ALISE 2018 Annual Conference

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ALISE '18

The Expanding LIS Education Universe

February 6-9, 2018 • Denver, Colorado

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morgridge.du.edu/programs/library-and-information-science

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ALA ACCREDITED

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President's Welcome

Welcome to Denver and the 2018 ALISE conference. The diverse landscape of our host city and state parallel the diversity and untapped potential of our conference theme, *The Expanding LIS Education Universe*, which highlights the pedagogy and research associated with the growing range of careers for which LIS units prepare graduates at the bachelors, masters and doctoral levels.

The ALISE meeting is more than just a place to seek a job and to network with colleagues. It is a gathering place for the international community of LIS scholars, educators, professionals, support staff and students to engage in debate, dialogue, and recognition of the pedagogical and research contributions of our Association members and disciplinary colleagues.

The conference committee has organized a dynamic selection of juried papers, panels, SIG sessions, and meeting opportunities. Among this year's sessions, the ALISE Academy will address employment trends and how LIS programs and schools can prepare for shifts in the information landscape. The pre-conference workshop, which represents the culminating presentation of the series of workshops at recent ALISE meetings, addresses the future of LIS education and pedagogical research.

Our plenary events bring together noted leaders in our field to discuss not only how technological and social change influence our educational offerings, but also the roles we can play. The opening plenary panel highlights programs and specializations in allied areas offered alongside established MLIS programs and the role of these programs in preparing library and information professionals and researchers. The President's Program continues a panel on Media Literacy in the Era of Fake News that began at the Association for Information Science and Technology meeting last fall. The ALISE continuation of this panel will focus on the role of LIS educators in preparing the next generation of professionals who will help the public navigate the growing range media and information sources.

This conference would not have been possible without the contributions of many dedicated members of the ALISE community. My profound gratitude goes to our conference co-chairs, Shimelis Assefa and Peiling Wang, the entire conference committee, and the staff of SBI Association Management for their efforts in making this conference a reality. To highlight our outstanding submissions at this year's conference, I am very pleased that we have proceedings of the meeting to share with the LIS community. My sincere thanks go to the awards committee members who served to identify and recognize our very deserving colleagues for their contributions to LIS education and research. Special thanks also go to our many conference sponsors for their support.

As you engage in the conference sessions, I hope you will be invigorated by the expanding educational and research possibilities our field has to offer.

—Dietmar Wolfram, 2017–18 ALISE President

Conference Co-chairs' Letter

Dear colleagues,

It is with great enthusiasm that we welcome you to the 2018 ALISE Annual Conference in Denver, Colorado.

The field of library and information science is increasingly becoming inter-disciplinary and diverse in its methods, theories, content, and field of inquiry. Curricular offerings such as data science, research data management, digital humanities, informatics, human-computer interaction, web science, information architecture, etc. are being offered to expand educational programs in Library and Information Sciences. As the premier venue for discussing teaching and scholarship and recognizing the changing landscape of the field of LIS, the theme of the 2018 ALISE conference was appropriately titled, i.e., *The Expanding LIS Education Universe*. Around this central theme, the 2018 ALISE conference called upon all interested scholars and practitioners to submit their work and so have the community responded in large numbers.

The 2018 conference is packed with very exciting lineups of papers, panels, posters, SIGs and other special sessions. We have presentations on wide range of topics around the science of teaching and learning in data science, data analytics, coding, research methods, user experience, justice, activism, critical thinking, computational thinking, accreditation, international LIS education, etc. Works in progress and doctoral posters equally address similar themes as juried papers and panels and the topics range from fake news, makerspaces, teaching programming, research data, data curation, information visualization, information seeking behaviors, to rural libraries. Through formal and informal programs and activities, we are certain your time at ALISE 2018 will be educational and enjoyable.

That is not all. This year for the first time, we are publishing conference proceedings, and all juried papers and panels are included. Peiling Wang initiated and steered the task around the proceedings and a special praise is in order for her tireless effort. We hope this tradition continues in the future.

Finally, we are fortunate to work with dedicated and amazing colleagues who served in the conference program planning and as co-chairs in the different tracks and we love to seize this opportunity to thank them all immensely for their enormous contribution to the successful organization of the 2018 ALISE conference. Last but not least, our special gratitude goes to our ALISE president, Dietmar Wolfram, who has been a true champion and supporter of our work and the ALISE community.

Thank you and enjoy your time in Denver.

—Shimelis Assefa and Peiling Wang,
Conference Co-Chairs, ALISE 2018

Code of Conduct

The Association of Library and Information Science Education (ALISE) is dedicated to providing a positive and harassment-free conference experience for everyone. We invite you to help us make our conference a place that is welcoming and respectful to all participants, regardless of race, gender, gender identity and expression, age, sexual orientation, disability, physical appearance, national origin, ethnicity, or religion. So that everyone can focus on the conference itself, and the great networking and community richness that happens when we get together in person, we will not tolerate harassment of conference participants in any form—in person or in online environments. We value ideas, thoughts and expression, and we appreciate new pedagogy when delivering workshops and sessions. Discriminatory language and imagery is not appropriate for any event venue, including talks, workshops, sessions or any community event online or in a face to face environment.

Harassment includes, but is not limited to:

- Verbal comments that reinforce social structures of domination related to gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, or religion
- Sexual images in public spaces on online environments (e.g., text, email, social media, etc.)
- Deliberate intimidation, stalking, or following, in person, or in online environments
- Harassing photography or recording that might be posted or distributed
- Sustained disruption of talks or other events
- Inappropriate physical contact
- Unwelcome sexual attention
- Advocating for, or encouraging, any of the above behavior

Participants asked to stop any harassing behavior are expected to comply immediately. If a participant engages in harassing behaviour, event organisers retain the right to take any actions necessary to keep the event a welcoming and safe environment for all participants. Event organisers may take action to redress anything designed to, or with the clear impact of, disrupting the event or making the environment unsafe or hostile for any participants. We expect participants to follow these rules at all event venues and event-related social activities.

Reporting

If at any time, a presenter, guest, delegate or visitor feels that they have been harassed or that this code of conduct has been breached, it is important that this person report it as soon as possible. You can make a report either personally or anonymously.

Anonymous Report

You can make an anonymous report on the ALISE website https://ali.memberclicks.net/contact-us. Although we cannot follow up on an anonymous report with you directly, we will fully investigate it and take whatever action is necessary to prevent a recurrence.

Personal Report

You can make a personal report by contacting the ALISE Office (office@alise.org), who will pass on your report to the president of ALISE.

General Information

REGISTRATION

Registration will be open throughout the conference in the Westminster Foyer at the Westin Westminster Hotel.

Registration Hours:

- Monday, February 5: 12:00 PM – 6:00 PM
- Tuesday, February 6: 7:30 AM – 6:00 PM
- Wednesday, February 7: 7:30 AM – 6:00 PM
- Thursday, February 8: 7:30 AM – 6:00 PM
- Friday, February 9: 7:30 AM – 12:00 PM

NOTE: Attendees must wear name badges for entrance to all conference events, including receptions!

CONFERENCE LOCATION

The Westin Westminster
10600 Westminster Blvd.
Westminster, CO 80020
(303) 410-5000

EXHIBITS

Exhibits are located in the Westminster Foyer.

Times:

- Thursday, February 8: 8:00 AM – 5:00 PM
- Friday, February 9: 8:00 AM – 1:00 PM

ALISE BUSINESS MEETING RESOLUTIONS

Written copies of all resolutions, including resolutions contained in committee reports, must be given to the membership before they are to be presented to that body for action. To permit this, text must be submitted to the Governance Committee 24 hours in advance of presentation. A resolution that has fiscal implications must be submitted to the President, as well as the Governance Committee, 24 hours before it is to be voted on, so that the Budget Committee can provide information on fiscal implications. Resolution approved January 13, 1979, limits resolutions to statements on substantive matters relating to library education and the profession of librarianship to be voted on by membership.

Governance Committee

Chair: Louise Spiteri, *Dalhousie University*

Members:

- Sam Hastings, *University of South Carolina*
- Clara Chu, *University of Illinois–Urbana - Champaign*
- Melissa Gross, *Florida State University*

LOST & FOUND

Lost and found items will be brought to the Registration Desk and turned into the hotel at the end of each day. ALISE is not responsible for lost or misplaced items.

CONFERENCE EVALUATION

The information that you provide on your conference evaluation will be critical to improvements for future conferences. ALISE will be conducting its evaluation via an online survey. Please watch your email after the conclusion of the conference for an invitation to complete the evaluation form online.

PLACEMENT SERVICES

Placement Services are located in the Flat Iron room, Grey's Peak room, and Long's Peak room. Resumes/CVs and job descriptions are available both online and in binders located in the UnCommons, along with a message board and schedule of interview room assignments. Arrangements for interviews should be made directly between candidates and recruiters using the message board. Please check the board often.

PROCEEDINGS

The proceedings for this conference have been published online at https://www.ideals.illinois.edu/handle/2142/98928

MONDAY, FEBRUARY 5, 2018

TIME	EVENT	ROOM
Noon – 6 pm	Registration	Westminster Foyer
3 pm – 7 pm	Board of Directors Meeting	Westin Boardroom

TUESDAY, FEBRUARY 6, 2018

TIME	EVENT	ROOM
7:30 am – 6 pm	Registration	Westminster Foyer
8:00 am – 8 pm	Placement Services	Flatiron, Grey's Peak and Long's Peak
8:00 am – 8 pm	unCommons	Windsor
9:00 am – Noon	**ALISE Pre-conference Workshop** A Future by Design: What Do We Teach? Moderators: Eileen Abels, Lynne Howard, Linda C. Smith, and Laura Saunders	Standley I
12:15pm – 4:15 pm	**ALISE Academy**	Standley I
1:00 pm –4:00 pm	ALISE Board of Directors Meeting	Westin Boardroom
4:00 pm – 5:30 pm	Set-up for Works in Progress Poster Session	Westminster III-IV
4:30 pm – 5:30 pm	ALISE Leadership Orientation	Standley II
5:30 pm – 6:30 pm	unCommons Speed Meeting	Windsor
6:30 pm – 9:00 pm	**Opening Reception/Works-in-Progress Posters** (Heavy hors d'oeuvres and Cash Bar)	Westminster I-IV

WEDNESDAY, FEBRUARY 7, 2018

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Westminster Foyer
7:30 am – 8:30 am	First Timers' Breakfast	Westminster I
7:30 am – 6:00 pm	Registration	Westminster Foyer
8:00 am – 8:00 pm	unCommons	Windsor
7:30 am – 8:30 pm	**SIG Business Meetings 1:** Information Ethics SIG; Research SIG	Standley II
8:00 am – 8:00 pm	Placement Services	Flatiron, Grey's Peak and Long's Peak
8:30 am – 10:00 am	**Session 1: Programs and Papers**	
	1.1 Juried Papers – Data Science and Research Methods	Meadowbrook II
	1.2 Juried Papers – LIS Education and Diversity Inclusion	Meadowbrook I
	1.3 Juried Panel – Expanding the LIS Universe: Implementing Archival Theory, Practice, and Pedagogy Within the Catholic and Social Justice Traditions	Standley I
	1.4 SIG Program – Information Ethics SIG	Cotton Creek I
	1.5 SIG Program – Innovative Pedagogies SIG	Standley II
	1.6 Special Program: Connecting Teaching to Research	Cotton Creek II

WEDNESDAY, FEBRUARY 7, 2018 (continued)

TIME	EVENT	ROOM
10:00 am – 10:30 am	Morning Break	Westminster Foyer
10:30 am – Noon	**Opening Plenary Session** The Benefits and Challenges of Allied Programs and Specializations in LIS Units	Westminster I-II
12:15 pm – 2:30 pm	Council of Deans, Directors, and Program Chairs Meeting *—By Invitation Only*	Westminster I
Noon – 2:00 pm	Lunch on Your Own	
12:45 pm – 1:45 pm	**SIG Business Meeting 2:** Gender Issues SIG; Historical Perspectives SIG; Innovative Pedagogies SIG; Part-time and Adjunct Faculty PT/A SIG; Information Policy SIG	Standley II
2:00 pm – 3:30 pm	**Session 2: Awards and Papers**	
	2.1 Juried Papers – Health Literacy and Critical Thinking	Meadowbrook I
	2.2 Juried Papers – User Experience, and Reference	Meadowbrook II
	2.3 Juried Panel – "F*** That." Why Fake News and the Weaponization of Information are Good for Us	Standley I
	2.4 Juried Panel – Core & More: Examining Foundational and Specialized Content in LIS Programs	Standley II
	2.5 ALISE Awards & Papers	Cotton Creek II
	2.6 SIG Program – Gender Issues SIG	Cotton Creek I
3:30 pm – 4:00 pm	Afternoon Break	Westminster Foyer
4:00 pm – 5:00 pm	Birds of a Feather	Westminster I
4:00 pm – 5:30 pm	ALISE Conn@ct Mini-grant	Standley II
4:00 pm – 5:30 pm	**Session 3: Programs and Papers**	
	3.1 Juried Papers – International Education and Community Outreach	Meadowbrook I
	3.2 Juried Papers – Grants, Collaboration and Academy	Meadowbrook II
	3.3 Juried Panel – Will "Online" go the Distance? The Quality of Teaching and Evaluation in Online LIS Education	Standley I
	3.4 SIG Program – Historical Perspectives SIG	Cotton Creek I
	3.5 SIG Program – Innovative Pedagogies SIG	Cotton Creek II
5:45 pm – 7:00 pm	Past Presidents' Reception – *By invitation only*	Library

THURSDAY, FEBRUARY 8, 2018

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Westminster Foyer
7:30 am – 8:30 am	School Reps Breakfast	Westminster I
7:30 am – 8:30 am	**SIG Business Meetings 3:** Youth Services SIG; School Libraries Education SIG; Archival/Preservation SIG; Curriculum SIG; MEHC (Multicultural, Ethnic, and Humanistic Concerns) SIG; Technical Services Education SIG; Doctoral Students SIG	Standley II
7:30 am – 6:00 pm	Registration	Westminster Foyer
8:00 am – 8:00 pm	unCommons	Windsor
8:00 am – 5:00 pm	Exhibits	Westminster Foyer
8:00 am – 8:00 pm	Placement Services	Flatiron, Grey's Peak and Long's Peak
8:30 am – 10:00 am	**Session 4: Awards & Papers**	
	4.1 Juried Papers – Information Literacy and Continuing Education	Meadowbrook I
	4.2 Juried Papers – Mobile Technology, Technology Governance, and Virtual Lab	Meadowbrook II
	4.3 Juried Panel – Revisiting the Evolving Landscape of Open Access and Scholarly Communication	Standley II
	4.4 SIG Program – School Libraries Education SIG	Cotton Creek II
	4.5 SIG Program – Youth Services SIG	Waverly
	4.6 ALISE Awards & Papers	Cotton Creek I
10:00 am – 10:30 am	Morning Break	Westminster Foyer
10:30 am – Noon	**Session 5: Programs and Papers**	
	5.1 Juried Papers – LIS Education Trends and Data Analytics Literacy	Meadowbrook I
	5.2 Juried Papers – Teaching, Advising, and Scholarship	Meadowbrook II
	5.3 Juried Panel – Expanding LIS Youth Services Curriculum to Embed Computational Thinking	Standley I
	5.4 Juried Panel – Teaching for Justice	Standley II
	5.5 SIG Program – Archives/Preservation SIG	Cotton Creek I
	5.6 SIG Program – Curriculum SIG	Cotton Creek II
12:15 pm – 1:30 pm	**Awards Luncheon**	Westminster I-II
1:30 pm – 2:30 pm	**ALISE Business Meeting**	Westminster I-II

THURSDAY, FEBRUARY 8, 2018 (continued)

TIME	EVENT	ROOM
2:30 pm – 4:00 pm	**Session 6: Programs and Papers**	
	6.1 Juried Panel – LIS Qualifications, Certification, and the Meaning of 'Professional' Around the World	Standley II
	6.2 Juried Papers – Doctoral Education and Research	Meadowbrook II
	6.3 Juried Papers – Research – Practice, Leadership, and Literacy Education	Meadowbrook I
	6.4 ALISE Awards & Grants	Standley I
	6.5 SIG Program – Multicultural, Ethnic, and Humanistic Concern SIG	Cotton Creek I
	6.6 SIG Program – Technical Services Education SIG	Standley II
3:30 pm – 4:00 pm	Doctoral Poster Setup	Westminster III-IV
4:00 pm – 4:30 pm	Afternoon Break	Westminster Foyer
4:30 pm – 5:30 pm	2018 & 2019 ALISE Program Planning Committees Joint Meeting	Waverly
6:15 pm – 6:30 pm	**ALISE Kick-off to 2019**	Westminster I-II
7:00 pm – 8:30 pm	**Doctoral Student Research Poster Session and Reception** (Heavy hors d'oeuvres and Cash Bar)	Westminster I-IV

FRIDAY, FEBRUARY 9, 2018

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Westminster Foyer
7:30 am – 8:30 am	**SIG Business Meetings 4:** International Library Education SIG; Distance Education SIG	Standley II
7:30 am – 12:00 pm	Registration	Westminster Foyer
8:00 am – 12:00 pm	unCommons	Windsor
8:00 am – 12:00 pm	Placement Services	Flatiron, , Grey's Peak and Long's Peak
8:00 am – 1:00 pm	Exhibits	Westminster Foyer
8:30 am – 10:00 am	**Session 7: Awards and Papers**	
	7.1 Juried Papers – Interdisciplinary Approach, Professional Development	Meadowbrook I
	7.2 Juried Papers – Curriculum Development and Accreditation	Meadowbrook II
	7.3 Juried Panel – Teaching Research methods in LIS Programs: Approaches, Formats, and Innovative Strategies	Standley I
	7.4 Juried Panel – Autism Spectrum Disorder and iSchools: Expanding the Possibilities Through Research	Standley II
	7.5 SIG Program – International Library Education SIG	Cotton Creek I
10:00 am – 10:30 am	Morning Break	Westminster Foyer
10:30 am – Noon	**President's Program**	Westminster I-II
Noon – 3:00 pm	ALISE Board of Directors Meeting	Westin Boardroom

MONDAY, FEBRUARY 5

3:00 PM – 7:00 PM

ALISE Board of Directors Meeting

WESTIN BOARDROOM

TUESDAY, FEBRUARY 6

8:00 AM – 8:00 PM

Placement Services

FLATIRON, GREY'S PEAK, LONG'S PEAK

8:00 AM – 8:00 PM

unCommons

WINDSOR

9:00 AM – NOON

ALISE Pre-Conference Workshop

STANDLEY I

ALISE '18 will explore The Expanding LIS Education Universe, recognizing the growing number of career opportunities in the information professions. Responding to the conference organizers' call to explore the future of LIS education and pedagogical research, this interactive workshop will draw from initiatives that emerged from discussions at a January 2015 Institute of Museum and Library Services (IMLS)-funded National Planning Forum to set a framework for re-visioning LIS education. The grant explored the future of LIS education by looking at four key questions: What will we teach? Who will we teach? Who will teach? How will we teach? ALISE conference workshops in 2016 and 2017 focused on "how we teach." This workshop will delve into "what we teach" with an emphasis on knowledge, skills, and abilities (KSAs). Survey data on KSAs considered essential for LIS program graduates will be shared with participants who will then engage in small groups to articulate what a core curriculum designed around KSAs might include. A final plenary discussion will summarize group proposals and consider "Who will teach" a re-visioned core curriculum. This exploration of "what we teach" and "who will teach" is intended to stimulate innovation in LIS education, a future by design, not by default.

PRESENTERS: Eileen Abels, Lynne Howarth, Laura Saunders, and Linda Smith

NOON – 1:00 PM

Morning Break

WESTMINSTER FOYER

12:15 PM – 4:15 PM

ALISE Academy

STANDLEY I

MODERATORS: Kendra Albright, Kent State University; Mary Stansbury, University of Denver

This year the ALISE Academy will identify important questions facing the future of the profession. Allen Renear will kick-off the academy by discussing employment trends and how LIS programs and schools should consider preparing for some shifts in the information landscape, e.g., decreasing trends in LIS students; increasing trends in other information professions. Academy participants will work in groups to identify the priority issues and questions that will then be addressed by the President's panel. Join us for this important review of where we've been and where we want to go!

SPEAKER: Allen Renear, University of Illinois

Tuesday, February 6

1:00 PM – 4:00 PM

ALISE Board of Directors Meeting

WESTIN BOARDROOM

4:00 PM – 5:30 PM

Set up for Works in Progress Poster Session

WESMINSTER III-IV

4:30 PM – 5:30 PM

ALISE Leadership Orientation

STANDLEY II

All members, including all current and incoming ALISE committee chairs and SIG conveners, are invited to attend this meeting to learn more about ALISE.

5:30 PM – 6:30 PM

unCommons Speed Meeting

WINDSOR

6:30 PM – 9:00 PM

Opening Reception/Works In Progress Poster Session

WESTMINSTER I-IV

Join us for hors d'oeuvres and a cash bar to celebrate the opening of the conference and to view Works in Progress posters. The Works in Progress Poster session – with posters from faculty, doctoral students, and librarians – presents research in its formative stages and provides an opportunity for presenters and conference attendees to exchange ideas in an informal setting.

In Memoriam

- Anne Elizabeth Kelly
- Richard Freeman
- Mary B. Cassata
- Eugene Garfield
- Lubomyr Wynar
- Robert V. Williams
- Ray Larson
- Sigrid McCausland
- Brian Land
- Laurel Grotzinger

Wednesday, February 7

7:30 AM – 8:30 AM

All-Conference Continental Breakfast

WESTMINSTER FOYER

7:30 AM – 8:30 AM

First Timers' Breakfast

WESTMINSTER I

New Members and first time Conference attendees are invited to join the ALISE leadership for breakfast. Learn more about ALISE and how to become actively involved.

7:30 AM – 8:30 AM

SIG Business Meeting 1

Information Ethics SIG; Research SIG

STANDLEY II

8:00 AM – 8:00 PM

UnCommons

WINDSOR

8:30 AM – 10:00 AM

Session 1: Programs and Papers

1.1 Juried Papers – Data Science and Research Methods

MEADOWBROOK II

MODERATOR: Marie Radford, Rutgers University

"Curriculum Development Life Cycle Approach to Data Science Specialization in LIS Education"

Librarians have aided patrons in research and obtaining information, however today they are also being asked to help with accessing data and helping with data discovery tools. The amount of data being created and shared today is the most civilization has ever witnessed, much of which can be credited to technological innovations and the internet. This data deluge has resulted in the phenomenon of "Big Data." Librarians have been collecting, organizing, and disseminating big data for many years, however the current LIS curriculum is in need of bridging the gap to meet professional demands of big data skills in academic libraries. This research looks at every data science program being offered in the United States and reviews the core courses, what type of degree, and discipline they are being offered in. Using Curriculum Development Life Cycle approach, the researcher begins with a quantitative textual analysis of the core curriculum which is being taught in Data Science programs in the United States. The methodology will aid in building a future life cycle of curriculum development for Data Science within LIS education. This research will provide LIS schools with an overview of what type of degree and core courses that are currently being offered in the data science curriculum, and the results found from this research could be used as a starting point in curriculum development for a data librarianship program in LIS.

PRESENTER: Hammad Rauf Khan

"Training Knowledge Creation Facilitators: The Alignment of Organizational Needs with LIS Expertise and Curriculum"

The organizations that survive in an environment of continuous and unpredictable change are those that recognize the importance of knowledge creation. They recognize that it is not sufficient to rely on existing information in the form of past solutions and best practices to solve problems, make decisions, and maintain forward momentum. Rather than choose an existing solution from the canon of best practices, organizations need to create noncanonical solutions that go beyond what is already codified in manuals and white papers: "A communal understanding... that is wholly unavailable from the canonical documents" (Brown & Duguid, 1991, p. 44). This is just as true for large corporations as it is for community organizations.

PRESENTER: Darin Freeburg

"Team Science: Development of an Immersive Curriculum for Information Professionals to Play an Expanding Role in Scientific Collaboration"

Team science addresses scientific challenges through collaboration among scientists from varied domains and expertise. This kind of collaboration presents challenges related to team communication and data sharing. This paper presents the Team Science initiative that focused on preparing information professionals to function efficiently in the team science environment. It provides the framework for the curriculum, the lessons learned from the experiential learning approach to student

engagement, and discusses the outcomes from the first cohort of students. The paper also offers lessons learned which can be used as a road map by other schools to develop a team science curriculum.

PRESENTERS: Suzie Allard, Danielle Pollock

1.2 Juried Papers – LIS Education and Diversity Inclusion

MEADOWBROOK I

MODERATOR: Kendra Albright, Kent State University

"You're So Sensitive! How LIS Professionals Define and Discuss Microaggressions Online"

This study uses content analysis to explore how LIS professionals define and discuss microaggressions in an extended online discussion thread. Findings reveal that there are multiple mis/understandings of microaggressions by the LIS community. Participants demonstrated gaps in knowledge about microaggressions, and power and privilege. Additionally, while some of the discussions were productive, often the dynamics and content of the conversation reinforced dominant viewpoints and experiences. This research has implications for LIS educators, underscoring the need to expand our students' educational universe by teaching about microaggressions in the context of power and privilege in structured environments like the LIS classroom.

PRESENTERS: Nicole Cooke, Miriam Sweeney

"Cyberbullying, Digital Citizenship, and Youth with Autism: Global LIS Education as a Piece in the Puzzle"

In the United States, autism is the fastest growing disability with most current estimates of 1 in 68 children identified as having Autism Spectrum Disorder (ASD) (CDC, 2016), and close to 1 in 160 children worldwide have autism (WHO, 2017). Youth with ASD often have social, developmental, and communication difficulties that pose challenges for engaging in common everyday activities such as going online (Orsmond & Kuo, 2011). Currently, research on the provision of library services to youth with ASD is limited, made up of a few practitioner books and similar guides for special needs youth programming (Farmer, 2013; Klipper 2014). As the diagnosis of ASD is becoming more prevalent, there is an increased urgency for the development of library services that aid in the intellectual, emotional, and psychological needs of youth with ASD.

PRESENTERS: Amelia Anderson, Abigail Phillips

"Teaching Through Activism: Service Learning, Community Archives, and Digital Repository Building in MLIS Classrooms"

MLIS programs place a heightened emphasis on the attainment of best practices often rooted within idealized versions of the future job environment. While laudable for setting noteworthy standards for what the work of an information professional should look like in myriad capacities, students rarely experience direct engagement with these aforementioned best practices unless they take on internships, many of which are unpaid. Only rarely is this complete lack of financial disincentive mitigated with potential credit for a course. Beyond this, when placed within internships (often at larger, university libraries and archives), students face systems of information building, sharing, and organizing set within previous administrative standards, left to accede the practices of the institution in which they are an intern. Such spaces rarely foster ideal best practices and, further, they hesitate to give student interns the space to try new and innovative practices. Simply, traditional cultural institutions retain proprietary practices, which are unique to the respective institution and students find themselves learning to do things in a singular way that proves to have little to no replicable value outside of the specific internship. The expected skills of digital repository building, digital asset management, and robust documentation creation remain out of the tangible skill set of the recently graduate MLIS student under the current approach. Rarely in a current system are notions of best practices complicated. Rarer still are frank discussions concerning how situational, contradictory, and objective such best practices remain within various sites. Community archives face the same challenges. Dealing with understaffing, both outdated proprietary technology, and self-taught archival skills such spaces approach digital presence challenges through scalable alternatives. This 'by-any-means-necessary' approach remains contentious within historically acceptable archival traditions, become lesser archives by way of their inability to achieve archival standards. Thus, community archives remain spaces deemed non-valid within archival standardization and thus remain undesirable sites of learning for students who desperately seek out space to build practical job skills alongside their degrees. More directly, students want a chance to apply their in-class theories of information science in new and radical

ways and community archives desire methods with which to grow their collections digitally. A space to explore new ways of understanding and building digital archives stands at this intersection and the manner in which the MLIS classroom can serve such encounters remains critically underexplored.

PRESENTERS: Elise Lewis, Travis Wagner

1.3 Juried Panel: Expanding the LIS Universe: Implementing Archival Theory, Practice, and Pedagogy Within the Catholic and Social Justice Traditions

STANDLEY I

Constructing an active teaching pedagogy demonstrating evidence of student achievement concerning the organization and description of archival documents and visual information resources within an online environment can be challenging. However, students must be provided with practical experience that meets the needs of today's information environment and also demonstrates how those needs were met to the American Library Association - Committee on Accreditation (ALA-CoA).

PRESENTERS: Christine Angel, Youngok Choi, Molly Hazelton, Patricia Ann Lawton, Cecilia Salvatore

1.4 SIG Program – Information Ethics SIG: Exploring the Boundaries of Information Ethics

COTTON CREEK I

As the LIS education universe expands, so too must the domain of information and professional ethics. This session will consist of four paper presentations each representing a way the discipline of information ethics is continuing to expand. John Budd will discuss the ubiquity of ethical events in LIS practices and the realist and non-naturalist nature of professional ethics. Keren Dali will discuss her paper on the shared mission and values of information science and social work providing specific reciprocal contributions that can be made by information science and social work. Toni Samek, Ali Shiri, and Cheryl Trepanier offer a critique of the Data Science Association's Data Science Code of Professional Conduct with a goal of generating interest in teaching and learning about the moral dimensions of data workers labor rights and responsibilities. Iulian Vamanu explores the topic of ethical decision making and seeks to bridge the gap between top-down and bottom-up approaches to decision making through the use of moral imagination. Collectively, these papers cover a variety of institutional and disciplinary foci in LIS education and represent some of the expanding boundaries of information ethics.

PRESENTERS: John Budd, John Burgess, Keren Dali, Emily Knox, Toni Samek, Ali Shiri, Cheryl Trepanier, Iulian Vamanu

1.5 SIG Program – Innovative Pedagogies SIG: Curricula and Programs for the Expanding LIS Education

STANDLEY II

The Innovative Pedagogies SIG will offer a program focused on "Curricula and Programs for the Expanding LIS Education Universe." Each of the four presentations of innovative curricula and programs will last approximately 15 minutes, followed by an interactive discussion period. Attendees will be invited to continue the conversation after the program through a Twitter chat moderated by the SIG conveners.

PRESENTERS: Elysia Guzik, Jenna Hartel, Sulliman Hawamdeh, Deborah Hicks, Karen Miller, Anh Thu Nguyen, Lilia Pavlovsky, Rajesh Singh, Cheryl Stenstrom

1.6 Special Program: Connecting Teaching and Research

COTTON CREEK II

The session "Connecting Teaching and Research" is designed primarily to benefit new faculty and doctoral students. It is the hope that this new ALISE conference session will attract attendees looking for advice and those with expertise to share. Using the World Café Discussion format, the goals for the session are to develop a conceptual framework and identify critical success factors for bridging teaching and research. Potential discussion themes include: (1) using research to inform teaching; (2) using teaching to inform research; (3) bridging teaching and research; and (4) challenges in faculty development both in teaching and in scholarship.

PRESENTERS: Stephen Bajjaly, Rong Tang

Wednesday, February 7

10:00 AM – 10:30 AM

Morning Break

WESTMINSTER FOYER

10:30 AM – Noon

Opening Plenary Session:

The Benefits and Challenges of Allied Programs and Specializations in LIS Units

WESTMINSTER I-II

LIS schools and departments are home to a growing number of degree programs and specializations at the graduate and undergraduate levels. This panel brings together educators who teach in or oversee allied degree programs or specializations within LIS degree programs. Each panelist will discuss the rewards and challenges of these programs and specializations within their units. Areas to be addressed include archival studies, user experience design, data science, information architecture and digital humanities.

PRESENTERS: Anne Gililand, Sulliman Hawamdeh, Howard Rosenbaum, Paul Sherman, Dietmar Wolfram

12:15 PM – 2:30 PM

Council of Deans, Directors, and Program Chairs Meeting – *By Invitation Only*

WESTMINSTER I

12:45 PM – 1:45 PM

SIG Business Meeting 2

Gender Issues SIG; Historical Perspectives SIG; Innovative Pedagogies SIG; Part-time and Adjunct Faculty PT/A SIG; Information Policy SIG

STANDLEY II

2:00 PM – 3:30 PM

Session 2: Awards and Papers

2.1 Juried Papers – Health Literacy and Critical Thinking

MEADOWBROOK I

MODERATOR: Abebe Rorissa, University at Albany

"Understanding Physical Activity in Public Libraries"

This paper discusses the findings from recent studies of movement-based programming in public libraries in terms of the implications of this emerging area for LIS education. Throughout North America, by themselves and in collaboration with other groups and individuals, public libraries are offering ongoing programs that include, among others, 1) Fitness classes such as yoga, tai chi, and zumba; 2) StoryWalks®, Music and Movement, Yoga Storytimes, and related movement-based programs offered as part of early literacy initiatives; 3) Active play-based programs, such as Nerf wars, geocaching, and letterboxing; 4) Programs focused on fostering more outdoor activities, such as walking and running groups, community gardens, and checking out bicycles and equipment (e.g., hiking backpacks and sports equipment), and 5) Special programs focused on supporting individuals interested in starting and sustaining active lifestyles (e.g. New Year, New You) (Lenstra, 2017a). As this programming area continues to develop and expand, public librarians have experimented with a diverse array of program types. For instance, as part of its computer classes, every Thursday afternoon the Detroit Public Library's (2017) main branch offers a free chair Yoga session for job seekers.

PRESENTER: Noah Lenstra

"Health Literacy and Physical Literacy: Public Library Practices, Challenges, and Opportunities"

This paper will discuss recent research focused on understanding how public libraries support health literacy and physical literacy in the communities they serve. Three studies, one in Oklahoma, one in North Carolina, and another spanning the U.S. and Canada, found that movement and other health-related activities and services are being implemented in libraries to varying degrees, although library personnel also report multiple challenges. This research looks at what public libraries are doing, what dilemmas they are encountering, and how they are strategizing to nurture healthy communities.

Furthermore, at a theoretical level, this paper will introduce and discuss the concepts of health literacy and physical literacy, illustrating how they are intertwined in the practices of many public librarians.

PRESENTER: Noah Lenstra, Ellen Rubenstein

"Cultivating a Critical Thinking Mindset Among New Information Professionals in an Era of 'Alternative Facts'"

This exploratory research seeks to understand the critical thinking mindset of thirty-five LIS students by analyzing online class discussions of two management case studies. Three categories of mindsets were identified: Idealists, Pragmatics, and Skeptics. Overall findings revealed that seventy-five percent of participants appeared to be strategic in their approach to resolving management problems. This study demonstrates that cultivating a critical thinking mindset among new information professionals would be an effective way to address societal and organizational challenges of the current "alternative facts" era.

PRESENTERS: Kevin Rioux, Rajesh Singh

2.2 Juried Papers – User Experience, and Reference

MEADOWBROOK II

MODERATOR: June Abbas, University of Oklahoma

"Teaching User Experience (UX) in LIS Programs and iSchools in North America: Challenges and Innovations"

This research study examines UX education in LIS curriculum. Out of 67 program websites inspected, 66% offered UX courses. Twenty-six respondents of an online survey reported 37 UX courses that they teach. Syllabi analysis of 42 UX courses provided insights into learning outcomes, session topics, projects, and more. Although instructors believed in the importance of UX in LIS, they saw the value of UX being significantly less appreciated by their schools/programs. Participants' responses regarding final projects, the presence of a usability lab, and the teaching of UX online versus face-to-face, highlighted challenges and innovations in LIS UX pedagogy.

PRESENTER: Rong Tang, Jean Thrift

"The Place of Reference Courses in LIS Curriculum in North American ALA Accredited Programs"

In the landscape of professions, Library and Information Science (LIS) stands out as a service profession and the reference course is a central part of most LIS programs. The courses offerings started at the end of the 20th century with the first recorded course taught under Melvil Dewey's own supervision. In fact, in 1883 Dewey believed offering courses in what was then referred to as "bibliography" was an essential part of the LIS curriculum. These courses aimed at providing instruction in the "...knowledge of what reference books there are, their comparative merits in respect to given subjects, and how to use them to the best advantage." (Genz, 1998). The creation of these courses responded to a broader need identified by LIS professionals which was centered on helping the user of the library and also as a way to encourage the use of the collection by making the library more welcoming to patrons (Genz, 1998).

PRESENTER: Monica Colon-Aguirre

"Developing Research Practitioners: Exploring Pedagogical Options for Teaching Research Methods in LIS"

This paper reports on an investigation into the effectiveness of teaching research methods to master's-level students in library and information studies programs. The research focused on a required research methods course taught every fall and spring at an American Library Association-accredited program. The research explored outcomes of the strategies used to teach the course in four semesters: Fall 2013, Spring 2014, Fall 2015, and Spring 2016. In Fall 2013 and Spring 2014, course content was delivered in a blended format using asynchronous lesson delivery and biweekly face-to-face class sessions, and students completed individual research proposals via an iterative process where they received feedback and a chance for modification after each stage. In Fall 2015 the course was taught online asynchronously and students completed the research proposal in teams. In Spring 2016, the course was again taught online with biweekly synchronous sessions, and the research proposal was replaced with an experiential learning approach in which the students worked in teams to conduct a complete research project for an outside client. The same textbook was used across all four semesters and similar course content was covered.

PRESENTERS: Nicole Alemanne, Lauren Mandel

2.3 Juried Panel: "F*** That" Why Fake News and the Weaponization of Information are Good for Us

STANDLEY I

In the US, recent developments in the information environment have created a national mood of distrust and highlighted the need for increased information/media/digital literacy. While some politicians and journalists have come to see the value of educating the public; it is problematic for LIS that neither of these players identified that "education" for what it really is, information literacy/fluency. Nor did they connect that solution to LIS. Why? The panel will answer this question and discuss how and why challenges created by the current information environment should be viewed as opportunities for improving LIS education as well as challenging perceptions of the profession.

PRESENTERS: Renate Chancellor, Nicole Cooke, Shari Lee, Joe Sanchez

2.4 Juried Panel: Core & More: Examining Foundational and Specialized Content in LIS Programs

STANDLEY II

The LIS field is encompasses a wide range of career paths and directions, all of which must be considered when preparing new LIS professionals. In addition to more traditional areas such as information organization and collection development, and dispositions like customer service orientation and interpersonal skills, employers are also looking for skills and qualifications in areas like emerging technologies, data management, design thinking, and cultural competency. It is incumbent on LIS schools to ensure that their curricula are meeting the needs of the field. But which skills are core—meaning that all students should have a foundation in those skills, regardless of their area of focus or ultimate career path—and which are specialized, meaning that only professionals in specific positions are likely to need those skills? How are core skills defined by professional associations and employers, and how can LIS programs create curricula that lay a foundation of core competencies while also addressing emerging areas?

PRESENTERS: Eileen Abels, Lisa Hinchliffe, Charles Owen, Laura Saunders, Julie Todaro

2.5 ALISE Awards & Papers 1

COTTON CREEK II

- ALISE Research Award
- ALISE/Proquest Methodology Paper Competition
- ALISE/Bohdan S. Wynar Research Paper Competition

2.6 SIG Program: Gender Issues SIG – Is What You See What You Get? (Fake news and gender issues: Gender in visual image cataloging)

COTTON CREEK I

This session provides a gendered lens on the media universe. "Fake News and Gender Issues"

• Dr. Lesley Farmer, *California State University Long Beach*

Fake news is a hot topic, but the gendered aspects of it have not been as actively examined. Nevertheless, throughout the process of creating, disseminating, accessing, and using fake news has gender implications. This presentation addresses these issues, and provides several strategies for teaching and promoting news/media literacy.

"I Can See Queerly Now": Reconsidering Gender in Visual Image Cataloging and Information Organization Pedagogy

• Travis L. Wagner; The University of South Carolina

This paper explores the complexities of visual image cataloging during an increased move towards machine learning and information organization. By focusing directly on the idea of the semantic gap as it pertains to what is teachable and knowable by computers, the paper offers a cautionary approach to the 'knowability' of identity-based ways of being. The paper concludes by imaging research, which can help to show the complicated perceptions of gender encountered by catalogers to better understand whether or not the practice of gendering is a social act preceding cataloging standards, or if the aforementioned histories of essentializing gender within knowledge organization have stifled such potentials for interpretation.

PRESENTERS: Lesley Farmer, Travis Wagner

3:30 PM – 4:00 PM

Afternoon Break

WESTMINSTER FOYER

WEDNESDAY, FEBRUARY 7

4:00 PM – 5:00 PM

Birds of a Feather

WESTMINSTER I

Meet fellow conferees who share your teaching subject interests for informal, round table discussions about course content, teaching techniques, learning activities, and best practices. Attend looking for advice or offering knowledge and experiences. Discover contacts for the rest of the conference and beyond.

4:00 PM – 5:30 PM

ALISE Conn@ct Grant

Addressing LIS Needs of Social Justice Organizations

STANDLEY II

The inaugural winners of the ALISE Community conn@CT mini-grants will present their projects and share their experiences collaborating with social justice organizations to create and innovate solutions to advance their missions. Grant winners will present the social justice organization's library and information needs, their community engagement experiences, the impact on research, teaching, and/or practice, and how the collaboration serves as a model for progressive community action in the library and information field. Audience discussion will follow to examine how these projects/experiences represent or contribute to developing a progressive community action model in library and information science, and what would constitute such a model.

4:00 PM – 5:30 PM

Session 3: Programs and Papers

3.1 Juried Papers – International Education and Community Outreach

MEADOWBROOK I

MODERATOR: John Budd, University of Missouri

"So Far Away: Expanding the Boundaries of LIS Education to Include Rural Student"

The rural landscape often includes expansive views of farmland, woods, and open spaces. Murray (2016) describes rural life as offering decided advantages for connection and a space where community might rally together, for example, to build a new library. But this geography is also often seen as a barrier to access for professional development (Kendrick, Leaver, & Tritt, 2013; Little, 2017) and graduate education (Kymes & Ray, 2012; Mellon & Kester, 2004) in the library field. Rural librarianship is fraught with challenges of isolation, small size, and distance (Freeman, n.d.).

PRESENTERS: Elizabeth Burns, Jeffrey DiScala, Sue Kimmel

"Expanding LIS Education in the US Department of State's Diplomacy Lab Programs: GIS and LGBTI Advocacy in Africa and Latin America"

This paper focuses on two collaborative projects selected by the Howard H. Baker Jr. Center for Public Policy at the University of Tennessee to partner in the U.S. Department of State's Diplomacy Lab program that engages college students and faculty to study foreign policy challenges. The projects involved information science graduate students to learn applied research in the process of developing geographic information systems for lesbian, gay, bisexual, transgender, and intersex advocacy. The paper identifies opportunities, challenges, and best practices in content delivery, resource development, and extended relationship-building while drawing upon teaching-research-advocacy intersections in library and information science education.

PRESENTERS: Christie Burwell, Taylor Hixson, Robert Partee II, Paul Lemieux III, Bharat Mehra, Keri Stophel, Nicole Wood

"Expanding LIS Education Abroad: Opportunities and Strategies for Developing Global Study Programs"

Increasingly, Library and Information Science (LIS) programs are offering study abroad opportunities for students to have broader global classroom experiences to gain knowledge, exposure and to think beyond the confines of geographic boundaries. While study abroad courses have long been a part of undergraduate and graduate education, few opportunities exist for students studying LIS. This paper argues for the development of study abroad courses in LIS. Why? Global study programs help students understand the interconnectedness and interdependence of the world (IFLA, 2012), they expose students to other practices in the information professions, and create opportunities for library science programs to tap into new markets for recruitment. A study abroad program will serve as a model to discuss these factors

as well as pedagogy, strategies for student learning and cross-classroom collaboration.

PRESENTER: Renate Chancellor

3.2 Juried Papers – Grants, Collaboration and Academy

MEADOWBROOK II

MODERATOR: Michael Widdersheim, Emporia State University

"Academic Libraries: Serving Hidden Communities Within the Academy"

Academic libraries are adept in outreach and collaborative initiatives serving multiple communities within the academy and their local communities. University and community outreach, when done well, establishes partnerships, creates awareness, and garners goodwill for the library. Understandably, outreach is a common mission of academic libraries (Edwards & Thorton, 2013) and vital to promoting the resources and services available to the community at large. Outreach services are often targeted to traditional library users i.e., students, faculty, and various campus constituencies. One overlooked segment of the campus community are staff employees in need of basic digital and literacy skills. Non-teaching staff are not the usual focus of outreach and are often unaware of the services and resources that the library offers. In a preliminary review of the literature pertaining to academic library outreach, very little addresses staff employees or project-based collaborations with outside organizations. The purpose of this paper is to raise awareness and explore the implications that a collaborative partnership between academic libraries, human resources, and non-profit adult literacy organizations can have on the professional development of staff employees in service-sector occupations.

PRESENTER: Lenese Colson, Tracy Gilmore

"Leveraging Internal and External Grants to Promote Curriculum Development Through Collaboration and Experimentation"

Grants are often regarded as revenue generators for faculty and institutions and are seen as an essential support for faculty research. However, grant-funded work can also be a major catalyst for curriculum change, either directly or indirectly, depending on the grant, and can have a profound effect on teaching practice and curriculum development and program direction.

PRESENTERS: Mirah Dow, Andrew Smith, James Walther

"Exploring Potential Barriers to LAM Synergies in the Academy: Institutional Locations and Publishing Outlets"

In recent times, a range of "LAM" (or "GLAM") initiatives concerned with addressing various issues of importance to collecting institutions indicate a push towards greater collaboration between the library, archive and museum professions (Zorich, Waibel & Erway, 2008; Glam Peak, n. d.). These initiatives are set against a backdrop of "small government" budget squeezes and the challenge that all LAM institutions face of remaining visible in an increasingly online, and increasingly crowded, information environment. It appears that libraries, archives and museums (including art museums) find themselves with much in common, including the upholding of shared goals around equitable access to education and ideas, the development of inclusive narratives of culture and history, and the free flow of information (Hedstrom & King, 2006).

PRESENTERS: Mary Carroll, Philip Hider, Mary Anne Kennan, Jessie Lymn

3.3 Juried Panel: Will "Online" go the Distance? The Quality of Teaching and Evaluation in Online LIS Education

STANDLEY I

The universe of LIS education has dramatically expanded through the of online distance education, bringing new opportunities and posing new challenges, which can be best solved collectively through the shared wisdom and experience of online educators. In the spirit of collaboration, this interactive engagement session will bring together the expertise and experience from three US and Canadian institutions. The panelists will delve into the larger ethical and pedagogical dilemmas of online teaching and also address specific methodological problems encountered by online instructors. Two aspects will be in the focus: (1) achieving the parity of educational experience in face-to-face and online courses; and (2) developing viable and valid evaluation methods for online projects.

PRESENTERS: John Burgess, Keren Dali, Shari Lee, James Vorbach

WEDNESDAY, FEBRUARY 7

3.4 SIG Program: Historical Perspectives SIG – History and Theory, Past and Future: Understanding the Changing Ideals of Professional Service

COTTON CREEK I

Research on the history of the field includes both theoretical and applied studies, and this panel incorporates both perspectives in four papers.

First, a theoretical interpretation of the political status of public libraries based on the work of Theda Skocpol and Elisabeth Clemens allows for an alternative analysis of U.S. public libraries' early history, particularly the work of women in leadership positions. Next, and moving forward to mid-century America, the origins of an urban public library in St. Louis, Missouri developed in a neighborhood once dominated by immigrant communities and razed in the 1970s, illuminate the purpose-driven urban librarianship of the 1960's and '70's. Further, the Clark-Atlanta University LIS program also began in the mid-twentieth century, and examination of its rise and closure frames a timely discussion of how minority-serving institutions (MSIs) can advance LIS education. Finally, evaluating the history of user-oriented ideals in the profession leads to the identification of two dominant schools of thought, a synthesis of which girds a proposed third-wave of design thinking about user-centered service in the twenty-first century.

PRESENTERS: Anthony Bernier, Jenny Bossaller, Rachel Ivy Clarke, Chris Freeland, Joyce Latham, Ana Ndumu, Jennifer Burek Pierce

3.5 SIG Program – Pedagogies SIG: STEM in Libraries: Opportunities and Alliances for LIS Educators in the Uncharted Territory

COTTON CREEK II

Libraries across the country have been reimagining their community role and leveraging their resources and public trust to strengthen community-based learning and foster critical thinking, problem solving, and engagement in STEM. What started some years ago as independent experiments has become a national movement. Librarians have varying levels of commitment to and capacity for promoting the interest, engagement, and literacy of library users in STEM-related topics. It is timely that we extend the conversations on lifelong STEM learning in libraries to the preparation of librarians in library and information science (LIS) schools (Subramaniam, et al, 2012). Sponsored by the Innovative Pedagogies SIG, this session will explore opportunities and alliances for LIS educators through panel presentations, discussions, and hands-on STEM activities. Lankes will introduce ideas on how to prepare librarians to incorporate STEM learning experiences into library services (Lankes, 2015; Subramaniam et al., 2013). Stansbury will outline discussion questions and readings that illustrate ways that STEM-related skills and programming resonate with the basic values of librarianship. Subramaniam will illustrate examples of how technology is enhancing library services and collaborations in STEM learning (Hoffman et al., 2016). LaConte will demonstrate strategies for engaging groups underrepresented in STEM fields, through the examination of the roles of libraries as informal learning spaces (Braun & Visser, 2017; LaConte & Dusenbery, 2016), to provide equitable access to lifelong learning. Each panelist will facilitate small group discussions, and LaConte will facilitate a whole-group discussion on the top discussion points. LaConte will provide hands-on demonstrations of teaching and learning approaches. Additionally, participants will receive information about relevant literature, resources, curriculum, and tools to seamlessly incorporate a focus on STEM in their existing courses.

PRESENTERS: Keliann MG LaConte, David Lankes, Mary Stansbury, Mega Subramaniam

5:45 PM – 7:00 PM

Past Presidents' Reception

—By Invitation Only

LIBRARY

Thursday, February 8

7:30 AM – 8:30 AM

All Conference Continental Breakfast

WESTMINSTER FOYER

7:30 AM – 8:30 AM

School Representatives' Breakfast

WESTMINSTER I

7:30 AM – 8:30 AM

SIG Business Meetings 3

Youth Services SIG; School Libraries Education SIG; Archival/Preservation SIG; Curriculum SIG; MEHC (Multicultural, Ethnic, and Humanistic Concerns) SIG; Technical Services Education SIG; Doctoral Students SIG

STANDLEY II

8:00 AM – 8:00 PM

unCommons

WINDSOR

8:00 AM – 8:00 PM

Placement Services

FLATIRON, GREY'S PEAK, LONG'S PEAK

8:00 AM – 5:00 PM

Exhibits

WESTMINSTER FOYER

8:30 AM – 10:00 AM

Session 4: Programs and Papers

4.1 Juried Papers – Information Literacy and Continuing Education

MEADOWBROOK I

MODERATOR: Bill Kules, University of Maryland

"'Give Me Some Slack': Public Librarians LINQ Together for Professional Development"

School-based and community-based educators use a form of critical inquiry for practitioners to research their own professional practices to consider the impacts of their work. The Librarians' Inquiry Forum (LINQ) is a professional development program which uses social media as the framework to implement a collaborative ethnographic approach to professional learning for librarians. This session will share the analyzed data of 15 librarians from Hawai'i's public library system who collaborated to research and learn from one another's professional practices employing the practitioner model of reflective inquiry. The main implication of employing practitioner inquiry for public librarians is that this collaborative approach, using social media as the interface, heightens and enhances networking and sharing of ideas and practices for ongoing professional learning and identity development. Lastly, LINQ is a low-to-no-cost initiative that can be replicated for meaningful outcomes throughout librarianship.

PRESENTERS: Vanessa Irvin, Wiebke Reile

"Role of LIS Schools in Ongoing Professional Development for Practitioners"

In this age of libraries transforming, continuing education is a necessity for library professionals to keep relevant. Ongoing challenges for the Library and Information Science community are to identify key areas to increase professional knowledge and skills and to determine the best ways to deliver professional learning (Harhai & Krueger, 2016). One of the goals of the Media Smart Libraries grant, funded in part by the Institute of Museum and Library Services and awarded to the Graduate School of Library and Information Studies at the University of Rhode Island, was to increase the digital and media literacy skills of practicing school and public youth librarians. Through a partnership with the Rhode Office of Library and Information Services, the grant project providing two years of continuing education workshops on digital and media literacy competencies for librarians serving children and teens. An evaluation of the program indicated that practicing librarians are motivated to continue their learning in topics they consider critical in servicing today's user needs and behaviors.

PRESENTERS: Valerie Karno, Lauren Mandel, Mary Moen

"Learning by Doing: Using Field Experience to Promote Online Students' Diversity Engagement and Professional Development"

Our faculty have responded to two challenges of online education, professional socialization and diversity engagement, through experiential and active learning using concrete experience to increase student engagement with diverse populations as a way to involve them with professional concerns. This paper focuses on interactive projects that can be accomplished by students at separate locations and projects that students undertake in their own communities.

PRESENTERS: Denice Adkins, Jenny Bossaller, Beth Brendler, Sarah Buchanan, Heather Moulaison Sandy

4.2 Juried Papers – Mobile Technology, Technology Governance, and Virtual Lab

MEADOWBROOK II

MODERATOR: Sandra Valenti, Emporia State University

"Developing MISSILE Curriculum to Train LIS Students as Mobile Technology Consultants"

In the background of rising popularity of mobile technologies, organizations are increasingly investing in mobile applications and technologies to serve their patrons effectively and efficiently. As a result, there is a growing demand for experts in developing and managing mobile applications and technologies.

Project MISSILE (Mobile Information Skills and Solutions in Library Education) developed an interdisciplinary curriculum for training library and information science (LIS) students to serve as mobile technology consultants (MTCs) for libraries and not-for-profit organizations including schools and churches. Planning for this project was funded by the Institute of Museum and Library Services (IMLS) in 2016, and with input from the Project MISSILE's advisory board, consisting of researchers and practitioners from libraries and information technology (IT) industry, the feasibility and utility of the proposed curriculum has already been assessed.

This paper introduces the curriculum design that resulted from the assessment. We also seek feedback and guidance from the 2018 ALISE Conference attendees, to further strengthen this innovative interdisciplinary curriculum with the following four clusters.

PRESENTERS: Suzie Allard, Devendra Potnis

"Librarians as Participants in Technology Governance: The Role of Librarians in Educational Technology Selection"

Librarians use educational technology for teaching, learning and outreach for library services. As faculty, librarians should also participate in shared governance for selecting which educational technology will be adopted for use on campus. In a qualitative research study, findings indicate that librarians were rarely active participants in the selection process for choosing a learning management system at several land-grant universities. This paper discusses the role of educational technology (particularly the learning management system) in academic librarianship, and if librarians should be more involved in educational technology selection.

PRESENTER: Jenna Kammer

"Integrating Virtual Computing Lab (VCL) in Distance Education for LIS Programs"

We are experiencing an intensive period of innovation, we need to keep our students in mind and prepare them with competencies needed for their future job market. In recent years, we have heard many buzz words such as Big Data, Data Science, and Cloud Computing in academia. The common denominator of all of them is the great enthusiasm and the need for data analytics skills in the next generation of college graduates. The pervasive nature of big data and cloud technologies is not limited to computer science or informatics, it touches upon many disciplines. The McKinsey Global Institute (Manyika et al., 2011) has predicted that by 2018 the U.S. could face a shortage of between 140,000 to 190,000 people with deep analytical skills, and a shortage of 1.5 million managers and analysts who know how to leverage data analysis to make effective decisions. The demand for such skills has been on a steady rise and in most predications about the job market, such skills are expected to be the most valuable and well-paid in the future. Therefore, this is a promising area for expanding the LIS universe.

PRESENTER: Emad Khazraee

4.3 Juried Panel: Revisiting the Evolving Landscape of Open Access and Scholarly Communication

STANDLEY II

The Open Access movement is transforming scholarly communication. While the notion of Open Access to scholarly information is not new, various factors, including federal mandates for sharing the products of federally funded research drive scholars to rethink traditional scholarship models.

The panelists will explore the various facets of open access and how the movement impacted scholarly communication in general. In particular, the panelists will argue that open access play significant role in expanding LIS Education Universe, among other things by enabling scholars more equitable participation in research and development activities globally. Based on the current practices and emerging trends, this panel will further assess the open access and scholarly communication landscape and speculate on the future direction, and the influence on global scholarship. Panelists will also highlight trends in open access practices around research datasets, including the publishing, sharing, use, citation, and management of research datasets alongside scholarly publications.

PRESENTERS: Daniel Gelaw Alemneh, Shimelis Assefa, Samantha Hastings, Sulliman Hawamdeh, Kris Heldge, Abede Rorissa

4.4 SIG Program – School Libraries Education SIG: The Expanding Universe of School Library Pedagogy, Practice, and Research

COTTON CREEK II

The ALISE School Library Special Interest Group (SIG) presents three papers exploring the SIG theme The Expanding Universe of School Library Pedagogy, Practice, and Research. The SIG session will begin with a panel presentations of 3 competitively selected research papers. This will be followed by an interactive round-table discussion, during which participants will interact with panelists regarding issues raised by the papers, implications for practice, and future areas for research.

Research Presentations include:
• *Co-Teaching across Academic Disciplines* – Dow and Thompson, Emporia State University
• *Modeling Instructional Partnerships* – Lucy Santos Green, University of South Carolina
• *Regarding Empathy* – Abigail Phillips, Utah State University

PRESENTERS: Mirah Dow, Lucy Santos Green, Abigail Phillips, Kenneth Thompson

4.5 SIG Program – Youth Services SIG: Expanding Literacies Across the LIS Education Universe

WAVERLY

An overarching mission of librarianship has always focused on the need to prepare an informed citizenry, and in the era of "fake news," "transmedia texts," and increasing nationalism, this is more necessary than ever, especially in the context of young people. From understanding community needs on a local level to embedding practice with information literacy on a global level, contemporary library practice means incorporating practice with research, and addressing multiple literacies—from media literacy, to multiple literacies required to interpret and consume transmedia texts, to the types of literacies required to educate global citizens whose reach goes beyond borders. In order to create professionals who understand community needs in the context of multiple literacies, LIS educators must address each of these areas, and provide continuing education to keep professionals current as literacy needs evolve. This 90-minute panel will feature four 15-minute presentations, followed by 30 minutes of world cafe style discussion. Panelists will explore how to use research to create advocacy tools, how to leverage fake news to empower students via news media literacy, how to foster cultural competency via translations, and how to evaluate, critically analyze, and synthesize information across media platforms. Each of these presentations will highlight areas of information literacy necessary for an informed citizenry in the digital age.

PRESENTERS: Kathleen Campana, Lesley Farmer, Annette Goldsmith, Amanda Hovious, Marianne Martens, Michelle Martin, Elizabeth Mills, Ellen Pozzi

4.6 ALISE Awards & Papers

COTTON CREEK I

- Eugene Garfield Doctoral Dissertation
- ALISE Research Grant
- Connie Van Fleet Award

THURSDAY, FEBRUARY 8

10:00 AM – 10:30 AM

Morning Break

WESTMINSTER FOYER

10:30 AM – NOON

Session 5: Programs and Papers

5.1 Juried Papers – LIS Education Trends and Data Analytics Literacy

MEADOWBROOK I

MODERATOR: Wooseob Jeong, Emporia State University

"STEMming the Tide: Trends in Librarians' Educational Backgrounds"

In recent years, increased attention has been paid to diversity in librarianship, or discussions of the lack thereof. While many of these discussions have focused on gender or ethnicity, other factors such as educational and disciplinary background, also contribute to diverse perspectives. This is especially true in places where the master's degree serves as the professional criteria for the field, presuming previous undergraduate education in a specific area of study.

PRESENTER: Rachel Ive Clarke

"Big Data Analytics Literacy Development and the Information Profession: Looking Forward from Within"

Big Data analytics (BDA) or simply Data Analytics figure among the trendiest topics in the beginning of this century. While discussions involving technological breakthroughs abound, not so much attention has been given to organizational capabilities that are necessary to make sure data analytics lives to its promise. Literature about those capabilities is still scant and, as it evolves, suggests that talent and skills development are crucial to ensure success in data analytics use. In that context, information and data literacy should now be discussed in the light of data analytics phenomenon, a reality that poses important challenges to information professions as well as to the educational and research agenda in information science. Given the emerging and interdisciplinary importance of data savviness across a myriad of fields and industries, this ongoing research paper suggests that more attention should instead be given to "data analytics literacy", a goal to which information scientists should be committed with and that LIS education should sponsor and foster. However, getting that understanding involves understanding two sides: a) the supply side, or the side that has the expertise to prepare data and information scientists; and b) the demand side, or the side that expects certain skills so data analytics can be used. This ongoing research introduces the importance of a preliminary understand on what both see as being "data analytics" and on what they consider critical. Interviews with LIS educators and BDA practitioners can help identifying points of overlap and mismatches between those visions and inform both audiences on how they can reciprocate to accomplish talent development goals.

PRESENTERS: Felippe Cronemberger, Abebe Rorissa

"Coding with a Critical Lens: A Developing Computer Programming Curriculum for Diversity and Equity"

As LIS and computer science programs expand to educate students for the ever-growing array of jobs in the information professions, they are beginning to address issues of diversity and equity in their computer programming courses. To date, the focus is primarily on how to help students learn programming skills more successfully with course material that is more relevant to the interests of diverse students and by adopting more inclusive teaching practices (Alvarado, Dodds & Libeskind-Hadas, 2012). Only a few programming courses directly address these issues as part of the course content (Kules, 2017a; Salo, 2016). This is important because as students transition to their professional careers they will need to understand, navigate, overcome and undo inequitable practices and cultures within their work environment (Reynolds & Hartman, 2014).

PRESENTER: Bill Kules

5.2 Juried Papers – Teaching, Advising, and Scholarship

MEADOWBROOK II

MODERATOR: Shimelis Assefa, University of Denver

"Teaching the ACRL Framework: Reflections from the Field"

This paper presentation relates to the conference theme of expanding the LIS Education Universe through exploration of the experiences and

perceptions of academic librarians as they work to incorporate the Framework into information literacy instruction.

PRESENTERS: Melissa Gross, Heidi Julien, Don Latham

"E-Advising: Expanding Advising for Distance LIS Students"

Online instruction and programming have expanded the universe of LIS education. Across the field, we have worked to convert our courses into the online environment and to implement pedagogies appropriate for online teaching and learning. However, the physical classroom is not the only aspect of graduate education impacted by moving to an online space. The changes in instruction and advising have not just changed at the course level, but also at the program and university levels. From recruitment to alumni relations, LIS programs and their universities are seeking to expand and adjust how they reach distance students in online programs.

PRESENTERS: Elizabeth Burns, Jeffrey DiScala, Sue Kimmel, Meredith Parker

"(Re)Discovering LIS Education Identity, Image, and Purpose in Engaged Scholarship"

We [LIS education] are challenged by the "increasing difficulty in maintaining coherence of identity, image, and purpose." This is reflected in past, present, and future changes to the discipline. Information scientists finding academic home in library education programs in post-WWII higher education marked the beginning of LIS education and promised ensuing changes. Advent of the Internet in the late 21st century ignited a LIS education rebranding movement. Ubiquitous access to information through computers posited the unsettling question regarding relevance and needs for traditional libraries. In response, many LIS schools abandoned the 'L' opting for labels of information science reflecting modernized information access and subsequent student recruitment beyond interests in librarianship. Y2k ushered in the iSchools movement inviting interdisciplinary faculty, diversified curricula, and increased focus on funding for faculty research. More recently, LIS schools promote niche programs to the likes of big data, archival studies, and social justice. Changes remain centered upon preparing LIS professionals for meaningful practice. Standards for accreditation of Master's programs in LIS continually ensure responsibility to prepare practitioners while straining meaningfulness of LIS Education within the academy entrenched in goals of research, teaching, and service. Ubiquitous pressures that drive change rekindle Cronin's insight haunting, taunting, and provoking LIS education to find its "coherence of identity, image, and purpose." The dawning of 2018 marks a major LIS education conference theme beckoning LIS educators and practitioners to reflect and act upon 'The Expanding LIS Education Universe.'

PRESENTERS: Laurie Bonnici, Jinxuan Ma

5.3 Juried Panel: Expanding LIS Youth Services Curriculum to Embed Computational Thinking

STANDLEY I

Decades of formal computer science (CS) education have failed to produce qualified computer scientists and software engineers that the world needs (Google & Gallup, 2016). Approximately 40% of K-12 schools in the US offer CS courses with programming/coding elements and 9% offer Advancement Placement (AP) CS courses. Black students in the US are 23% less likely to have taken CS classes in schools than their White counterparts (Google & Gallup, 2016). A lack of qualified teachers, mentors, and resources continues to be the root of this lingering problem (Code.org, 2017). Other regions in the world also report similar figures (OECD, 2014). Libraries hold tremendous potential to offer informal CS learning opportunities to underserved youth, thus having the potential to overcome these shortcomings. Libraries can provide mentors and social learning spaces that encourage underserved youth to geek out and tinker with technology (Bertot et al., 2014; Braun, et al., 2014; Hoffman et al., 2016).

PRESENTERS: Colette Drouillard, Melissa Johnston, Rachel Magee, Jennifer Moore, Joe Sanchez, Mega Subramaniam, Natalie Taylor

5.4 Juried Panel: Teaching for Justice

STANDLEY II

This proposed lightning talk panel is based on the 2017 publication Teaching for Justice (Cooke & Sweeney, 2017), which was written as a response to the rising awareness amongst Library and Information Science (LIS) educators of the need

to actively integrate social justice frameworks, values, and strategies into LIS teaching practices and curricula as a foundation for training the next generation of just and critically-minded library and information professionals. "Teaching for justice" is a timely topic, as internal conversations about professional identity, status, scope of the field, and the role of LIS education are playing out against a panoply of complex external forces that include: decreased public funding for education and social services, increased state spending on mass incarceration and defense, widening wealth gaps, and the privatization of information. These are just some of the forces that are held in tension with LIS core professional values that emphasize access, democracy, public good, intellectual freedom, diversity, and social responsibility. These tensions are felt in the lived experiences of members of our communities, most keenly amongst those belonging to oppressed and marginalized groups.

PRESENTERS: Jenny Bossaller, John Burgess, Nicole Cooke, Sandra Hughes-Hassell, Bharat Mehra, Kevin Rioux, Vandana Singh, Julie Winkelstein

5.5 SIG Program – Archives/Preservation Education SIG: Trends in Archival Education

COTTON CREEK I

The Archival/Preservation Education SIG panel engages with current trends in teaching preservation and archival studies at the master's, doctoral, and undergraduate levels. Four individual presentations and audience discussion focus on innovative classroom pedagogy, community archives engagement, student research, and practical experience working with archival collections. Jennifer Douglas examines personal archives in archival curricula, and Patricia Franks considers pedagogical lessons from assembling an International Directory of National Archives for publication. Sarah Buchanan analyzes archival work through the lens of reported job titles, and Rhonda Clark evaluates current information services for genealogy and family history. Panelists will field questions and engage attendees in discussions contemplating future directions for archival education drawing on current classroom experiences. Below we present abstracts for each contribution in order of their presentation. We anticipate, in sequence, two 20 minute presentations, two 10 minute presentations, and 30 minutes for engaging in discussion with attendees.

PRESENTERS: Sarah Buchanan, Rhonda Clark, Jennifer Douglas, Patricia Franks

5.6 SIG Program – Curriculum SIG: Practitioner Input in Curriculum Design: Is Our Present Model Working?

COTTON CREEK II

This panel discussion consisting of LIS Educators and Practitioners will be a continuation of the successful 2017 discussion on this topic.

While it is recognized that library and information graduates are still required to be taught core theories, knowledge, and skills while at university, employers are increasingly demanding them to have additional skills to enable them to function as competent information professionals (Stephens & Hamblin, 2006, p. 224). A study on perceived preparedness of recent graduates by Creel and Pollicino (2012) still supports this. They surveyed both recent MLS graduates and practitioners. It revealed that there are still larger gaps between the two sides and suggested service learning projects and course work may need to be reexamined within the curriculum.

PRESENTERS: Nora Bird, Jason Colman, Michael Crumpton, YooJin Ha, Linda Lillard, Cecilia Salvatore

12:15 PM – 1:30 PM

Awards Luncheon

WESTMINSTER I-II

1:30 PM – 2:30 PM

ALISE Business Meeting

WESTMINSTER I-II

2:30 PM – 4:00 PM

Session 6: Programs and Papers

6.1 Juried Panel: LIS Qualifications, Certification, and the Meaning of 'Professional' Around the World

STANDLEY II

As the field of library and information science (LIS) grows increasingly interconnected on account of transborder mobility and international collaborations, the transferability of LIS credentials takes center stage. The knowledge of qualification and certification requirements become paramount for developing credential equivalencies across geographic borders and quality assurance standards for relevant and meaningful LIS education. To address these issues, the proposed international panel will present selected results of the international survey, conducted by the IFLA BSLISE Working Group in the spring of 2017, thus injecting a timely international dimension into the conference discussion of the expanding LIS education universe.

PRESENTERS: Keren Dali, Kendra Albright, Clara Chu, Saif Al Jabri, Primoz Juznic, Dick Kawooya, Filberto Felipe Martinez-Arellano, Jaya Raju, Anna Maria Tammaro, Ana Maria Telavera-Ibarra

6.2 Juried Papers – Doctoral Education and Research

MEADOWBROOK II

MODERATOR: Kyle Jones, Indiana University-Purdue University Indianapolis

"What Doctoral Student Motivation Tells Us About the Future of LIS Education"

This study identifies factors motivating individuals to earn a doctoral degree in library and information science. Data about doctoral student motivation was collected from first-year students through a survey, semi-structured interviews, and personal admission statements. Analysis reveals that students are motivated by an interest in research, affirmation of others, and appreciation for academic environments. Results not only inform prospective doctoral students and the work program administrators, findings shed light on the future of graduate level education, addresses concerns in the literature about faculty supply, and offers recommendations for improving the pipeline from graduate study to doctoral study to the academy.

PRESENTERS: Africa Hands

"The Expanding LIS Research in North America: A Reflection of the LIS Doctoral Co-Authorship Network"

Library and Information Science (LIS) has been undergoing a radical change since the 1980s when some universities closed their traditional library schools (Wiggins & Sawyer, 2010) as the iSchool movement began (Shu & Mongeon, 2016). Then LIS has gradually become an interdisciplinary field (Tang, 2004) ingesting the library science, information science, computer science and other fields (Bruce, 2011). As an original contribution to the advancement of knowledge (Johnson, 2009; O'Connor & Park, 2001), the doctoral research topics has been used to investigate the LIS disciplinary identify (Sugimoto, Li, Russell, Finlay, & Ding, 2011) and its interdisciplinary relations (Shu, Larivière, Mongeon, Julien, & Piper, 2016); but LIS doctoral research co-authorship network has never been investigated. The purpose of this study is to investigate the evolution of the network of LIS doctoral research collaboration, which reflects the expanding LIS research universe.

PRESENTER: Fei Shu

"The Beginning, Acting, Telling (BAT) Model: Integrating Information-Seeking Research and Information Literacy Research"

In the LIS discipline, as research into information-seeking behavior and information literacy has become much more commonplace, the two concepts have remained largely separate, the former demonstrating an emphasis on how users search for information inside and outside the workplace and the latter on instructional strategies in educational environments, specifically in the context of school or academic libraries. Where the research does overlap is in the emphasis on information retrieval, especially pertaining to searching and to a lesser extent to evaluation and relevancy; information-seeking behavior focusing more on the user, and information literacy on instructional strategies. Furthermore, research into information-seeking behavior has resulted in the development of several diagrammatic process models (Bates, 1989; Dervin, 1983, 1992; Wilson, 1999) that can predict behavior in different contexts to provide a series of steps or stages that users can follow on their own. Information literacy research, however, tends to report on instructional

strategies that help users understand how to better find information by exploiting different navigational tools such as indexes, online library catalogs, and search engines. Neither research area, however, examines in-depth other aspects of the process such as before the search begins or how the information is used once retrieved and evaluated.

PRESENTER: Valerie Nesset

6.3 Juried Papers - Research – Practice, Leadership, and Literacy Education

MEADOWBROOK I

MODERATOR: Elise Lewis, University of South Carolina

"Co-Designing the Next Generation of Education for Children and Youth Librarians: A Research-Practice Partnership"

Too often, we in the academy rue the division of research and practice. This is often evident in the disjuncture between what is covered in the MLIS curriculum and what is needed in the communities our graduating librarians serve. While the student body of MLIS programs can offer feedback to the LIS schools, these students may not be working at library and/or may have limited exposure to the needs of the communities that they would like to serve. In the youth librarianship area, development in learning, technology, and youth culture is so swift that librarians need to adopt new roles and approaches in working with youth that are quite different from what they have learned in the graduate preparation programs.

PRESENTERS: Tammy Clegg, Mega Subramaniam, Amanda Waugh

"Collective Leadership Roles for Supporting Community Digital Literacy Initiatives"

Digital literacy is an area of importance for information professionals, reflected in the emergence of community-serving makerspaces and fabrication labs within library settings. Digital literacy programming often involves unique information needs and potentially burdensome financial, human, and infrastructure challenges. Partnerships are often sought out mitigate these challenges. However, collaboration brings its own set of issues around leadership, coordination, and communication. In this paper, we discuss a collective leadership framework, the foundation for a case study exploring community organizing around digital literacy initiatives. The main conceptual foundations will be highlighted and it will be argued that the framework can contribute understanding to the organizing processes present in multiple stakeholder community collaborations, with implications for the development of essential leadership education and training for LIS professionals.

PRESENTER: Kirstin Phelps

"A Data, Information and Knowledge Map: Considerations for Information Literacy Education"

One of the main challenges in information science education is teaching the distinction between data, information and knowledge and explaining the importance of the understanding to a diverse student population. Introductory texts either provide a highly simplified version of the concepts, using the DIK pyramid and simply suggesting information is when you add meaning to data (e.g. Ackoff, 1989), or, in other occasions, providing an exhaustive list of definitions from diverse thinkers and philosophers (Bawden & Robinson, 2012; Zins, 2007). Numerous good treatises, of course, have provided deeply insightful explanations about these concepts and their relevancy in the world today. Nevertheless, in my view, important concepts need to be emphasized and clarified. More specifically, data, information and knowledge need to be understood in relation to the process of science and research. A non-naïve objective view of information may be used as basis for teaching information literacy and basic research practice.

PRESENTER: Nic DePaula

6.4 ALISE Awards & Papers – OCLC/ALISE LIS Research Grant Papers

STANDLEY I

- Challenges of Costing Research Data Management: Two Cases
- Financial Information Literacy Toolkit to Educate boRrowers: A Channel for Public Libraries to Partner with Governments for Financial Inclusion in the Developing World
- Investigating Engagement of Public, Academic, and Medical Libraries with Community-Based Health and Wellness Activities in Diverse Urban Communities

6.5 SIG Program – Multicultural, Ethnic, and Humanistic Concerns SIG: A Critical Dialogue: Faculty of Color in Library and Information Science

COTTON CREEK I

Inspired by the recent article, *A Critical Dialogue: Faculty of Color in Library and Information Science* (Ceja et al. 2017), the MEHC SIG proposes a panel composed of LIS faculty of color who will share brief stories of what it's like to be a faculty member of color in LIS, and they will put forth truths they would like the rest of the field and professoriate to know about their experiences and concerns. This will be an informally produced, but powerful, panel of stories that will shed light on the experiences of faculty of color while also generating discussion and avenues for support and advocacy.

PRESENTER: Renate Chancellor, Monica Colon-Aguirre, Nicole Cooke, Amelia Gibson, Renee Franklin Hill, Vanessa Irvin, Bharat Mehra, Beth Patin, Joe Sanchez, Tonia Sutherland

6.6 SIG Program – Technical Services Education SIG: Expanding Technical Services Education: From Cataloging and Classification to Electronic Resources and Information Infrastructure Development

STANDLEY II

Four presentations by an expert group of LIS educators and practitioners provide perspectives on the future of technical services education. Presentations will cover new perspectives on and practices in traditional technical services topics of cataloging and classification as well as new areas into which technical services education is expanding.

PRESENTERS: John D'Ignazio, Cris Ferguson, Gretchen Hoffman, Sue Kimmel, Maurine McCourry, Susan Rathbun-Grubb, Heather Moulaison Sandy, Karen Snow, Sarah Sutton

3:30 PM – 4:00 PM

Doctoral Poster Session Set up

WESTMINSTER III-IV

3:30 PM – 4:00 PM

Doctoral Poster Judging Meeting

WESTIN BOARDROOM

4:00 PM – 6:30 PM

Doctoral Poster Judging

WESTMINSTER III-IV

4:00 PM – 4:30 PM

Afternoon Break

WESTMINSTER FOYER

4:30 PM – 5:30 PM

2018 & 2019 ALISE Program Planning Committees Joint Meeting

WAVERLY

6:15 PM – 6:30 PM

ALISE Kick-Off to 2019

WESTMINSTER I-II

7:00 PM – 8:30 PM

Doctoral Student Research Poster Session and Reception

WESTMINSTER I-IV

FRIDAY, FEBRUARY 9

7:30 AM – 8:30 AM

All Conference Continental Breakfast

WESTMINSTER FOYER

7:30 AM – 8:30 AM

SIG Business Meetings 4

International Library Education SIG; Distance Education SIG

STANDLEY II

8:00 AM – 1:00 PM

Exhibits

WESTMINSTER FOYER

8:00 AM – 12:00 PM

unCommons

WINDSOR

8:00 AM – 12:00 PM

Placement Services

FLATIRON, GREY'S PEAK, AND LONG'S PEAK

8:30 AM – 10:00 AM

Session 7: Awards and Papers

7.1 Juried Papers – Interdisciplinary Approach, Professional Development

MEADOWBROOK I

MODERATOR: Devendra Potnis, University of Tennessee, Knoxville

"The Expanding LIS Education Universe: A Combined Degree Program for Translation and Information Science"

Information professionals from all sectors are increasingly likely to encounter situations where knowledge of a foreign language might be useful; however, at present, few LIS programs incorporate language courses. We present a proposal for a Combined Degree Program (CDP) that will allow students to receive a BA in Translation and a Master of Information Studies within a reduced time period by allowing a limited number of identified program credits to count towards both programs. While translation and LIS might not appear to have much in common, we demonstrate that there is actually considerable overlap and complementarity as regards research, teaching and practice, thus making a CDP an attractive proposition.

PRESENTER: Lynne Bowker

"Developing a Framework for Educating and Training Mid-Career LIS Professionals"

Library and information science (LIS) programs have traditionally focused on post-graduate education, making a conversion Master's degree following a Bachelor's degree in any subject the standard entry-level professional qualification, particularly in North America. In a recent article, Chawner and Oliver (2016) identified alternative models to this type of qualification, in part to meet the challenges and changing demands of the field. The lack of advanced qualifications offered through traditional LIS programs may not be meeting the needs of individuals looking for new positions or new challenges (La Chapelle & Wark, 2014; Peet, 2017). In addition, this situation also presents an opportunity for LIS programs to work with professional organizations and other stakeholders to expand LIS education opportunities using a more formalized process. There has been limited discussion about what the LIS profession needs for further professional development, and even less discussion about what qualifications, skills, and knowledge an LIS professional needs when moving into mid- and late-career positions (Lyon et al, 2014; Rafiq & Arif, 2017). At the moment, LIS professionals interested in expanding their knowledge and skills following their initial qualification have access to a range of formal and informal educational experiences that offer varying levels of learning opportunities. In this paper, we use the term 'formal education' when referring to traditional LIS education involving direct interaction between teachers and learners. 'Informal education' includes flexible learning opportunities often offered through the Internet in the form of self-paced courses. In addition to formal and informal education, training, or the development of new and improved skills, also plays a part in professional development.

PRESENTERS: Philip Calvert, Jennifer Campbell-Meier, Brenda Chawner, Anne Goulding, Chern Li Liew

7.2 Juried Papers – Curriculum Development and Accreditation

MEADOWBROOK II

MODERATOR: Daniel Alemneh, University of North Texas

"Approach to Harmonization of Entry Requirements of Graduate Program in Information Science at European Higher Institutions: EINFOSE Project"

Various aspects of harmonization at European Higher Education Institutions (HEIs) that offer programs in Library and Information Studies (LIS) have been studied since early 1990s. Since 2004-05 – when a project on Curriculum Development was funded through Erasmus program – up to 2016, there were no projects on education in Library and Information Science funded by European Union. The main goal of this paper is to present and discuss the results after the first year of the Erasmus plus project entitled European Information Science Education: Encouraging Mobility and Learning Outcomes Harmonization (EINFOSE).

PRESENTERS: Tatjana Aparac-Jelusic, Martina Dragija Ivanovic, Sanjica Tanackovic

"Building Connections Between LIS Graduate Students and Undergraduates: A Case Study in Curricular Engagement"

This paper considers how LIS graduate programs can expand their reach through greater engagement with undergraduate students. The author uses a case study approach to experiment with connecting graduate and undergraduate students via an experiential learning project and suggests that there were perceived benefits for both student groups in doing so. This paper is intended to initiate a dialogue about deepening LIS graduate programs' connections with undergraduate students. It provides a broader look ways in which other professional graduate programs engage undergraduate students through curriculum or other means, considers the benefits in doing so, and highlights approaches through which LIS graduate programs can facilitate this engagement.

PRESENTER: Eleanor Mattern

7.3 Juried Panel: Teaching Research Methods in LIS Programs: Approaches, Formats, and Innovative Strategies

STANDLEY I

This panel session features LIS faculty members exchanging information about their research methods courses, and discussing approaches ensuring that courses deliver both core knowledge and practically relevant skills. Panelists will present how research methods courses are taught in their respective LIS curricula with regard to whether it is required or elective, prerequisites, textbooks, delivery format, and assignments/projects. With emerging positions in UX, data science, and assessment librarianship, it is essential for LIS educators to understand how core knowledge areas are taught, and explore ways of incorporating emerging content areas, tools and approaches into the research methods pedagogy.

PRESENTERS: Lynn Silipigni Connaway, Timothy Dickey, Jenna Hartel, Lori Kendall, Kristen Rebmann, Rong Tang, Elaine Yontz

7.4 Juried Panel: Autism Spectrum Disorder and iSchools: Expanding the Possibilities Through Research

STANDLEY II

LIS researchers and practitioners have a long history of working to understand and serve the needs of their communities. The prevalence of autism spectrum disorder (ASD), a neurodevelopmental disorder marked by social and communicative impairments, now measured at approximately 1 in 68 children (Baio, 2014), makes this is a growing segment of every community, whose specific needs are yet to be adequately addressed.

PRESENTERS: Amelia Anderson, Amelia Gibson, Charlie Remy, Paul Wyss

7.5 SIG Program – International Library Education SIG: Within and Without: International Aspects of LIS Education

COTTON CREEK I

This session will address issues affecting LIS education and the future role of libraries, with perspectives from within North America and from other parts of the world. Many of the issues we face are the same,

FRIDAY, FEBRUARY 9

although different regions of the world and specific countries often face unique challenges that have given birth to innovative solutions that can be used or adapted to great advantage in other circumstances. The faculty on the panel are of diverse national origin with wide experience of teaching and learning in the library science curriculum.

PRESENTERS: Clara Chu, Zamir Hassan, Dick Kawooya, Jaya Raju, Ramona La Roche, Andrew Smith

10:00 AM – 10:30 AM

Morning Break

WESTMINSTER FOYER

10:30 AM – NOON

President's Program: Digital Literacy in the Era of Fake News: Key Roles for Library and Information Science Educators

WESTMINSTER I-II

To identify the skills required by LIS professionals at different career stages

PRESENTERS: Barbara Jones, Heidi Julien, Michael Seadlec, Dietmar Wolfram

NOON – 3:00 PM

ALISE Board of Directors Meeting

WESTIN BOARDROOM

2018 Award Winners

ALISE Awards

ALISE Service Award

Louise Spiteri, *Dalhousie University*

ALISE Award for Professional Contribution

Claudia Gollop, *University of North Carolina – Chapel Hill*

The Library Journal/ALISE Excellence in Teaching Award

Renee Hill, *University of Maryland*

ALISE/Pratt-Severn Faculty Innovation Award

Peiling Wang, *University of Tennessee*

ALISE Research Awards/Grants

ALISE Community conn@ct Mini-Grants

Christine Angel, *St. John's University*: Creating Access to Archival Documents for Immigration Policy Reform: "A Project of Original Legislative History from the House Judiciary Committee, Subcommittee on Immigration, Refugees and International Law for the (Re)construction of Immigration Policy within the United States Community Institution: The Center for Migration Studies of New York (CMS-NY)"

Karen Gavigan, *University of South Carolina*: "Creating an Anti-Gang Graphic Novel – Social Justice from Behind the Fence Community Institution: South Carolina Department of Juvenile Justice (SCDJJ)"

Joyce M. Latham, *University of Wisconsin – Milwaukee*, Milo Miller & Christopher Wilde, *Co-founders, Queer Zine Archive Project (QZAP), Milwaukee, WI*: "The Queer Zine Archive Project (QZAP) Community Institution: The Queer Zine Archive Project (QZAP)"

ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults

Bharat Mehra, *University of Tennessee*

ALISE Research Grant Competition

Lynne Bowker, *University of Ottawa*

ALISE/Bohdan S. Wynar Research Paper Competition

J. Elizabeth Mills, *University of Washington*; Kathleen Campana, *Kent State University*; Allyson Carlyle, *University of Washington*; Bowie Kotrla, *Florida State University*; Eliza T. Dresang, *University of Washington*; Ivette Bayo Urban, *University of Washington*; Janet Capps, *Independent Researcher*; Cheryl Metoyer, *University of Washington*; Erika Feldman, *Independent Researcher*; Marin Brouwer, *Kent School District*; Kathleen Burnett, *Florida State University*

ALISE/ProQuest Methodology Paper Competition

Lynne Bowker, *University of Ottawa*

ALISE/Eugene Garfield Doctoral Dissertation Competition

Rachel Ivy Clarke, *Syracuse University*

OCLC/ALISE Library and Information Science Research Grant Competition

Winners to be announced at the Awards Luncheon

2018 Annual Conference Awards/ Grants

ALISE/University of Washington Information School Youth Services Graduate Student Travel Award

Elizabeth Mills, *University of Washington*

Doctoral Students to ALISE Grant

Sylmari Burgos-Ramirez, *Simmons College*

Diversity Travel Award to the ALISE Annual Conference

Sangeeta Namdev Dhamdhere, *Modern College of Arts, Science and Commerce*

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2019 CONFERENCE DRAWING

Win a 3-night stay at the **Hilton Knoxville** during the **2019 ALISE Annual Conference**. This prize is valued at approximately $600.

Tickets are available at the registration desk, $1 per ticket.

MEETING FACILITY

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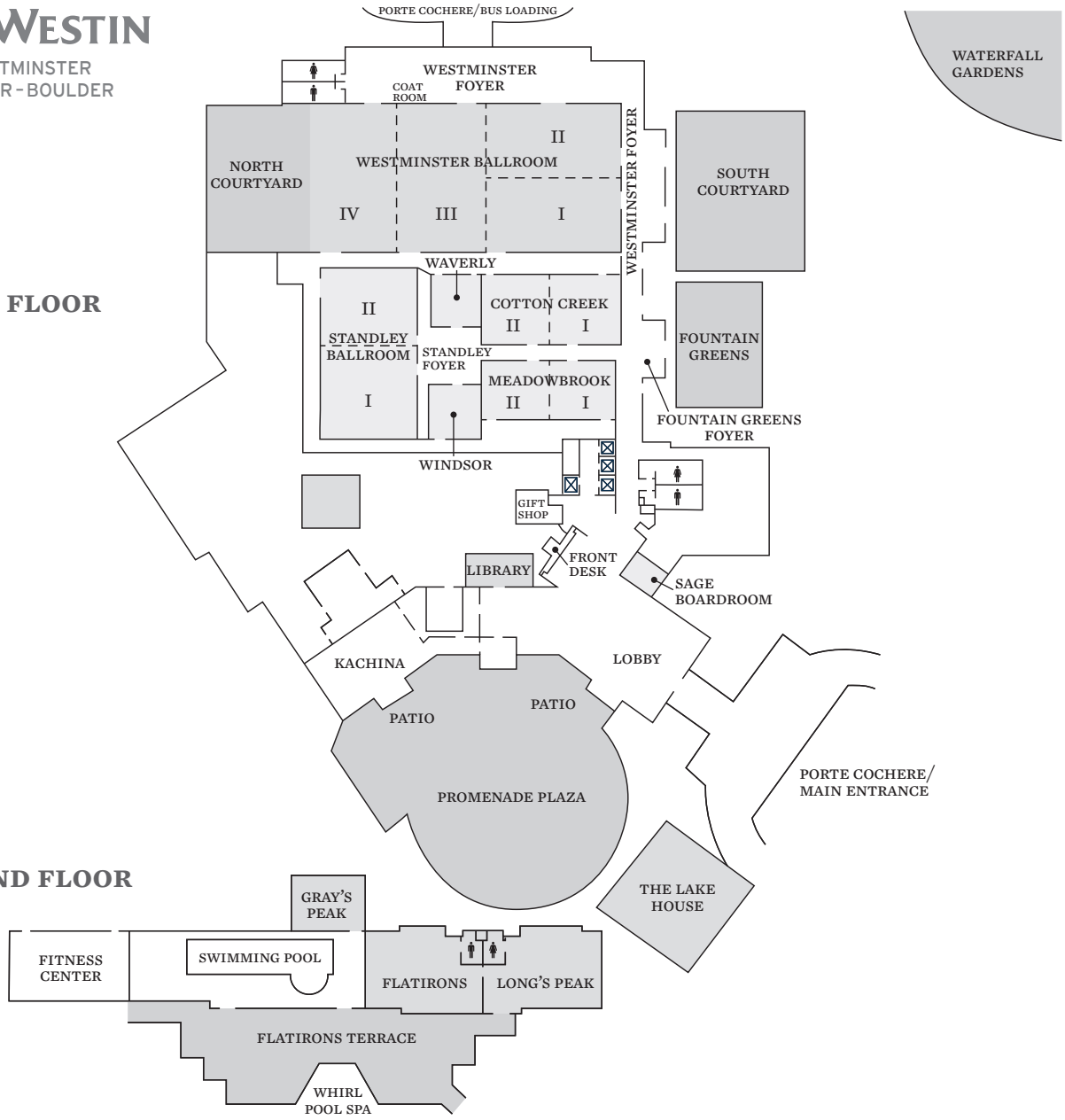

Nearby Lunch Options

Due to labor and overhead costs, the hotel is unable to provide affordable pre-packaged lunch items for sale to conference attendees. As such, the conference organizers have delayed the start of lunch-time programming by 30 minutes to allow attendees to purchase a meal nearby and bring it back to the session. Local lunch options include:

- **Kachina Southwestern Grill** – Lobby of the Westin Westminster
- **Bar Louie Tavern & Grill** – 10661 Westminster Blvd (0.2 miles)
- **Rock Bottom Brewery** – 10633 Westminster Blvd (0.2 miles)
- **Tuk Tuk Thai Grill** – 10667 Westminster Blvd (0.3 miles)
- **Chuy's** – 6595 W. 104th Avenue (0.4 miles)

2019 ANNUAL CONFERENCE

Exploring learning in a global information context

Education for library and information science (LIS) is truly a global enterprise. Around the world, future information professionals, from both the undergraduate and graduate levels, are exploring a diverse range of topics in the LIS field. Our focus on teaching and learning must therefore account for this global context. It is no longer sufficient to limit the scope of our interests to our local, or even our national communities, important as those are. We ask, how are colleagues around the world wrestling with the challenges that we face in LIS? What challenges are our international colleagues facing, and what ideas are they discussing? How do the issues we explore differ outside of our local environments? How is learning in LIS constructed and experienced in different places? Are there lessons we can learn from each other? This conference theme is intended to encourage engagement across the globe from those in library and information science, as well as those in cognate fields such as archives, knowledge management, information management, media studies, informatics, data science, computer science, and communication, who wish to share their vision for education, for teaching and learning, for pedagogy, and for research through an international lens.

We welcome educators, practitioners, scholars, administrators and policy makers to join our conference conversations by sharing ideas, completed research, and research in progress related to the theme of "exploring learning in a global context." The 2019 ALISE conference will be held in Knoxville, Tennessee, a gateway to Great Smoky Mountains National Park. The city is known for the research-intensive University of Tennessee, and boasts an affordable lifestyle, a thriving arts community and downtown district, and many annual festivals. Knoxville is served by McGhee Tyson Airport (TYS) with daily flights on Allegiant Air, American Airlines, Delta Airlines, Frontier Airlines, and United Airlines. See you there!

2019 ALISE Conference Committees

Coordinating Co-Chairs: Gary Burnett, *Florida State University*, and Diane Kelly, *University of Tennessee, Knoxville*

Co-Chairs, ALISE Academy Committee: Mary Cavanagh, *University of Ottowa*, and Marie Radford, *Rutgers University*

Co-Chairs, ALISE Jean Tague-Sutcliffe Doctoral Poster Competition Committee: Paulette Kerr, *The University of the West Indies*, and Eric Myers, *University of British Columbia*

Co-Chairs, Works in Progress Poster Session: Matthew Griffis, *University of Southern Mississippi*, and Beth St. Jean, *University of Maryland*

Co-Chairs, Conference Panel Proposal Committee (Juried Panel & SIG Session Proposals): Kyle Jones, *Indiana University-Purdue University Indianapolis*, and Linda Lillard, *Clarion University of Pennsylvania*

Co-Chairs, Juried Papers: John Budd, *University of Missouri*, and Annie Kim, *University of North Texas*

ALISE 2019 Annual Conference

Exploring learning in a global information context

Monday, September 24 – Wednesday, September 26, 2019

Knoxville Convention Center
701 Henley Street
Knoxville, TN 37902

Visit www.alise.org for more information on opportunities to participate in next year's conference:

- Call for Juried Papers
- Call for Juried Panels
- Call for SIG Sessions
- Call for ALISE Jean Tague-Sutcliffe Doctoral Student Poster Competition
- Call for Works In Progress Poster Showcase

Also: Nominations and Applications will be accepted for ALISE Awards, including:

- ALISE Service Award
- ALISE Award for Professional Contribution
- Library Journal/ALISE Excellence in Teaching Award
- ALISE Pratt-Severn Faculty Innovation Award
- ALISE/Norman Horricks Leadership Award
- ALISE/University of Washington Information School Youth Services Graduate Student Travel Award
- Doctoral Students to ALISE Grant
- ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults
- ALISE Research Grant Competition
- ALISE/Bohdan S. Wynar Research Paper Competition
- ALISE/ProQuest Methodology Paper Competition
- ALISE/The Eugene Garfield Doctoral Dissertation Competition
- ALISE Diversity Travel Award
- ALISE/ABC-CLIO Award for Research Excellence in Young Adult Services
- ALISE/School Library Connection Research Excellence Award

Board of Directors & Conference Committees

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Juried Papers Co-Chairs: Wooseob Jeong, *Emporia State University*, and Abebe Rorissa, *University at Albany*

Panel Proposals (Juried & SIG) Co-Chairs: Kyung-Sun Kim, *University of Wisconsin-Madison*, and Marie Radford, *Rutgers University*

Special Interest Groups Director: Leanne Bowler, *University of Pittsburgh*

OCLC/ALISE Library and Information Science Research Grant Competition Chair: Lynn Silipigni Connaway, *OCLC*

Committee Members: Melissa Gross, *Florida State University*, and Sam Hastings, *University of South Carolina*

Notes

Notes

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ALiSE 2019
EXPLORING LEARNING IN A GLOBAL INFORMATION CONTEXT
KNOXVILLE, TN
SEPTEMBER 24-26

See you in Knoxville, Tennessee in 2019!
September 24 –26, 2019

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