

## ALISE Proceedings Submission Template - Style Information for Authors:

- For papers, you have a 3,000 word maximum, which includes references and figure/table captions
- For panels, SIG Sessions, WIP posters, doctoral posters, and ALISE Academy, you have a one-page maximum (abstract).
- Font should be Times New Roman, Size 20 for title, size 12 bold for headings, and size 12 (*not* bold) for body text (see template)
- The templates have built-in heading styles:
  - H1: Left-justified, all caps, size 12 bold
  - H2: Left-justified, mixed case, size 12 bold
- All inline citations and references should adhere to APA format
- Margins should be as follows:
  - Right, left, and bottom margins: 1 inch
  - Top margin: 1.5 inch
- All text in body of paper should use single spacing (see template)
- Captions should go below figures and tables
- Indent all first lines by 0.5 inches
- Please DO NOT add any headers or footers, including page numbers. We will add this later. **The template pages contain page numbers strictly for purposes within this document - please do not include these in your submission.**
- When listing the country of your institution, please abbreviate the country in the following cases:
  - United States of America: USA
  - United Kingdom: UK
    - For all other countries, please spell out the entire country name
- Topics should come from the ALISE Research Taxonomy (<https://www.alise.org/research-taxonomy>). Please list topics in lower case, separated by a semicolon

### List of Templates

General Paper Submission Template.....	2
Paper Submission Template with Example Text.....	4
Panels, WIP, DC Posters, Academy Submission Template.....	6
Panels, WIP, DC Posters, Academy Submission Template with Example Text.....	7
SIG Session Template.....	8
SIG Session Template with Example Text.....	9



**This is your subheading.**

This is your text.



Table 1. This is a Table



Figure 1. This is a Figure.

## **REFERENCES**

These are your references in APA format, with the second line of each reference hanging at 0.5 inches. Please place a single space in between each reference. Please consult guide here for APA formatting specifics:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_author\\_authors.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html).

# **Academic Libraries: Expanding LIS to Serve Hidden Communities Within the Academy**

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## **ABSTRACT**

Academic librarians provide many outreach services to promote the use of resources and create awareness of library services that benefit students and faculty. Through cooperative partnerships, academic libraries have the potential to play a crucial role in outreach activities that benefit non-traditional campus constituencies. Staff employees, especially those in need of basic literacy and digital literacy skills, are often an overlooked segment of the campus community. The purpose of this paper is to raise awareness and explore the implications for expanding Library and Information Science education to train librarians in creating collaborative library outreach services that support university staff employees in need of reading and digital literacy services.

## **TOPICS**

topic1; topic2; topic3; topic4; topic5

## **LIBRARY AND INFORMATION SCIENCE EDUCATION AND ADULT LITERACY**

Public libraries are one of the first places many adult learners think of when they are ready to reach out for help. We have come to see the public library as a location for all manner of services and the academic library, protected by ivory tower, as a sacred space that must only be used by those deemed worthy.

In this paper, we will...

## **HIDDEN COMMUNITIES**

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 &

Thornton, 2013) and vital to promoting the resources and services available to the community at large.

## **REFERENCES**

Edwards, M. M., & Thornton, E. (2013). Library outreach: Introducing campus childcare providers to the academic library. *Education Libraries, 36*(2), 4-16.

## **Title of your Panel/WIP/DC/Academy**

FirstName LastName<sup>a</sup>, FirstName Lastname<sup>b</sup>, FirstName LastName<sup>c</sup>

<sup>a</sup>Affiliation, Country (Please spell out affiliation and list full name of country)

<sup>b</sup>Affiliation, Country (Please spell out affiliation and list full name of country)

<sup>c</sup>Affiliation, Country (Please spell out affiliation and list full name of country)

email@email.edu, email@email.edu, email@email.edu

### **ABSTRACT**

This is your abstract text. Please use Times New Roman, single-spaced, and indent the first line by 0.5 inches. Your submission must be a single page.

### **TOPICS**

topic1; topic2; topic3; topic4; topic5

# Science Fiction in Library Education

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## ABSTRACT

Science fiction is a multifaceted genre that, through metaphor and estrangement, engages more deeply with reality than reality shows themselves. In this panel, we explore....

## TOPICS

topic1; topic2; topic3; topic4; topic5

## **Title of your SIG Session**

SIG Sponsor(s):

SIG Name (Convener'sFirstName Convener'sLastName, Affiliation, Country)

SIG Name (Convener'sFirstName Convenor'sLastName, Affiliation, Country)

Presenters:

FirstName LastName (Affiliation, Country), FirstName LastName (Affiliation, Country), etc.

### **ABSTRACT**

This is your abstract for your SIG session. Please indent the first line by 0.5 inches, and use Times New Roman, Size 12 font. Please single-space your abstract. Your submission must be a single page.

### **TOPICS**

topic1; topic2; topic3; topic4; topic5



# Use of Misogynistic Language in Subject Headings

SIG Sponsor(s):

Gender Issues (Mark Smith, University of Tacoma, USA)  
Information Ethics (Nancy Powell, McGill University, Canada)

Presenters:

Bob Jones (University of Maryland, USA), Margaret Cleary (University of Maine, USA)

## **ABSTRACT**

The use of misogynistic language in subject headings has been explored in detail in previous years in LIS environments....

## **TOPICS**

topic1; topic2; topic3; topic4; topic5