Fatih Oguz and Nancy Poole, University of North Carolina at Greensboro

As the LIS field relies increasingly on online education to educate future library and information professionals, it is important to understand how students establish social ties during school, how they maintain and foster these ties before and after graduating, and how they leverage these ties to attain their career objectives. An ego-centric social network analysis conducted to explore how LIS graduates procure and exchange employment-related information.