

ALISE 2011

Conference Panel Discussion Abstracts

Panel Title: Rethinking the Administrative Structure for Greater Competitiveness:
Incorporating Individuals with Diverse Backgrounds into the LIS Program Organization

Moderator/Panelist: Elizabeth Aversa, University of Alabama

Panelists: Anne Edwards, Beth Riggs, and Mary Meares, University of Alabama

Abstract

The presentations offer administrative, faculty and staff perspectives on how academic and background diversity among faculty and staff enhances competitiveness, creative approaches to organizational structures, and effectiveness in recruitment and retention.

Panel Title: Funders Panel

Organizer: Lorna Peterson, University at Buffalo

Moderator: Mary Stansbury, Denver

Panelist:

- Kevin Cherry, IMLS, Senior Program Officer, Discretionary Programs
- George Coulbourne, Chief of Operations, Office of Strategic Initiatives, Digital Preservation Outreach and Education, Library of Congress
- Charles Kolb, Senior Program Officer, Division of Preservation and Access, National Endowment for the Humanities
- Lynn Silipigni Connaway, Senior Research Scientist, OCLC

Abstract

Learn from grant program officers from a variety of funding agencies. Representatives from IMLS, OCLC, National Library of Medicine, and the Library of Congress will describe funding opportunities, lessons learned, forming partnerships, and provide an opportunity for questions and answers.

STRUCTURE: Ninety minute program with four speakers given ten to fifteen minutes each to speak. Moderator will summarize panel talks for the audience and have two to three planned questions to start the audience discussion. Fifteen to twenty minutes will be provided for questions and answers.

CONTENT: Panel will address competitiveness of the funding process, the review process, and will also address establishing partnerships in the funding process. Lessons learned and upcoming funding opportunities will also be covered.

PURPOSE: Intention of the panel is to raise awareness about grant opportunities, provide insight into the competitiveness of the process and to give an overview of partnerships and collaborative work with partnering institutions.

INTENDED OUTCOME: ALISE members and institutions will increase their grant proposal competitiveness.

Panel Title: Putting Students First: Best Practices for LIS Student Support Services

Organizer/Moderator: Stephen Bajjaly, Wayne State University

Panelist:: Stephen Bajjaly, Jennifer Bondy, and Megan Rehahn Drulia (Wayne State University)

Abstract:

Schools and colleges in institutions of higher education are designing or restructuring student support services in an attempt to distinguish themselves, remain competitive and attract students. There is little information regarding the administration of student services to graduate students, specifically library and information science (LIS) students, in the library science, education and student affairs literature. In fall 2010, the Wayne State University School of Library and Information Science surveyed ALA-accredited master's programs to ascertain student support services initiatives, major challenges and future goals for master's level students. The primary objective of this presentation is to raise awareness about current LIS student affairs. The presenters will summarize the responses of current LIS student support services practitioners to questions related to three key constituent groups (prospective and preadmission students; current students; and graduating students and alumni) within library and information science schools and programs. For each response group, the discussion will include examples of practices or processes that demonstrate superior service that could serve as a model for other institutions, significant obstacles or barriers that impede the delivery of superior student support services, and goals for new or improved practices or endeavors which have the potential to improve upon or advance student support services. Overall issues, opportunities and perceptions will also be addressed.

The presentation is structured as follows:

- Introduction of speakers and background information
- Overview and discussion of survey results including relevant themes and trends
- Q&A/discussion with attendees to begin a group dialogue centered on common experiences

The ideas put forward are a scan of the current environment in which student services professionals are interacting with library and information science students. The emergent themes, principles and trends will be used to begin the development of a body of knowledge available to professionals working with library science graduate students.

The secondary goal of this presentation is to determine potential interest in creating a virtual network to bring together colleagues from across North America. Ideas regarding the feasibility of creating a listserv, social media page/group or special interest group within ALISE will be explored.

After the presentation, professionals and administrators will have up-to-date information about the best practices, opinions and solutions to current problems and challenges in LIS student support services. They will also have a network of colleagues with whom to collaborate and share ideas and experiences.

Panel Title: Design Methods for the LIS Curriculum

Moderator/Panelist: Matt Rattom, University of Toronto

Panel participants

- Steven Bell, Drexel University
- Jean-François Blanchette, UCLA
- Katie Shilton, UCLA

Abstract

In an era of ubiquitous and pervasive information technologies and services, LIS professionals are increasingly tasked with the creation and implementation of novel, innovative and effective information infrastructures and practices. Such innovation involves intimate knowledge of the social context of activities and relationships within which new devices and services will be deployed, as well as an enhanced understanding of the constraints and possibilities of software and hardware platforms, infrastructure, and design methodologies. This panel reports on experiments with the integration of design-based research methods in the LIS curriculum aimed at providing the knowledge and experiences necessary for information professionals to act as innovators within this space.

Steven Bell will discuss the general principles behind the “design thinking” movement and its potential for fostering innovation within LIS education and professional practice. Bell proposes integrating a design thinking philosophy across the LIS curriculum.

Jean-François Blanchette will discuss the development of a systems design course emphasizing studio-based pedagogy, visual cognition, ethnographic engagement with users, and iterative methodologies.

Matt Ratto will introduce the “Critical Making” laboratory he leads, as a novel space for conceptualizing and investigating the critical social, cultural, and political issues that surround and influence the movement of information processing capability into the physical environment.

Katie Shilton will use a case study in the design of emerging sensing technologies to explore how LIS professionals can use the design process to advocate for traditional LIS concerns, such as community participation and information privacy.

The panel will allocate generous time for audience participation and discussion. It will provide attendees with a focused overview of the application of design methods to the LIS curriculum, and their potential to foster new forms of engagement and collaboration with information technology designers and users.

Panel Title: Competing Standards in the Education of School Librarians

Panelist:

- Audrey P. Church, Longwood University
- Gail K. Dickinson, Old Dominion University
- Nancy Everhart, Florida State University
- Jody K. Howard, Long Island University

Abstract

Following an introduction related to the significance of standards in the education of school librarians, each member of the four-member panel will individually address a set of national standards which is critical to the preparation of school librarians. Each panel member will make a case as to the relevance of their standards, and attendees will be asked to discuss: 1). Which set of standards should be considered first? 2). Which set of standards is the most important? and 3). What are the most important elements from within the various standards?

National standards that will be discussed include: Empowering Learners: Guidelines for School Library Media Programs (American Association of School Librarians); Standards for School Librarian Preparation Programs (National Council for the Accreditation of Teacher Education); Library Media, Early Childhood to Young Adult standards (National Board for Professional Teaching Standards); Student Learning Standards, including Standards for the 21st Century Learner (American Association of School Librarians); National Educational Technology Standards for Students (International Society for Technology in Education); and others. The panelists will address how the various sets of standards overlap and how they compete.

The purpose of the session is to focus on competition among the various sets of standards considering the question: How do we choose what we teach? The panel will discuss innovation inherent in all four sets of these standards and alignment as faculty work to develop, revise, and update quality programs that prepare school librarians. Attendees at the session will develop an understanding of the content of the four sets of standards and identify strategies for implementation of each of the four sets of standards within their own programs.

Panel Title: The ACRL Value of Academic Libraries Project: Implications for Research, Teaching and Learning in Library and Information Science

Panelists:

- Lisa Janicke Hinchliffe, University of Illinois at Urbana-Champaign
- Megan Oakleaf, Syracuse University
- Mary Ellen Davis, Association of College & Research Libraries

Abstract

The Value of Academic Libraries project has been undertaken by the Association of College and Research Libraries in order to provide library leaders with a clear understanding of what research exists documenting library impact and where gaps occur in research about the performance of academic libraries. In the current economic climate and with the increased emphasis on impact and outcomes, higher education administrators are forced to make difficult decisions regarding the funding of programs and units at their institutions, including the academic library. The relevance and usefulness of investments in libraries are questioned more than ever in this competitive climate. Librarians must demonstrate their value in clear and measurable ways to leaders in higher education, information technology, funding agencies and campus decision makers in order to secure adequate funding for their operations.

Topics investigated in the Value of Academic Libraries project include the library's impact on student learning, faculty success and institutional impact, and how national and governmental data sets and assessment initiatives can provide statistical evidence of library impact. The ultimate goal is to identify useful tools and strategies for demonstrating the value of academic libraries to their institutional leadership parallel to those relevant for school, public and special libraries. The foundational research report for the Value project was released in fall 2010 and is freely available online (<http://www.acrl.ala.org/value/>).

The findings from the Value of Academic Libraries project will inform local, regional, national, and international efforts by academic and research librarians and the Association of College and Research Libraries but the implications of the project are potentially much broader. The gaps identified in the project will be opportunities for library and information science researchers to establish research agendas in areas of compelling professional need. The findings can also serve as curriculum content and prompts for debate and discussion in library and information science courses.

The panel will present a succinct summary of the findings to date in the Value of Academic Libraries project and the gaps identified. Session attendees will then be invited to participate in a dialogue about the implications for library and information science research, teaching and learning.

Panel Title: Teaching LIS Students to Teach: An “Unconference” Session

Panelists:

- James Elmborg, University of Iowa
- Lisa Janicke Hinchliffe, University of Illinois
- Megan Oakleaf, Syracuse University
- Melissa Wong, University of Illinois at Urbana-Champaign

Abstract

The session will provide LIS faculty who teach information literacy, library instruction or other courses that “teach LIS students to teach” an opportunity to share best practices for designing, conducting, and assessing these courses. The session will also integrate discussions on connecting classroom experiences to students’ field experiences, internships, and the like. By sharing strategies and assignments, LIS faculty will be able to build on successful practices in order to improve student learning and develop innovative approaches to addressing the growing demand that LIS students be prepared for educational roles.

Though the organizers of this session all teach such a course, they will not be presenting as the “experts” but rather serving as facilitators for a community-based discussion using an “unconference” format. An unconference can utilize any number of facilitation styles (<http://en.wikipedia.org/wiki/Unconference>). The proposed session will start with Lightning Talks about challenges faced in teaching LIS students to teach. Small groups will form around each of the challenges and explore the issues through discussion of current approaches to addressing the challenges and possible approaches not yet explored. The session will end with a large group discussion of approaches individuals are considering for future courses and how to share the results of such experimentation with the LIS faculty community in an ongoing way.

In addition to sharing information, this session is intended to begin to build a community among LIS faculty who teach these courses and builds on the foundational work of the ALISE-ACRL Joint Working Group on Curriculum.

Panel Title: Nurturing Faculty Diversity through Competitive Hiring and Early Faculty Process at LIS Schools

Panelists:

- Mega M Subramaniam, University of Maryland
- Renee Franklin Hill, Syracuse University
- Paul T. Jaeger, University of Maryland
- Howard Rodriguez-Mori, Simmons College

Abstract

The proliferation of research and anecdotal evidence in recent years has led to an awareness of the challenges and obstacles that faculty from underrepresented populations face as they seek to research, teach, and serve. Recent hiring trends indicate that LIS schools have begun to show interest in increasing diversity among their faculty members. It is vital that LIS schools begin discussing and investigating how the sense of community is created among faculty with multiple cultural norms, expectations, goals and motivations and how it is strengthened and sustained through institutional interventions to ensure that faculty from such populations attain academic career success and personal well-being as they seek to teach, research and serve in their respective institutions. This panel will explore the following:

- Specific opportunities and challenges that junior faculty from underrepresented population at LIS schools face;
- Extent to which junior faculty at LIS schools have been managing these challenges;
- Strategies and innovations employed to handle these impediments;
- Innovative methods used to educate students, faculty and their respective institutions on diversity issues;
- Innovative strategies used/adopted/employed to incorporate diversity components into the teaching and research interest;
- Innovative approaches taken to increase faculty diversity in LIS schools; and
- Changes that LIS schools should be ready to commit to increase the diversity of their faculty.

Panelists will include junior faculty with diverse backgrounds in their ethnicity, gender, ability, and national origin who have included diversity in their teaching and research areas, and who are all proponents of diversity at their institutions. The panelists intend to examine innovative practices in increasing diversity in LIS schools, operationalize these practices at their respective institutions and share successful practices with other LIS schools, as a follow-up after the event.

Several questions will be used to facilitate the discussion during this session. The questions are grouped into four related themes that are predominantly discussed in the literature – hiring process, early faculty process, mentoring, and integrating diversity to teaching and research.

The panel will begin with a brief introduction of the panelists, followed by the panel leader posing questions for the panelists to reflect upon. The audience will have the opportunity to ask questions to the panelist during and at the end of the session. All panelists have agreed to participate, if this proposal is accepted.

This session will benefit doctoral students, faculty from LIS schools at any seniority level, LIS administrators and the LIS community in general. At the conclusion of this session, participants will generate a list of issues and innovative strategies and techniques that will contribute to a better understanding of the dynamics of hiring and early faculty process of junior faculty from underrepresented populations. It is expected that during this panel, participants will reflect upon the presence or absence of similar efforts at their home institutions. This will further enhance the understanding of the diverse perspectives of the hiring and early faculty process at LIS schools.

Building library careers in the digital age: the role of innovative programs in LIS education

Moderator/Panelist: Peter Botticelli, University of Arizona

Panelists:

Patricia Montiel-Overall and Richard Chabráñ, University of Arizona

Abstract

With funding from the Institute of Museum and Library Services (IMLS) and other agencies, many library and information schools have recently launched new courses and programs to meet the emerging needs of information professionals working in the digital environment. As we will explain in this session, the University of Arizona School of Information Resources and Library Science (SIRLS) has received IMLS grants supporting two innovative programs: Knowledge River (KR), a program that specializes in educating Latino and Native American librarians, and the Digital Information Management (DigIn) graduate certificate program, which focuses on digital curation for librarians and archivists.

At first glance, educational programs focused on cultural diversity and digital curation might appear to be weakly related. But our experience suggests the opposite, as we will argue. We will also discuss how innovative programs tailored to specific needs can have a broader impact on LIS education, as demonstrated by our experience at SIRLS in adapting to the changing interests of our students and the library community.

KR recruits Latino and Native American students to the LIS professions in an effort to improve information services for a more diverse society. The program offers an educational experience designed to meet our students' distinct needs as learners, and the information needs of the ethnic and cultural populations they represent. KR has greatly boosted the diversity of SIRLS's student population, and it has also sparked extensive research and the creation of a practical framework designed to help information professionals develop what we call "cultural competence."

DigIn helps students acquire the knowledge and learning skills needed to curate digital collections. These include "hard" skills, or the ability to master technology-related tasks and new systems, and what we term "soft" skills, or the ability to manage digital projects, programs, and services in a complex environment. We believe it's essential for curators to have the right combination of hard and soft skills, enabling them to specialize along functional lines without sacrificing their ability to meet larger institutional and community needs.

Recently, the DigIn program has increasingly turned to the cultural competence framework as a practical tool for learning both the hard and soft skills needed by digital curators. We see cultural competence as an essential soft skill that enables professionals to work effectively in cross-disciplinary teams that combine technologists with librarians. We have also found cultural competence to be a helpful tool for acquiring hard skills, as technologies are typically developed by specialist communities of practice that offer support to users. Our experience in building innovative programs at SIRLS has become an important factor in how we view LIS education in general, with the result that we have continued to explore new ways to help students learn to play the complex roles demanded of them in the digital age.