ALISE 2016 Annual Conference

Radical Change:
Inclusion & Innovation

ALISE'16
RADICAL CHANGE: INCLUSION & INNOVATION

January 5-8, 2016

Boston Park Plaza Hotel
50 Park Plaza
Boston, MA 02116

DISCOVER THE iSCHOOL @ U OF T

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Today's technologies have transformed the way we connect with, shape, and use information. We invite you to explore this rapidly evolving landscape at Toronto's iSchool.

Interdisciplinary Approach

With over 75 years of experience, the iSchool has pioneered and refined our interdisciplinary approach to provide you with the right blend of knowledge, practical experience and career preparation. We welcome people from all academic backgrounds with fresh perspectives to pursue the rewarding degree of Master of Information (MI), or Doctorate in Information Studies (PhD).

Exceptional Faculty & Research

Our internationally recognized faculty come from distinguished academic institutions, leading corporations and renowned heritage institutions. Through collaborative ground-breaking research, iSchool professors explore new and emerging areas of Information. This enables the faculty to deliver current and relevant instruction while nurturing your creativity, innovation, and leadership.

iSCHOOL PARTICIPANTS

ALISE WORKS IN PROGRESS POSTER SESSION
Tuesday, January 5
6:30 pm
PhD Student **Brian Griffin**
"Embodied, Positive Information Practices in Leisure"

ALISE JEAN TAGUE-SUTCLIFFE DOCTORAL STUDENT POSTER COMPETITION
Thursday, January 7
7:00 pm
PhD Candidate **Elysia Guzik**
"Information Practices and Religious Transitions: A Study of Muslim Converts in the Toronto Area"

Dr. Rebecka Sheffield
"The Emergence, Development & Survival of Four Lesbian and Gay Archives"
Successfully defended this fall.

SESSION 7.2: JURIED PAPERS: DIVERSITY AND LIS EDUCATION II
Friday, January 8
8:30 am – 10:00 am
Co-authors: Professors **Nadia Caidi** and **Keren Dali** (The University of Western Ontario)
"A Different Kind of Diversity: Ruminations on the (Un)attractiveness of LIS Programs to Culturally Diverse Students"

UNIVERSITY OF TORONTO
FACULTY OF INFORMATION

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Faculty of Information
140 St. George Street, Toronto
Ontario, M5S 3G6 Canada
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RESEARCH RESOURCES & OPPORTUNITIES

Canned Presentations, Handouts & Toolkits

Download for free for classroom use, including a Making in the Library Toolkit.

⇗ www.ala.org/yalsa/handouts

Committee Service

- Volunteer forms are accepted December 1 – March 1 for people who want to serve on the Research Committee, Henne Jury, and/or JRLYA Advisory Board.
- Forms are accepted July 1 – October 1 for the Midwinter Paper Presentation Planning Committee.

⇗ http://yalsa.ala.org/forms/process_com.php

Conferences

YALSA offers research-focused programs at ALA's Midwinter Meeting & Annual Conference. The annual YA Services Symposium also includes paper presentations.

⇗ www.ala.org/yalsa/events

Grants & Scholarships

- YALSA-sponsored Spectrum Scholarship (apply by 3/1)
- Travel stipend to the YA Services Symposium (apply by 6/1)
- Travel funds to present a paper at ALA's Midwinter Meeting (apply by 6/1)
- Henne/VOYA grant to help fund a research project (apply by 12/1)

⇗ www.ala.org/yalsa/awardsandgrants/ yalsaawardsgrants

Journal of Research on Libraries & Young Adults

Submissions are being accepted for this open source, peer reviewed journal.

⇗ http://yalsa.ala.org/jrlya

Listservs

For YA researchers:

⇗ http://bit.ly/tjaT9Y

Micro-credentials

Earn digital badges to demonstrate your mastery of teen services competencies.

⇗ http://yalsabadges.ala.org/

Network for Research on Libraries & Teens

Visit this site to find other researchers, access research resources and stay up-to-date on trends in the field.

⇗ http://yaresearch.ning.com/

Publications

12+ professional titles & YALSA's quarterly journal offer best practices & resources for library services for & with teens.

⇗ http://bit.ly/vtoiv8

Research Agenda

Created in 2012 and includes four priority areas.

⇗ http://tinyurl.com/YALSAagenda

Research Resources Clearinghouse

An editable wiki where researchers can find and share resources.

⇗ http://bit.ly/sn84Ux

Position Papers & National Guidelines

National guidelines such as "Competencies for Librarians Serving Youth" can be downloaded free from:

⇗ http://tinyurl.com/YALSAguides

yalsa
Young Adult Library Services Association
www.ala.org/yalsa

TABLE OF CONTENTS

Welcome to the ALISE 2016 Conference in Boston! As your President it has been my honor to work with many of you to make this post-centennial year a continuation of strengthening our association and supporting the important work that each of you do. At the age of 100 plus 1, the theme of *Radical Change: Inclusion and Innovation* seems most appropriate.

To lead off our conference this year, the Pre-Conference Workshop will be a follow-up to a forum on "Envisioning Our Information Future and How to Educate for It," supported by the Institute of Museum and Library Services and held in January 2015. The forum engaged a diverse group of stakeholders—from directors of libraries, museums and archives, to digital humanities scholars, content providers, futurists, and information technology entrepreneurs—in intense discussion of the challenges and opportunities to which LIS education must respond (see http://infofuture.simmmons.edu). To continue the forum, join us on Tuesday, January 5 from 9 to noon for an interactive workshop to engage more LIS educators in discussions together with forum participants from other stakeholder groups in developing more specific proposals for innovations in LIS education.

Keeping with the theme of the conference there are several changes this year in the conference program and schedule. In place of plenary or keynote speakers we have a series of President's Programs as plenaries. The first is an *Ode to Eliza Dresang*, organized by Don Latham. Second is *Research and Practice* with Michael Stephens showcasing projects that used research produced by ALISE members. Third is *The Ethics and Values of our Profession* with Seamus Ross leading a panel discussion. Finally, we have a *Report from the ALA Task Force on Equity and Diversity* from Trevor Dawes and Martin Garner.

Based on previous conference evaluations, we have built in some time for you to network, visit and enjoy Boston on Wednesday night. We have added a luncheon on Thursday where we will be presenting our awards and celebrating the award winners. We will also be thanking all of the contributors to our Centennial Fund for their generous support. It is our

hope that the award sponsors and awardees will all receive our well-deserved attention so please plan on being there.

On Thursday night following the Doctoral Student Research Poster Session and Reception, we will be entertained by **The Professors**, a great band that some of you may remember from our Philadelphia meeting. Bring your dancing shoes!

My deepest appreciation goes to your Board of Directors and our Conference Co-Chairs Lisa Hussey and Kate McDowell, who immediately grasped the idea of *Radical Change: Inclusion and Innovation* and helped make the changes possible. To the Conference Planning Committee members and everyone who submitted a presentation, paper or poster, you are the best! To Elise Lewis and Heather Moorefield-Lang, the unCommons and the unConference wouldn't be here without you! To Terry Onustack and the team at SBI Management, I have nothing but admiration and gratitude for embracing all aspects of the conference, working through all the conference logistics, and including the radical changes. To our vendors and institutional sponsors, thank you because we couldn't do this without your generous support.

If you leave the conference with one radical idea to take home, I will count this a great success. Please share your thoughts and ideas using our hashtag #ALISE2016.

— Sam Hastings, ALISE 2015-2016 President

As Conference Co-Chairs we give you a warm welcome to the 2016 ALISE Conference! Our theme this year, *Radical Change: Inclusion and Innovation*, was selected to honor of the work of Eliza T. Dresang's work. Given recent issues in our larger society dealing with diversity, continued challenges to social justice, threats to intellectual freedoms, and the ever growing digital society, libraries are playing a more important role overall as safe havens, places of learning, and spaces for introducing new ideas and practices. As LIS educators and professionals, we play an important role in influencing how the profession can continue to innovate and further inclusion, both in libraries and in the larger society. Eliza T. Dresang began this work, and at the conference, we hope to continue it.

During the next few days, we hope this conference will encourage and provide opportunities for discussion and debate on radical change in LIS and how we, as a profession, can further the ideas presented here. The papers, panels, and posters session offer a wide variety of topics and ideas to consider, the President's programs highlight important ideas related to Eliza's T. Dresang's work, and the award ceremonies highlight some of the best work and ideas produced within our community over the past year. We hope you are able to take advantage of the many opportunities throughout the conference.

Not surprisingly, there were a significant number of proposals to share research in the many forums. While we would have love to include them all, it was necessary to narrow it down to the most relevant to the ALISE conference theme and those that contribute the most overall. Designing, planning, and organizing all of these presentations was a challenge, yet one that we were happy to take on. The end result is a conference we are proud to provide and excited to attend. We hope you feel the same.

We hope you enjoy the conference and the time you spend in Boston.

– Lisa Hussey and Kate McDowell, ALISE 2016 Conference Co-chairs.

Need a place to recharge "your Battery?"

Visit the unCommons for a break in your day, to meet with peers, or to re-charge your electronic device. unCommons located in Grand Ballroom B (Plaza).

REGISTRATION

Registration will be open throughout the conference in the Statler Room at the Boston Park Plaza Hotel.

Registration Hours:

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

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

CONFERENCE LOCATION

Boston Park Plaza Hotel
50 Park Plaza
Boston, MA 02116
617-426-2000

EXHIBITS

Exhibits are located in the Statler Room.

Times:

- Wednesday, January 6: 8:00 AM – 5:00 PM
- Thursday, January 7: 8:00 AM – 5:00 PM
- Friday, January 8: 8:00 AM – 12:00 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: Clara Chu, University of North Carolina – Greensboro (2016)

Members:

- Lynne Howarth, University of Toronto (2016)
- Melissa Gross, Florida State University (2017)
- Eileen Abels, Simmons College (2018)

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

Resumes/CVs and job descriptions are available both online and in binders located at the Placement Services area in the ALISE unCommons in Grand Ballroom B (Plaza). A message board, and schedule of interview room assignments will also be available in the Placement Services area. Arrangements for interviews should be made directly between candidates and recruiters using the message board. Please check the board often.

MONDAY, JANUARY 4, 2016

TIME	EVENT	ROOM
3 pm – 7 pm	Board of Directors Meeting	Hancock

TUESDAY, JANUARY 5, 2016

TIME	EVENT	ROOM
8 am – 6 pm	Registration	Statler
8 am – 6 pm	Placement Services	Grand Ballroom Pre-Function
10:00 am – Noon	**WISE Pre-Conference Workshop**	Arlington
12:15 pm – 4:15 pm	**ALISE Academy**	Arlington
1:00 pm –4:00 pm	ALISE Board of Directors Meeting	Hancock
4:00 pm – 5:30 pm	Set-up for Works in Progress Poster Session	Grand A (Imperial)
4:00 pm – 6:15 pm	unConference	Grand B (Plaza)
4:30 pm – 5:30 pm	ALISE Leadership Orientation	White Hill
5:30 pm –6:30 pm	ALISE Committee Meetings	White Hill
5:30 pm – 6:30 pm	2016 and 2017 ALISE Program Planning Committees Joint Meeting	Tremont
6:30 – 9 pm	**Opening Reception/WIP Posters** (Hors d'oeuvres and Cash Bar)	Grand Ballroom (Imperial/Plaza)

WEDNESDAY, JANUARY 6, 2016

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Statler
7:30 am – 8:30 am	First Timers' Breakfast	Terrace
7:30 am – 8:30 am	**SIG Business Meetings: Session 1**	Arlington
7:30 am – 6:00 pm	Registration	Statler
8:00 am – 6:00 pm	unCommons	Grand B (Plaza)
8:00 am – 5:00 pm	Exhibits	Statler
8:00 am – 6:00 pm	Placement Services	Grand B (Plaza)

WEDNESDAY, JANUARY 6, 2016 (continued)

8:30 am – 10:00 am	**Session 1: Programs and Papers**	
	1.1 Juried Papers: Social Media & Underserved Groups	Arlington
	1.2 SIG Program: Innovative Pedagogies SIG	Beacon Hill
	1.3 ALISE Awards & Papers 1	Berkeley
	1.4 Juried Panel: Radical Change and Ethics	Cambridge
	1.5 SIG Program: Gender Issues SIG	Clarendon
	1.6 Juried Papers: Accreditation & Emerging Competencies	White Hill
10:00 am – 10:30 am	Morning Break	Statler
10:30 am – Noon	**Opening Plenary Session: President's Program: Ode to Eliza Dresang**	Georgian
12:15 pm – 2:30 pm	Council of Deans, Directors, and Program Chairs Meeting – By Invitation Only	Terrace
12:30 pm – 2:00 pm	**Birds of a Feather**	Georgian
12:45 pm – 1:45 pm	**SIG Business Meetings: Session 2**	Arlington
	SIG Business Meetings: Session 2: School Library Media	Newbury
1:00 pm – 2:00 pm	JELIS Editorial Board Meeting	Hancock
2:00 pm – 3:30 pm	**Session 2: Programs and Papers**	
	2.1 Juried Papers: Practitioners and/as Researchers	Arlington
	2.2 Juried Panel: Instruction for Inclusion	Beacon Hill
	2.3 SIG Program: Curriculum SIG	Berkeley
	2.4 Juried Papers: Pedagogy I	Cambridge
	2.5 Juried Papers: Information Literacy	Clarendon
	2.6 Juried Papers: Research Design & Cataloging Education	White Hill
	2.7 Juried Panel: Radical Change in Library Learning Spaces: Research on Makerspaces	Whittier
3:30 pm – 4:00 pm	Afternoon Break	Statler
4:00 pm – 5:30 pm	**Session 3: Programs and Papers**	
	3.1 Juried Papers: Diversity and LIS Education I	Arlington
	3.2 Juried Papers: Pedagogy II	Beacon Hill
	3.3 Juried Panel: Cultural Heritage Informatics at Simmons: Towards an Innovative Case-Based Curriculum	Berkeley
	3.4 SIG Program: Youth Services SIG	Cambridge
	3.5 Juried Panel: Lifelong Learning for Librarians: Building Expertise in Research Methods	Clarendon
	3.6 SIG Program: International Library SIG	White Hill
5:45 pm – 7:00 pm	Past Presidents' Reception – By invitation only	Back Bay
	Open Evening	

THURSDAY, JANUARY 7, 2016

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Statler
7:30 am – 8:30 am	School Reps Breakfast	Terrace
7:30 am – 8:30 am	**SIG Business Meetings: Session 3**	Arlington
	SIG Business Meetings: Session 3: Youth Services	Newbury
7:30 am – 6:00 pm	Registration	Statler
8:00 am – 6:00 pm	unCommons	Grand B (Plaza)
8:00 am – 5:00 pm	Exhibits	Statler
8:00 am – 6:00 pm	Placement Services	Grand B (Plaza)
8:30 am – 10:00 am	**Session 4: Programs and Papers**	
	4.1 Juried Panel: Radical Change? Transitioning from Faculty to Administrator	Arlington
	4.2 SIG Program: School Library Media SIG	Beacon Hill
	4.3 ALISE Awards & Papers 2	Berkeley
	4.4 Juried Papers: Social Justice & Inclusion	Cambridge
	4.5 SIG Program: Technical Services SIG	Clarendon
	4.6 Juried Panel: Still Struggling to Get it Right	White Hill
10:00 am – 10:30 am	Morning Break	Statler
10:30 am – Noon	**Session 5: Programs and Papers**	
	5.1 President's Program: A Report from the ALA Equity, Diversity Task Force	Arlington
	5.2 Juried Panel: Valuing Student Voices	Beacon Hill
	5.3 Juried Papers: School Media Education/ Leadership Education	Berkeley
	5.4 SIG Program: MEHC SIG	Cambridge
	5.5 Juried Papers: Pedagogy III	Clarendon
	5.6 Juried Panels: Breaking Barriers to Information Access	White Hill
	5.7 Juried Panels: Radical Change Theory Means Sustainability for LIS Education and Research	Whittier
12:15 pm – 1:45 pm	**Awards Luncheon**	Georgian
2:00 pm – 3:30 pm	**Session 6: Programs and Papers**	
	6.1 Juried Papers: Analyzing Learning and Searching	Arlington
	6.2 Juried Papers: Public Libraries	Beacon Hill
	6.3 OCLC/ALISE Grant Papers	Berkeley
	6.4 SIG Program: Information Ethics SIG	Cambridge
	6.5 Juried Papers: Pedagogy IV	Clarendon
	6.6 SIG Program: Research SIG	White Hill
3:30 pm – 4:00 pm	Afternoon Break	Statler

Program-at-a-Glance ●●●●●

THURSDAY, JANUARY 7, 2016 (continued)

3:30 pm – 4:00 pm	Doctoral Poster Session Setup	Grand A (Imperial)
3:30 pm – 4:00 pm	Doctoral Poster Judges Meeting	Tremont
4:00 pm – 6:30 pm	Doctoral Poster Judging	Grand A (Imperial)
4:00 pm – 4:45 pm	**ALISE Business Meeting**	Georgian
4:45 pm – 6:15 pm	**Plenary Session: President's Program: Research and Practice**	Georgian
6:15 pm – 6:30 pm	**ALISE Kick-off to 2016**	Georgian
7:00 pm – 8:30 pm	**Doctoral Student Research Poster Session and Reception** (Hors d'oeuvres and Cash Bar)	Grand Ballroom (Imperial/Plaza)
8:30 pm – 10:30 pm	**Evening entertainment from The Professors** (Hors d'oeuvres and Cash Bar)	Grand Ballroom (Imperial/Plaza)

FRIDAY, JANUARY 8, 2016

TIME	EVENT	ROOM
7:30 am – 8:30 am	All Conference Continental Breakfast	Statler
7:30 am – 8:30 am	**SIG Business Meetings: Session 4**	Arlington
7:30 am – Noon	Registration	Statler
8:00 am – Noon	unCommons	Grand B (Plaza)
8:00 am – Noon	Exhibits	Statler
8:00 am – Noon	Placement Services	Grand B (Plaza)
8:30 am – 10:00 am	**Session 7: Programs and Papers**	
	7.1 Juried Panel: Strategies for Change	Arlington
	7.2 Juried Papers: Diversity and LIS Education II	Beacon Hill
	7.3 SIG Program: Part-Time and Adjunct SIG	Berkeley
	7.4 Juried Papers: Curriculum Design/Online Education	Cambridge
	7.5 SIG Program: Historical Perspectives SIG	Clarendon
	7.6 Juried Papers: Emerging Pedagogies	White Hill
	7.7 Juried Papers: Accessibility/Disability/Social Work	Whittier
10:00 am – 10:30 am	Morning Break	Statler
10:30 am – Noon	**Plenary Session: President's Program: The Ethics and Values of our Profession**	Georgian
Noon - 3:00 pm	ALISE Board of Directors Meeting	Hancock
Noon – 1:00 pm	COA Meeting	Georgian

9:00 AM – 12:00 PM

ALISE Pre-Conference Workshop

ARLINGTON ROOM

This interactive workshop will be a follow-up to the forum on "Envisioning Our Information Future and How to Educate for It." Diverse LIS stakeholders will work together to develop more specific proposals for innovations in LIS education.

PRESENTERS: Eileen Abels, Simmons College; Lynne Howarth, University of Toronto; and Linda Smith, University of Illinois

12:15 PM – 4:15 PM

ALISE Academy

ARLINGTON ROOM

Sponsored by **H.W. Wilson Foundation**

The 2016 ALISE Academy works from the conference theme of Radical Change to focus attention on educating library and information professionals to lead change. For the first half of the program, four speakers will discuss strategies for organizational change, taking questions after their short presentations. For the second part, there will be a book discussion; the selected text is Quick and Nimble, by Adam Bryant of the New York Times (see http://www.quickandnimble. net), which offers perspective on how organizational culture affects change and other issues of leadership.

PRESENTERS: Jennifer Burek Pierce, University of Iowa; Susan Rathbun, University of South Carolina

1:00 PM – 4:00 PM

ALISE Board of Directors Meeting

HANCOCK ROOM

4:00 PM – 6:15 PM

ALISE unConference Special Session

GRAND BALLROOM B (PLAZA)

Sponsored by:

UNIVERSITY OF
SOUTH CAROLINA
School of Library and
Information Science

The unConference is a loosely structured conference emphasizing the informal exchange of information and ideas between participants, rather than following a conventionally structured program of events. You pick the topics and content.

4:30 PM – 5:30 PM

ALISE Leadership Orientation

WHITE HILL ROOM

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

ALISE Committee Meetings

WHITE HILL ROOM

5:30 PM – 6:30 PM

ALISE 2016 and 2017 ALISE Program Planning Committees Joint Meeting

TREMONT ROOM

6:30 PM – 9:00 PM

Opening Reception/Works In Progress Poster Session

GRAND BALLROOM (IMPERIAL/PLAZA)

Sponsored by **H.W. Wilson Foundation**

Join us for hors d'oeurves 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.

Wednesday, January 6 ••••••

7:30 AM – 8:30 AM

All Conference Continental Breakfast

STATLER ROOM

7:30 AM – 8:30 AM

First Timers' Breakfast

TERRACE ROOM

Learn more about ALISE and how you can get actively involved.

HOST: ALISE President-Elect Louise Spiteri, Dalhousie University

7:30 AM – 8:30 AM

SIG Business Meetings: Session 1

ARLINGTON ROOM

- Archival/Preservation Education
- Doctoral Students
- Distance Education
- Gender Issue
- Information Ethics
- Part-Time and Adjunct Faculty

8:30 AM – 10:00 AM

unCommons

GRAND BALLROOM B (PLAZA)
Sponsored by:

UNIVERSITY OF
SOUTH CAROLINA
School of Library and
Information Science

8:30 AM – 10:00 AM

Session 1: Programs and Papers

1.1 Juried Papers: Social Media & Underserved Groups

ARLINGTON ROOM

"Innovation: Information Professional Activities within the Fanfiction Community"

Fanfiction communities were examined through a serious leisure (Stebbins, 2007) lens in order to see the types of Information professional activities were performed. Three themes are discussed. 1.

Wayfinding (peer review, information provision, and creating guides to the literature; 2. Collecting (activities associated with collection development); 3. Organizing (ways that fanfiction communities classify and categorize).

PRESENTERS: Jen Pecoskie, Wayne State University; Heather Hill, University of Western Ontario

"VISUALIZATION OF CO-READ BOOK DATA AT GOODREADS.COM: A Potential Readers' Advisory Tool"

Readers' Advisory services face a number of challenges, including the ever-increasing number of published titles, and big data available on patron reading habits. We explore a method of combining data from Goodreads, a reading social network, with traditional bibliometric techniques to augment readers' advisory based on frequently co-read pairs of books. This study also examines the effect of so-called "blockbuster" titles on recommendations.

PRESENTERS: Laura Ridenour and Wooseob Jeong, University of Wisconson – Milwuakee

"The Role of Social Location and Back, Civil, and Forbidden Spaces in the Information Practices of LBTQ Individuals"

Drawing from results of 15 in-depth interviews with lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ) individuals, this exploratory study examines how information practices differ based on social location (i.e., the social construction of place). Preliminary findings uncovered how socio-cultural context influences participants' information practices in exploring, negotiating, and adopting LGBTQ identities. Findings suggest further avenues of study that can inform future LIS investigations that yield a more nuanced understanding of facilitators and barriers to information access rooted within one's social location and personal spaces, including those of underrepresented/stigmatized groups.

PRESENTERS: Marie Radford and Vanessa Lynn Kitzie, Rutgers University

1.2 SIG Program – Innovative Pedagogies SIG: Innovative Pedagogies in LIS Education

BEACON HILL ROOM

Through lightning rounds, the Innovative Pedagogies SIG reflects on teaching strategies, theories, practices, and curricula ideas, alongside themes of radical change: inclusion and innovation in LIS education.

PRESENTERS: Anthony Bernier, San Jose State University; Marika Cifor, University of California –Los Angeles; Nicole Cooke, University of Illinois; Keren Dali, Western University; Rich Gazan, University of Hawaii; Judi Moreillon, Texas Woman's University; Stacy Wood, University of California –Los Angeles

1.3 ALISE Awards & Papers 1

BERKELEY ROOM

- 2015 ALISE Research Grant Update
- ALISE/ProQuest Methodology
- Paper Competition 2016
- ALISE/Bohdan S. Wynar Research Paper 2016

1.4 Juried Panel: Radical Change and Ethical Practice in the LIS Classroom

CAMBRIDGE ROOM

This panel will demonstrate how connecting foundational concepts in information ethics with innovations in ethical practice can promote novel approaches in teaching the ethical components of the LIS curriculum. The panel will include discussion and audience participation designed to promote scholarly collaboration on this topic going forward.

PRESENTERS: John Burgess, University of Alabama; Emily Knox, University of Illinois – Urbana-Champaign; Lorraine Mon, Florida State University; Heather Perry, Simmons College; Jessica Ross, Jennifer Steele, University of Alabama

1.5 SIG Program – Gender Issues SIG: Radical Changes in Information Technology: Tapping into Gender Diverse Talent Pools

CLARENDON ROOM

This presentation highlights: 1) recent research about continued gender inequality in STEM disciplines; 2) Rutgers initiatives to create a diverse community in its Information Technology and Informatics program, including the formation of networking opportunities targeted to women. Veering away from tech-centric curriculum, this program focuses on the intersection of technology, people and context/use.

PRESENTERS: Rebecca Reynolds and Sharon Stoerger, Rutgers University

1.6 Juried Papers: Accreditation & Emerging Competencies

WHITE HILL ROOM

"LIS Student Engagement in Systematic Program Planning: Inclusion, Impact, and Innovation"

Presents the results of a qualitative content analysis of 15 Program Presentations for evidence of the inclusion of student voices and perspectives in systematic planning: the various student engagement methods used, how frequently and consistently these methods are used, and the tangible programmatic improvements that result. Highlights unique and innovate approaches that will aid programs in creating inclusive decision-making processes, collaborating with students to implement change, and complying with the ALA Accreditation Standards.

PRESENTERS: Elizabeth Lieutenant and Bill Kules, Catholic University of America

"Transforming LIS Students into a Mobile Workforce for 21st Century Libraries"

Based on secondary analysis of the experiences and advice offered by librarians and IT professionals engaged in developing mobile applications and mobile sites (MAMS) for libraries, we identify four core and six supplementary competencies needed to help libraries better serve their patrons using MAMS. The core competencies include mobile application development, human-computer interaction, computer networking, and planning and management of mobile technologies. Project management, change management, negotiation, data management, policy management, and grant writing are the supplementary competencies that would transform LIS students into a mobile workforce capable of helping libraries make smart choices for serving their patrons using MAMS.

PRESENTER: Devendra Potnis, University of Tennessee

"Trends of LIS Education for Data Professionals"

As data has become critical to our everyday lives, a growing concern with the skills gap required to exploit the data surfeit has arisen. The library and information science practitioners and educators have recognized such concern. This paper is intended to identify current trends in LIS education in response to rising demand for data professionals and data expertise in the library workforce.

PRESENTER: Jeonghyun (Annie) Kim, University of North Texas

Wednesday, January 6 •••••

10:00 AM – 10:30 AM

Morning Break
STATLER ROOM

10:30 AM – 12:00 PM

Opening Plenary Session: President's Program: Ode to Eliza Dresang
GEORGIAN ROOM

Sponsored by:

KENT STATE
UNIVERSITY
School of Library and Information Science

Emerging scholars will discuss how Eliza Dresang's Theory of Radical Change has influenced their own work and how they are taking Radical Change beyond books and into new areas of research. The presentations will focus on RC as a framework for understanding and explaining emerging learning spaces (i.e., Makerspaces); VIEWS2, a project initiated by Dresang that incorporated the principles of RC in its research design; and digital games and social media as reflecting the principles of RC. Harry Bruce (Dean, University of Washington) will serve as discussant, offering a context for understanding Dresang's influence on a new generation of scholars.

PRESENTERS: Annette Goldsmith and Kathleen Campana, University of Washington; Don Latham, Florida State University

12:15 PM – 2:30 PM

Council of Deans, Directors, and Program Chairs Meeting –
by invitation only
TERRACE ROOM

12:30 PM – 2:00 PM

Birds of a Feather
GEORGIAN ROOM

Meet fellow conferees who share your teaching subject interests for informal, roundtable discussions about course content, teaching techniques, learning activities, and best practices.

Attend looking for advice or offering knowledge and experience. Discover contacts for the rest of the conference and beyond. Feel free to bring a brown bag lunch if you wish.

PRESENTER: Kate McDowell, University of Illinois

12:45 PM – 1:45 PM

SIG Business Meetings: Session 2
ARLINGTON ROOM

- New Faculty
- Historical Perspectives
- Multicultural, Ethnic, and Humanistic Concerns
- Technical Services Education
- School Library Media

1:00 PM – 2:00 PM

JELIS Editorial Board Meeting
HANCOCK ROOM

2:00 PM – 3:30 PM

Session 2: Programs and Papers

2.1 Juried Papers: Practitioners and/as Researchers
ARLINGTON ROOM

"Effecting Radical Change: Understanding High School Principals' View of Teacher and Librarian Collaboration"

High school principals were surveyed about their experiences with and perceptions of collaboration between classroom teachers and school and public librarians to promote student acquisition of 21st Century Skills. The findings suggest that principals see collaboration as important to student learning, although much more so in the case of teachers and school librarians than with public librarians. Given the key role principal support plays in successful teacher and librarian collaboration, the findings have significant implications for developing an intervention that will lead to improved collaboration between teachers and librarians to teach 21st Century Skills.

PRESENTER: Don Latham, Florida State University

"Online Peer Support: Enhancing the Research Culture among LIS Practitioners"

The Institute of Research Design for Librarianship (IRDL) is a federally funded program that provides professional development opportunities and a support system for academic librarians to improve their research skills and research output. A study is being conducted to examine how the IRDL participants stay connected and provide support for each other in their research activities via online venues. The study seeks to develop an online peer support model that could inform the design of online training programs on research methods for LIS professionals, and the establishment of an active online community about LIS practitioner research.

PRESENTER: Lili Luo, San Jose State University

"An Examination of Avid Young Reader's Blogs"

Drawing from work on gendered literacy, this qualitative study compares book blogs of young male and female avid readers, with the goal of understanding how they perceive themselves as readers; what they read; and their reading contexts. In doing so, it compares these findings with dissertation findings relating to bloggers' (including librarians, parents, and teachers) gendered assumptions about boys' and girls' reading preferences.

PRESENTER: Emily Mae Seitz, Rutgers University

2.2 Juried Panel: Instruction for Inclusion: Addressing Race, Gender, and Sexuality in the LIS curriculum
BEACON HILL ROOM

On this panel, faculty members will examine how questions of race, gender, and sexuality can impact teaching and learning, and discuss steps they have taken to integrate instruction on these topics throughout the curriculum, both in core courses and through the development of electives and special topics courses.

PRESENTERS: Denice Adkins, University of Missouri; Emily Drabinski, University of Long Island; Laura Saunders, Lisa Hussey, Joyce Gabiola, Simmons College

2.3 SIG Program – Curriculum SIG: Foreign Language Study in the LIS Curriculum: A Cross-Cultural Comparison of Two Innovative Programs
BERKELEY ROOM

Why do some LIS students choose foreign language study as part of their professional preparation? How do they use foreign language skills in their work? Panelists will describe the role of foreign language courses in the MLIS curricula at their institutions in the U.S. and Honduras, and will present results from surveys of current students and alumni to explain the value of foreign language study in Library & Information Science.

PRESENTERS: Debbie Faires and Sandy Hirsh, San Jose State University; Nitida Carranza and Charlotte Ford; Universidad Pedagógica Nacional Francisco Morazán

2.4 Juried Papers: Pedagogy I
CAMBRIDGE ROOM

"Connected Learning Meets Radical Change: A Conference in a Classroom"

Connected learning partnered with Radical Change theory provided the framework for a brand-new culminating course in the youth services track at the University of Washington Information School. The authors taught the course in Spring 2015 using a conference-like model based on the late Dr. Eliza T. Dresang's outline. Innovative delivery methods engaged both online and residential students, deliberately seeking to change boundaries, change perspectives, and change formats in how programs for digital youth are planned, delivered, and evaluated.

PRESENTERS: Elizabeth Mills, Kathleen Campana, Annette Goldsmith, University of Washington

"Who are the Librarians? Bringing Practitioner Inquiry into the LIS Classroom"

This critical essay proposes practitioner inquiry as an effective pedagogical model to teach pre-service librarians ways to embrace their personal diversities for the purpose of more effective professional practice. Because librarianship enacts various forms of text and literature, practitioner inquiry for librarians most effectively involves some kind of interaction with literature. This research suggests

DETAILED SCHEDULE

the veracity of LIS professionals embracing a practice of systematic, collaborative self-study for the purpose of lifelong learning and professional development.

PRESENTER: Vanessa Irvin, University of Hawaii

"Radical Changes in the Roles of School Librarians"

The role of school librarians has a history of radical change. From early beginnings as reference librarians for school libraries, school librarians adapted to take on responsibility for technology with the introduction of audio-visual materials in schools. With the advent of the Information Age in the middle of the 20th century and the subsequent development of personal computers and the Internet, the American Library Association (ALA) recommended schools and colleges begin integrating information literacy into students' learning (1989). Today school librarians are entering another period of radical change as they combine their information specialist roles with technology integration.

PRESENTER: Lois Wine, Old Dominion University

2.5 Juried Papers: Information Literacy

CLARENDON ROOM

"The Use of Inquiry-Based Science Instruction and Award Winning Literature in the Library: Exploring a Radical Change in Library Lessons"

This research examines a mixed methods, quasi-experimental study utilizing award winning science literature and hands-on, inquiry-based instruction with preschool students. Reasoning for the necessity of this type of instruction is explored through the lens of radical change. Three different methods of instruction are employed and examined. The researcher explores the most effective and most preferred methods of instruction, as determined by the students. Surprising post-test results are revealed.

PRESENTER: Bree Ruzzi, Old Dominion University

"Camp Read-a-Rama: Fully Engaged Literacy Learning"

Camp Read-a-Rama, a summer day camp based in South Carolina for 4-to-11 year olds, uses children's books as the springboard for all other camp activities. For six summers, camp has provided children fully-engaged fun while offering themed literacy immersion experiences that turn "summer slide" into "summer stride." This three-year research study found a statistically significant difference in

pre and post testing designed to determine whether camp helped to improve campers' attitudes toward reading and literature. The pairing of hands-on learning with reading also positively impacted their literacy.

PRESENTERS: Michelle Martin, Clayton Copeland, Kayla Washington, University of South Carolina

"Information for Inclusion: Assessing Sociocultural Contextual Factors to Support Filipino Newcomers' Settlement to Canada"

Drawing from dissertation research conducted with Filipino migrants to Winnipeg, Canada, this paper examines newcomer information practices during migration and settlement suggesting that how newcomer communities engage with and become involved with settlement information has direct implications for the methods that information professionals might use to reach them. It considers the complex relationship between the sociocultural contextual factors that inform how Filipino migrants engage in information practices and the strategies that information professionals might use to support this and other migrant populations as they migrate and settle in new and unknown locations.

PRESENTER: Danielle Allard, University of Toronto

2.6 Juried Papers: Research Design & Cataloging Education

WHITE HILL ROOM

"FRBR, Conceptual Knowledge and Harry Potter: Radical Change and Innovative Solutions in Cataloging Education"

The advent of FRBR has brought radical changes to cataloging education, as this rich and complex set of models shapes cataloging in our modern, digital age. This paper will discuss the impact of FRBR's conceptual models on cataloging teaching, such as conflicting opinions about the required extent and depth of FRBR teaching, and the radical changes that FRBR brings to cataloging educators. Examples of innovative FRBR teaching techniques will be given, acting as a starting point to explore how FRBR can influence pedagogy, and demonstrating why familiar worlds such as Harry Potter are useful when teaching FRBR.

PRESENTER: Deborah Theresa Lee, City University – London

"Enhancing Key Digital Literacy Skills in Library and Information Science Curricula: Report of a Knowledge Synthesis"

The technological and social context has increased the demand for skills and knowledge in the areas of information privacy, security and ownership, which are key aspects of digital literacy. These, however, are difficult to teach. This paper addresses this problem through a synthesis of current knowledge by (1) documenting the demand for expertise in these three areas of digital literacy; (2) assessing the ways in which LIS curricula works to develop adequate and sustainable skills in these three areas of digital literacy; (3) establishing a comprehensive curriculum that will provide optimal training in these areas for LIS professionals.

PRESENTERS: Alexandre Fortier and Lisa Di Valentino, University of Western Ontario

"Awareness and Use of Altmetrics Among LIS Scholars and Faculty"

Altmetrics measure the impact of scholarship via mentions in social media and other non-traditional venues. For LIS faculty, altmetrics are also a new area for research. The focus of this presentation is the results of a survey of LIS scholars' awareness and use of altmetrics.

PRESENTERS: Sarah Sutton, Emporia State University

2.7 Juried Panel: Radical Change in Library Learn Spaces: Research on Makerspaces
WHITTIER ROOM

Makerspaces are innovative learning spaces where the concepts of Radical Change are manifested in both resources and user behaviors. This panel features five cutting-edge research projects on Makerspaces across the country. Audience will learn about library Makerspaces and discuss their implications for LIS educators and researchers.

PRESENTERS: Leanne Bowler, University of Pittsburgh; Heather Moorefield-Lang, University of South Carolina; Rebekah Willett, University of Wisconsin – Madison; Kyungwon Koh and June Abbas, University of Oklahoma

3:30 PM – 4:00 PM

Afternoon Break
STATLER ROOM

4:00 PM – 5:30 PM

Session 3: Programs and Papers

3.1 Juried Papers: Diversity and LIS Education I
ARLINGTON ROOM

"The GSLIS Carnegie Scholars"

From 1970-1972 GSLIS welcomed twenty-eight students of color known as The Carnegie Scholars. A program to increase the numbers of minority librarians, the program denoted a radical change, for the better, at the school; it is a radical change we need to see again going forward. LIS programs need to think critically about the recruitment and retention of students of color. Investigation of the Carnegie Scholars Program, and other historical initiatives, could facilitate a new radical change in LIS education.

PRESENTER: Nicole Cooke, University of Illinois

"Getting Beyond Green: Radical Change Theory Broadens the Spectrum of Sustainability for LIS Education"

Radical change theory urges connectivity, collaboration and fresh perspectives. As the information environment evolves, practitioners are currently teaching themselves and others about "sustainability" (the ecological, economic, and equitable circumstances affected by changes to the environment) without input from LIS accredited programs. Inspired by radical change theory, this paper offers a rationale for adding sustainability to the LIS curriculum. It explains sustainability concepts and their fit with LIS, as practitioners well know. The paper concludes with collaborative scenarios that illustrate the potential sustainability offers for educating current students, alumni, and others interested in professional development.

PRESENTER: Tonyia Tidline, University of Alberta

"LIS Professionals and Social Work: Facilitating the Change and Transition of Immigration"

The paper will make a case for modeling courses on the immigration experience in LIS programs after the graduate courses in Social Work. An understanding of the immigration transition is essential for librarians who want to become true agents of change in immigrants' life, beyond the initial period of resettlement. The paper will draw on the interviews with public librarians serving

immigrant communities in Canada and the U.S. and the comparative analysis of the LIS and Social Work curricula. Given the converging nature of the two fields, this paper will present a model for the restructuring of other user-oriented LIS courses.

PRESENTER: Keren Dali, Western University

3.2 Juried Papers: Pedagogy II

BEACON HILL ROOM

"Old Skills, New Practices Mean Radical Change for Library Education"

Technological advances and other societal change have resulted in public libraries' increased reliance on online resources for offering services. However, a portion of those served by public libraries includes members of urban poor populations who prefer to interact with information by talking. Research conducted to articulate service models that public libraries can use to meet the information needs of this constituency reveals how current service practices involve a radical twist on traditional skills. Discussion following the presentation of findings includes recommendations for library management curricula that better prepare graduates to apply age-old professional practices in radical new ways.

PRESENTER: Deborah Turner, Drexel University

"Approaches to Knowledge in Libraries and in Library Information Science"

This presentation foregrounds questions about the theorization of and approach to knowledge as they apply to research, teaching, and practice in the library profession. Starting with William H. Wisner's complaint that what he calls postmodern libraries prioritize information over knowledge, it explores the responses of LIS theorists on the subject of knowledge as well as pertinent views by others outside the discipline. The authors, who approach the topic of knowledge as librarians who started their careers as scholars in other disciplines, aim to develop a curricular focus on knowledge studies in LIS education.

PRESENTERS: Jay Bernstein, Kingsborough Community College; James Marcum, Queens College

"History Inquiry as a Form of Innovation: Encouraging the Development of Dynamic Professional Identities in Librarianship"

Librarianship has been, and will continue to be, influenced by historical events, but LIS programs do not consistently convey this throughout their curricula. Consequently, it is not always clear to emerging professionals how discipline specific processes and practices that have contributed to the development and growth of a shared professional identity. This paper will discuss how historical inquiry, as a pedagogical tool, can encourage LIS students to conceptualize their work as a process that uses inquiry and collaboration to better serve their communities.

PRESENTER: Kristen Schuster, University of Missouri

3.3 Juried Panel: Cultural Heritage Informatics at Simmons: Towards an Innovative Case-Based Curriculum

BERKELEY ROOM

In this interactive panel session we will discuss the challenges and opportunities we have encountered in building new programs in Cultural Heritage Informatics (CHI) at Simmons. We will describe our ongoing project to develop case studies and teaching scenarios for use in CHI courses, which we hope will contribute to the development of CHI as an interdisciplinary field of study, spanning the historic divisions among libraries, archives, and museums. The session also will be an opportunity for audience members to discuss ideas for new case studies and for using cases in CHI curricula.

PRESENTERS: Peter Botticelli, Michele Cloonan, and Martha Mahard, Simmons College

3.4 SIG Program – Youth Services SIG: Radical Change and Youth Services in Library and Information Science: A Participator YS SIG – Panel Discussing the Impact of Radical Change Theory in Youth Services

CAMBRIDGE ROOM

This participatory panel will highlight six short papers that offer examples for the transformation of youth services in library and information science through the integration of Radical Change theory themes of interactivity, connectivity and access in the LIS classroom and beyond.

PRESENTERS: Denise Agosto, Kathleen Campana, Annette Goldsmith, Elizabeth Mills, University of Washington; Maria Cahill, Adriane Grumbien, Kyra Hunting, University of Kentucky; Kyungwon Koh, University of Oklahoma Sabrina Carnesi, KaaVonia

Hinton, Old Dominion University; Liya Deng, University of South Carolina; Colette Drouillard, Valdosta State University

3.5 Juried Panel: Lifelong Learning for Librarians: Building Expertise in Research Methods

CLARENDON ROOM

Library systems and assessment activities often generate massive amounts of data, especially about the behavior of library users. The collection and use of these data raise complicated issues of privacy, ethics, and social justice, which are not unique to libraries, but in which libraries are key institutional actors. It is therefore crucial to consider how education and training in quantitative and qualitative research methods can help situate and critique policies around institutional data collection and use.

PRESENTERS: Andrew Asher, Indiana University; Chris Bourg, Massachusetts Institute of Technology; Donna Lanclos, University of North Carolina – Charlotte; Maura Smale, City University – New York; Lynn Sillipigni – Connaway, OCLC Research

3.6 SIG Program – International Library SIG: The Global Classroom: Strategies for Designing Innovative Culture Immersion Programs in Library and Information Science Education

WHITE HILL ROOM

The Global Classroom provides opportunities for students to gain knowledge, exposure and experience, and to think beyond the confines of geographic boundaries. Moreover, global study programs help prepare students to face the new challenges, and to understand the interconnectedness and interdependence of the world (IFLA, 2012) This presentation will discuss models for designing cultural immersion programs in LIS education through coursework and experiential learning through study abroad, internships, and volunteer projects.

PRESENTERS: Renate Chancellor, Catholic University of America; Shari Lee, St. John's University; Sandra Hirsh, Peta Wellstead, Susan Alman, San Jose State University

5:45 PM – 7:00 PM

Past Presidents' Reception –
by invitation only

BACK BAY ROOM

7:30 AM – 8:30 AM

All Conference Continental Breakfast
STATLER ROOM

School Representatives' Breakfast
TERRACE ROOM

SIG Business Meetings: Session 3
ARLINGTON ROOM, NEWBURY ROOM
- Curriculum
- Development and Fundraising
- Information Policy
- International Library Education
- Research
- Youth Services

8:00 AM – 6:00 PM

unCommons
GRAND BALLROOM B (PLAZA)
Sponsored by:

UNIVERSITY OF
SOUTH CAROLINA
School of Library and
Information Science

8:30 AM – 10:00 AM

Session 4: Programs and papers

4.1 Juried Panel: Radical Change? Transitioning from Faculty to Administrator
ARLINGTON ROOM

Have you thought about moving from faculty to administrator? Has your organization pressed you to take on a leadership role? Do you wonder if it would be a good move professionally and if a leadership position of this type will fulfill your X needs? This session will feature four LIS Program Administrators discussing the ins and outs, ups and downs of their lives as administrators, as well as their insights for those contemplating an administrative appointment in the years ahead.

PRESENTERS: Eileen Abels, Simmons College; Stephen Bajjaly, Wayne State University; Kristin Eschenfelder, University of Wisconsin – Madison; Heidi Julien, Buffalo University

4.2 SIG Session – School Library Media SIG: New Perspectives on School Librarianship: Embracing Innovation
BEACON HILL ROOM

This panel session will begin with 3-4 presentations on Radical Change theory in school librarianship (10-15 minutes each). This will be followed by an interactive round-table discussion which invites participants to interact with each panelist regarding issues raised by the papers, implications for practice, and future areas for research.

PRESENTERS: Ellen Pozzi, William Patterson University; Brenda Pruitt-Annisette, Chicago State University

4.3 ALISE Awards & Papers 2
BERKELEY ROOM
- ALISE/Eugene Garfield Doctoral Dissertation Competition 2016
- ALISE Research Grant Competition 2016 Preliminary Report
- LJ/ALISE Excellence in Teaching Award

4.4 Juried Papers: Social Justice & Inclusion
CAMBRIDGE ROOM

"Social Justice in Context: The Case of a Public Library"

This research uses a mixed methods single case study approach informed by Yin (2013) to examine what the role of a public library is in relation to social justice concepts and how those concepts are understood and applied in practice to produce meaningful results, actions and outcomes for the community served. This research then builds a conceptual map that describes what emergent social justice ideals are part of the library's practice, the connection of those ideals to social justice concepts in the philosophical literature, the corresponding actions taken in practice by the library staff, the role of the board and finally a comparison to the rational reconstruction of public library practice.

PRESENTER: Punit Dadlani, Rutgers University

"Visualizing the Invisible: Finding the Gaps in Discussion of Identities in LIS"

This paper is based on statistical analysis of library and information science (LIS) literature. Through searches in the Library, Information Science & Technology Abstracts (LISTA) database that cross-referenced commonly used identity terms (e.g., Gender, LGBT) with terms describing prominent areas in the LIS field, we collected quantitative data and visualized our results using Gephi and Tableau Public. Our visualizations show that general identity terms are common in the literature, while discussion of particular identities is scarce. Using critical approaches to LIS, we explore the ramifications of silences within LIS literature through the lenses of critical theory and queer theory.

PRESENTERS: Jessica Hochman, Pratt Institute

"Radical Teen Services Librarians: How Public Librarians Today Cultivate Interactivity, Connectivity, and Access"

The core of Radical Change theory are three characteristics seen in texts and readers; interactivity, connectivity, and access. These characteristics equally apply to the work of teen services librarians in public libraries today. Based on 19 interviews with 20 librarians in 18 library locations across three library systems, the results illuminate contemporary practices in serving adolescents and offer guidance for educating the next generation of radical teen services librarians.

PRESENTER: Sarah Amber Evans, University of Washington

4.5 SIG Program - Technical Services SIG: Teaching Ethics in Technical Services: Developing Ethical Thinking and Decision-Making in Knowledge Organization Courses

CLARENDON ROOM

Ethics is a challenging subject to teach in technical services courses, especially knowledge organization courses. Students must understand the ethical implications of knowledge organization work and understand the limits of cataloging and metadata standards to accurately reflect all subjects and groups of people. This panel presentation will explore ways to teach ethics in knowledge organization courses and how to inspire ethical thinking and decision-making.

PRESENTERS: Gretchen Hoffman, Texas Woman's University; Heather Moulaison, University of Missouri; Karen Snow, Maurine McCourry, Dominican University

4.6 Juried Panel: Still Struggling to Get it Right: Group Work as Innovation in LIS Pedagogy

WHITE HILL ROOM

Each panelist will discuss group work in teaching with a focus on 6 issues: student evaluations of teaching; group work in dialogue with students' technology use; using research to help us design effective group work; local contexts; course content and learning outcomes; preparation for the workplace. The panelists will then debate questions about designing, assessing, facilitating and troubleshooting group work, and the audience will be invited to divide into groups to contribute to the debate. Time will be allotted for questions and focused discussion.

PRESENTERS: Denise Agosto, Drexel University; Colette Drouillard, Valdosta State University; Amelia Gibson, University of North Carolina – Chapel Hill; Michelle Kazmer, Florida State University; Kalpana Shankar, University College Dublin

10:00 AM – 10:30 AM

Morning Break

STATLER ROOM

10:30 AM – 12:00 PM

Session 5: Programs and Papers

5.1 President's Program: A Report from the ALA Equity, Diversity Task Force

ARLINGTON ROOM

Sponsored by:

KENT STATE UNIVERSITY
School of Library and Information Science

In 2014, ALA formed the Task Force on Equity, Diversity, and Inclusion with a charge to "develop a plan and strategic actions to build more equity, diversity, and inclusion among our members, the field of librarianship, and our communities. The most important Task Force outcome is the public and honest conversation that will be generated by

its plan and recommended actions." We can't have this conversation without you there, so please join us as we brainstorm and discuss ideas and options for promoting equity, diversity, and inclusion both for when our association meets in Orlando in 2016 and in the years to come.

PRESENTERS: Martin Garnar, University of Colorado – Colorado Springs; Trevor Dawes

5.2 Juried Panel: Valuing Student Voices: Master's Students' Critical Perspectives on LIS Education

BEACON HILL ROOM

This session will feature three programs from two schools: the FiTS (Filling in the Spaces) program from Syracuse, the LIS Symposium from Illinois, and the GSLIS Speaks initiative from Illinois. All programs were developed by master's students to reach their own schools and beyond in order to critically examine current practices in LIS education.

PRESENTER: Kathleen McDowell, University of Illinois

5.3 Juried Papers: School Media Education/ Leadership Education

BERKELEY ROOM

"The Lilead Fellows Program: An Alternative Approach for Preparing School Library Leaders"

The Lilead Fellows Program, funded in part by the Institute of Museum and Library Services, is designed to enhance the leadership skills and administrative expertise of school district library supervisors through long-term professional development (PD). This PD is achieved through the collaborative work of 25 supervisors from across the country, both in person and online over an 18-month period. Participants focus on transformational change regarding current goals in implementing 21st century skills, integrating technology, and increasing advocacy. The program takes a novel approach in its long-term deployment and in developing PD for district library supervisors, instead of building-level librarians.

PRESENTERS: Christie Kodama, Ann Carlson Weeks, Jeffrey DiScala, University of Maryland

"Educating Leaders for Radical Change through Community Service"

How do we prepare leaders needed to move the profession forward through radical changes and the challenges we will face in the future? In this

study, we follow pre-service school librarians as they engage in community service projects of their own choosing and in their own communities. Community service allowed these future librarians to take risks and build connections with stakeholders as they developed and implemented literacy initiatives related to Dresang's 21st Century literacies.

PRESENTERS: Sue Kimmel, Bree Ruzzi, Jody Howard, Old Dominion University

"Towards Developing a Radical Model of Collaboration for Public Librarians and Teachers"

Librarians of all types, including public librarians, have a role to play in supporting STEM education and developing multiple literacies in STEM topics. Recent evidence suggests that true collaboration between public librarians and high school teachers in STEM areas remains elusive. An educational intervention being readied for field testing is proposed for pre-service librarians and pre-service teachers. The intervention is designed to develop mutual understanding of the skills that librarians and teachers can bring to student learning, and the professional challenges each group faces. The intervention includes explicit training in inter-professional collaboration, based on models successfully applied in health contexts.

PRESENTERS: Heidi Julien, Buffalo University; Melissa Gross, Don Latham, Shelbie Witte, Florida State University

5.4 SIG Program – MEHC SIG: #SpeakingTruthToPower: Exploring Social Justice LIS Educators' Use of Social Media in the Age of Institutional Censorship

CAMBRIDGE ROOM

This session features LIS social justice educators who use social media as extensions of their teaching & research agendas, in order to articulate their personal & professional commitments to diversity & inclusion. This session agenda also features social justice LIS educators whose research agenda examines growing trends in institutional censorship in the digital age. LIS social justice educators will also discuss censorship policies at their respective institutions. The goals of the session are to develop strategies and share resources for employing social media in a social justice agenda in the age of institutional censorship.

PRESENTERS: Robin Kurz, Emporia State University; Safiya Noble, University of California – Los Angeles; Toni Samek, University of Alberta

5.5 Juried Papers: Pedagogy III
CLARENDON ROOM

"What's Your Epistemology?: Quiz Design as a Pedagogical Tool in LIS Doctoral Education"

Collaboratively developing an online quiz that identifies individuals' epistemologies is an effective way to meet critical pedagogical ends in LIS doctoral education. Quiz design helps students learn to engage in epistemological perspective-taking, a requisite skill for conducting pluralist, interdisciplinary, and transdisciplinary research. This paper will recount the process of creating an epistemology quiz in a doctoral research design course and will consider how this process successfully aligns with activity theory. The use of this quiz also supports an emerging pedagogical trend: LIS PhD programs increasingly focus on teaching research design rather than merely qualitative and/or quantitative methods.

PRESENTERS: Beth Strickland and Emily Lawrence, University of Illinois

"A Radical Change in LIS Doctoral Research: A Bibliometric Mapping from 1960–2013"

Based on the analysis and mapping of the evolution of the interdisciplinary relations found in LIS doctoral dissertations, we found that a strong relationship between library science and information science and "Information Science" has surpassed "Library Science" and become the dominant research interest in LIS.

PRESENTER: Fei Shu, McGill University

"Fueling the Profession to Drive Change"

This paper/presentation discusses the importance of recognizing and embracing the experiential learning opportunities afforded to libraries, from their LIS counterparts. These opportunities usually come in the form of student positions such as internships, practicums or field placements. This can be the fuel needed for an organization to learn how to adapt to change.

PRESENTERS: Nora Bird, Michael Alan Crumpton, University of North Carolina – Greensboro

5.6 Juried Panel: Breaking Barriers to Information Access: New Information Literacies in Service to Wider Communities
WHITE HILL ROOM

This panel will discuss research on how the LIS scholarly agenda must be broadened to emphasize not only what is practical and doable but also relevant to wider segments of the community, including the development of more customized strategies to reach entrepreneurs, individuals with special health literacy needs, and adults who struggle with poor reading skills.

PRESENTERS: Liya Deng, Stanislav Trembach, Deborah Wright Yoho, Emma Zhang, Chris Cunningham, University of South Carolina

5.7 Juried Panel: Radical Change Theory Means Sustainability for LIS Education and Research
WHITTIER ROOM

Radical change theory urges connectivity, collaboration and fresh perspectives. As the information environment evolves, practitioners are currently teaching themselves and others about "sustainability" (the ecological, economic, and equitable circumstances affected by changes to the environment) without input from LIS accredited programs. Capitalizing on Radical Change Theory's call for interaction and new viewpoints, this presentation engages participants with why and how to make sustainability an integral part of our curriculum and outreach efforts. Panelists will involve audience members in mapping new territory for LIS education and research of local and global impact.

PRESENTERS: John Burgess, University of Alabama; Clara Chu, University of Illinois; Rachel Fleming-May, University of Tennessee – Knoxville; Tonyia Tidline, University of Alberta

12:15 PM – 1:45 PM

Awards Luncheon
GEORGIAN ROOM

2:00 PM – 3:30 PM

Session 6: Programs and Papers

6.1 Juried Papers: Analyzing Learning and Searching

ARLINGTON ROOM

"Lacking Control: Learning Analytics and Student Privacy"

Big Data has come to the classroom, and colleges and universities are exploring ways to extract nascent value hidden in troves of student data using learning analytics technology. This technology may radically change student assessment practices, personalize learning, and improve institutional efficiencies in a time of austerity in higher education. However, increased use of sensitive student data flows presents unique privacy concerns. The author argues that students should be informed about who uses their personal information, and the author states how student privacy dashboards built on top of technical identity layers can enhance student control over how their information flows.

PRESENTER: Kyle Matthew Lauer Jones, University of Wisconsin – Madison

"Exploring Eye Movements for Inferring Difference in Online Information Searching Behavior. A Case Study of American and Chinese Students"

The purpose of this study is to identify if cultural differences affect information-searching behavior of users on Google with the use of eye tracking technology. Even though cultural differences and individual cognitive style have been the main concern of several information behavior studies in the last 10 years, there are only a limited number of studies that investigate cognitive differences between online information seekers from cultural cognitive perspective.

The preliminary eye movement data (i.e., fixations and saccades) analysis shows differences in the search strategies employed by the participating groups. Overall, the Chinese participants have spent 20 minutes (in average) longer than the Americans. While the initial results support cognitive variation in the searching behaviors of participants with different ethnicities, there is a possibility that these differences are due to individual characteristics or English language proficiency and not purely cultural.

PRESENTER: Sara Chizari, University of South Carolina

"INCLUSIVE & CONNECTED LEARNING: Evaluating and Redefining an Academic Community Blogging Platform"

This study will contribute to a better understanding regarding how LIS student blogging communities can enhance learning experiences, encourage reflection, and afford the creation of affinity spaces. The investigator will evaluate a community blogging platform model utilized by students in the School of Information. The study will identify areas where the model is effective, and provide recommendations regarding how to improve the design of the platform to provide a positive educational impact on students, including topics such as the extent of student participation, what type of support they needed, and what aspects of the community enhanced their learning experience.

PRESENTER: Michael Stephens, San Jose State University

6.2 Juried Papers: Public Libraries

BEACON HILL ROOM

"Rural Public Libraries as Community Change Agents: Opportunities for Health Promotion"

Rural residents in the U.S. are at a disadvantage with regard to health status and access to health promotion activities. In many rural communities, public libraries offer support to residents through health information provision. There are also opportunities for rural public libraries to engage in broader community health efforts. This paper reports on a collaborative effort between researchers and one rural public library in North Carolina to introduce, assess and evaluate a variety of health promotion activities including pedometer lending, and an individual health self-assessment program.

PRESENTER: Mary Grace Flaherty, University of North Carolina – Chapel Hill

"Mind the Gap: Public Library Services for an Aging Population"

An unobtrusive, secondary data analysis facilitates a comprehensive view of the current state of Canadian urban public library services, programs, collections and policies that serve older adults, and will gauge the preparedness of this essential social institution for upcoming demographic changes. While public libraries are uniquely poised to engage with older adults in the community, this study's results indicate a need to refocus resources to better support older adults' changing information-related needs.

PRESENTER: Nicole Kerralea Dalmer, University of Western Ontario

"No Experience Required: Radical Changes in UK Public Libraries"

The 'Big Society' platform in the United Kingdom (UK) has created a shift towards getting volunteers to run some, part, or all of certain public services. Through this approach, more than 300 UK public libraries have been handed over to community organizations and volunteers with varying levels of oversight from the Library Authority. These public libraries are investigated through surveys, interviews, and passive observation framed by IFLA's Public Library Manifesto and Public Library Service Guidelines.

PRESENTER: Heather Hill and Claire Burrows, University of Western Ontario

6.3 OCLC/ALISE Grant Papers

BERKELEY ROOM

CONVENER: Lynn Silipigni Connaway, OCLC Research

6.4 SIG Program – Information Ethics SIG: Innovation and Inclusion: Considering the Scope and Vision of Information Ethics Education

CAMBRIDGE ROOM

This session provides a retrospective of the first ten years of the SIG, inviting a dialogue on how we might contribute more fully to information ethics in LIS education, and offers three papers in support of the SIG's mission to inform the theory and practice of information ethics education.

PRESENTERS: Jared Bielby and Toni Samek, University of Alberta; Jenny Bossaller, John Budd, A.J. Million, University of Missouri

6.5 Juried Papers: Pedagogy IV

CLARENDON ROOM

"Turning Professional Education Inside Out for the 2020 Information Landscape"

Changes in the operating environment of information professionals have significant implications for library and information science education. The current situation requires more than the tinkering, quick fixes, and incremental changes that have generally typified the evolution of professional education. Academic programs must respond to emerging trends in the field, consider innovative thinking and ideas advanced by researchers and practitioners, and anticipate new models of service delivery. Professional education needs to embody and enact the concepts and principles that are gaining traction in all sectors of our profession. The information curriculum thus needs to be blended, integrated, embedded, collaborative, and participatory.

PRESENTER: Sheila Mary Corrall, University of Pittsburgh

"Designing the Future of Librarianship"

Despite evidence of innovative tool and service creation throughout its history, American librarianship characterizes itself as a science-based discipline. Yet other disciplines, such as design, may offer epistemological frameworks better suited to professions that create such artifacts. This paper explores the relevance of design epistemologies to practice, research, and education in librarianship and argues for the reconceptualization of librarianship as a design discipline.

PRESENTER: Rachel Ivy Clark, University of Washington

"Reaching Across Boundaries: A Longitudinal Look at How LIS Faculty Collaborate"

Replicating a study of LIS collaboration conducted in 2010, results from a 21-question survey sent to attendees of the 2015 ALISE conference are compared and contrasted with results from the earlier survey. Changes in reported behaviors or attitudes since the 2010 survey are highlighted. The results of this second study provide additional insights that may suggest ways to re-imagine interdisciplinary collaborations by LIS faculty in education, research, and service activities.

PRESENTERS: Lisl Zach and Prudence Dalrymple, Drexel University

Thursday, January 7 •••••

6.6 SIG Program – Research SIG: Radical Change: Inclusion, Diversity, and Innovation in Digital Societies

WHITE HILL ROOM

SIG-Research is sponsoring a panel of scholars discussion the advantages and disadvantages of different methodological approaches to the study of inclusion, diversity, and innovation in digital societies.

PRESENTERS: John Bertot, University of Maryland; Jennifer Burek Pierce, University of Iowa; Pnina Finchman, Howard Rosenbaum, Madelyn Sanfilippo, Indiana University

3:30 PM – 4:00 PM

Afternoon Break

STATLER ROOM

3:30 PM – 4:00 PM

Doctoral Poster Session Setup

GRAND BALLROOM A (IMPERIAL)

3:30 PM – 4:00 PM

Doctoral Poster Judges Meeting

TREMONT ROOM

4:00 PM – 6:30 PM

Doctoral Poster Judging

GRAND BALLROOM A (IMPERIAL)

4:00 PM – 4:45 PM

ALISE Business Meeting

GEORGIAN ROOM

The business meeting will include reports to the membership regarding budget information, association accomplishments, and plans for the future.

4:45 PM – 6:15 PM

Plenary Session: President's Program: Researcher: What You Got? Exploring Practice and Research

GEORGIAN ROOM
Sponsored by: KENT STATE UNIVERSITY — School of Library and Information Science

Is there a disconnect between LIS professors' scholarly output and the practice of librarianship? Of course, there are some valuable, noteworthy studies — funded by the Institute of Museum and Library Services (IMLS) and other entities—that have influenced libraries and librarianship. But what of the plethora of articles published annually by professors building a record of research? Are they mired behind paywalls where no one will see them unless they actively seek them out? Are they what librarians need for effective improvements to practice?

This panel presentation and discussion will include overviews of recent collaborations between LIS professors and practicing librarians and a dialogue about strengthening the ties between LIS research and those in the field.

PRESENTERS: Michael Stephens, San Jose State University; Martin Garnar, University of Colorado – Colorado Springs, Marie Kennedy, Loyola Marymount University; Brian Kenney, White Plain Public Library; Lili Luo, San Jose State University

6:15 PM – 6:30 PM

ALISE Kick-Off to 2016

GEORGIAN ROOM

7:00 PM – 8:30 PM

Doctoral Student Research Poster Session and Reception

GRAND BALLROOM (IMPERIAL/PLAZA)

8:30 PM – 10:30 PM

Evening Entertainment from The Professors

GRAND BALLROOM (IMPERIAL/PLAZA))

7:30 AM – 8:30 AM

All Conference Continental Breakfast
STATLER ROOM

SIG Business Meetings Session 4
ARLINGTON ROOM

- Assistant/Associate Deans & Directors
- Innovative Pedagogies

8:00 AM – 12:00 PM

unCommons
GRAND BALLROOM B (PLAZA)

Sponsored by:

UNIVERSITY OF
SOUTH CAROLINA
School of Library and
Information Science

8:00 AM – 10:00 AM

Session 7: Programs and Papers

7.1 Juried Panel: Strategies for Change: Qualitative LIS Research Methods and Furthering Social Justice
ARLINGTON ROOM

This panel will discuss how qualitative data collection methods that contain implicit notions of equity and subsidiarity, the innate dignity and worth of each human person, which are the building blocks of social justice, can support and advance a social justice agenda in LIS education and research. Dialog with the audience, designed to create linkages between 1) qualitative LIS research methods and 2) social justice metatheory, will help us to articulate and expand them both, giving us leverage for LIS education, research and practice, and for working toward the radical change necessary for the shared goal of a more inclusive society.

PRESENTERS: Renate Chancellor, Catholic University of America; Bharat Mehra, University of Tennessee; Kevin Rioux and Shari Lee, St. John's University

7.2 Juried Papers: Diversity and LIS Education II
BEACON HILL ROOM

"A Different Kind of Diversity: Ruminations on the (Un)attractiveness of LIS Programs to Culturally Diverse Students"

We survey 57 ALA-accredited programs in Canada and the U.S. and examine the (un)attractiveness of graduate LIS education to culturally diverse students. We conclude that despite extensive research and recruitment programs related to diverse populations, the problem of cultural homogeneity in LIS academic departments and the practicing field persists. Students and alumni respond strongly and emotionally to the lack of diversity and also make suggestions to improve the situation. It is clear that a combination of recruitment efforts and radical internal restructuring in LIS programs is required for remediation. Programs need to become both more multicultural and more international.

PRESENTERS: Nadia Caidi, University of Toronto; Keren Dali, Western University

"What motivates Future Information Professionals? It's Probably Not What You Think"

This research stems from LIS management class discussions on the topic of motivation, and highlights the need for radical shifts in management approaches to motivation in information organizations. Our analysis of four student cohorts shows that intrinsic motivators are far more influential than any "carrot and stick" type of approach. Future information leaders and managers should recognize that intrinsic factors play a bigger role in employee motivation, and put more effort into creating a culture of respect, recognition, trust, and autonomy when tailoring their management strategies to tap into the emotions of their coworkers.

PRESENTER: Rajesh Singh, St. John's University

"Fostering Diversity in Library and Information Science Education: The FEAL (IMLS) Grant"

The Fostering East Asian Librarianship (FEAL) grant, awarded to the University of Wisconsin-Milwaukee, was funded by the Institute of Museum and Library Services in June of 2013. FEAL seeks to create highly qualified library in the area of East Asian Librarianship through education, employment, mentoring, and professional development. Ten

students began the online MLIS at SOIS spring semester of 2014, with an eleventh joining in Spring of 2015. The grant provides tuition, fees, travel, and conference expenses to eleven students fluent in one or more East Asian languages who are employed at institutions housing substantial East Asian collections that employ a full-time East Asian librarian.

PRESENTERS: Jeong Wooseob and Laura Ridenour, University of Wisconsin – Madison

7.3 SIG Program - Part-Time and Adjunct SIG: Confronting the Contradictions: Professional Ideals and Realities for Contingent Faculty in LIS

BERKELEY ROOM

Contingent faculty now make up the majority of the LIS instructional workforce, teaching close to 70% of courses in many ALA-accredited LIS programs. The literature reflects similar trends across higher education, and is raising awareness of the detrimental impact of low pay, precarious employment, and poor working conditions experienced by many adjuncts. Some institutions have made progress in ameliorating some of these problems, but the dialogue in LIS seems to be stymied by differing perceptions and unanswered questions. This session seeks to open the conversation by exploring some of the most critical issues: 1) Who are adjuncts, and how do we define them? 2) What are the existing compensation ranges and working conditions? 3) What impact does the institutional context of policies and guidelines have on the use of adjuncts? and 4) What are the implications of the growth of online learning, unbundling of teaching tasks, and shifting priorities in research and instruction? Presenters on this panel discuss these trends incorporating results of the 2014 Survey of Contingent Faculty in LIS and fall 2015 interviews with deans and directors of LIS programs.

PRESENTERS: Beverly Lynch, University of California – Los Angeles; Carla Stoffle, University of Arizona; Jennifer Sweeney, Drexel University

7.4 Juried Papers: Curriculum Design/ Online Education

CAMBRIDGE ROOM

"Opportunities and Challenges for Students in an Online Seminar-Style Course in LIS Education: A Qualitative Case Study"

Online enrollments in U.S. higher education programs continue to grow, a trend also seen in LIS education where entire MLIS programs are being offered online. Synchronous online seminar-style courses present interesting challenges for both radical inclusion and innovation. This qualitative case study explored the effectiveness of a synchronous, online seminar conducted via Google Hangout in an MLIS program. The findings revealed similarities and differences between a face-to-face seminar and synchronous online seminar. Factors such as meaningful interactions, group collaborations, and technology literacy—hallmarks of a social constructivist learning environment, play critical roles in optimizing the learning experience.

PRESENTERS: Miriam Matteson and Omer Farooq, Kent State University

"Radically Changing Collaboration: Development of Community in an Online School Library Course"

To properly prepare pre-service school librarians, school library educators in online courses must provide opportunities for collaborative engagement, while recognizing the pedagogical benefit of the organic formation of communities of practice that develop within an established third space, or area outside of content. This study examines the integration of third space constructs used to facilitate collaboration within a digital community of practice.

PRESENTERS: Elizabeth Burns, Jody Howard, Sue Kimmel, Old Dominion University

7.5 SIG Program - Historical Perspectives SIG: Stories of Changes and Inclusion in LIS Education, 1890-1950

CLARENDON ROOM

The three papers in this session use a historical lens to investigate radical change and inclusion in LIS education. The first paper examines the efforts during the early years of the profession to construct librarianship as a masculine profession and the effect this had on the structure and form of education for librarianship. The second paper traces the impact of the Julius Rosenwald Fund Library Program on Historically Black Colleges and Universities. The third paper focuses on radical change in the evaluation criteria that early youth services librarians were trained to use for selecting materials in children's library collections.

PRESENTERS: Christine Jenkins, University of Illinois; Aisha Johnson, University of North Florida; Suzanne Stauffer, Louisiana State University

7.6 Juried Papers: Emerging Pedagogies

WHITE HILL ROOM

"Development of Empathy and Emotional Intelligence in a Public Library Leadership Curriculum"

Emotional intelligence and empathy have been identified as important traits for people in management and leadership positions. Emotional intelligence (EI) is a set of abilities that includes self-control, self-awareness, flexibility, and teamwork. This presentation describes implementation of a program designed to increase empathy and emotional intelligence in a public library leadership program.

PRESENTERS: Jenny Simpson Bossaller and Denice Adkins, University of Missouri

"Uncovering Cultural Heritage Through Academic Service-Learning (AS-L) within the Division of Library and Information Science (DLIS) Program at St. John's University"

This paper presents how one professor within St. John's University's Division of Library and Information Science (DLIS) program utilizes the Academic Service-Learning pedagogy, a classroom/experiential site-based program that requires students to perform community service that benefits the common (public) good and uses that service to illustrate course concepts. Students are taught in class how to digitize and describe cultural heritage objects. Then, utilizing the AS-L platform, students gain practical experience in engaging in the process of information representation utilizing the concept of Social Justice, with an eye toward providing a voice for the under- and misrepresented.

PRESENTER: Christine Marie Angel, St. John's University

"THE LESS YOU TEACH, THE BETTER: An Inclusive Framework and Pedagogy to Support Radical Change"

What is needed to develop LIS professionals who can support radical change? Technological determinism and technocentrism are powerful forces which obscure the integration of the social and technical as enmeshed processes. By promoting a Critical Interpretive Sociotechnical framework for LIS education, we propose that technology education is inherently political and must be challenged to encourage inclusion of non-dominant voices and support societal needs. We present a methodology from leadership education, Case-in-Point teaching,

to teach such a framework and provide illustrative examples for its application and use.

PRESENTERS: Kristin Phelps and Martin Wolske, University of Illinois

7.7 Juried Papers: Accessibility/Disability/Social Work

WHITTIER ROOM

"How Accessible is Accessible? An Analysis of Academic Library Websites"

Within this study, the social model of disability and Sen's capability approach are utilized to analyze accessibility-related information at ten academic libraries in Canada. The goal of this research is to determine how these libraries understand and prioritize "disability" and "accessibility," and whether current practices can be improved upon in order to develop more inclusive and accessible services for students with disabilities.

PRESENTER: Claire Burrows, Western Ontario University

"Potential Applications of Disability Theory in LIS"

This study examines the existing academic literature pertaining to the accessibility of libraries for users with disabilities in order to develop a case for the use of disability theory in LIS. The ultimate goal of the study is to begin to develop a more holistic understanding of disability and accessibility practices within LIS, and in doing so to develop more inclusive strategies for supporting the information needs of users with disabilities.

PRESENTER: Claire Burrows, Western Ontario University

"DIVERSITY OF PARTICIPATION, THOUGHT, AND ACTION: Museum Programming for Special Needs Children and its Social Value"

This paper investigates the effect of learning in museums, an informal environment different from the traditional classroom, on children with special needs. Quantitative and qualitative data were collected through a standardized scale, observations, parental surveys, and pre- and post-activity task evaluations. The results revealed a positive impact of museum learning on knowledge acquisition and socialization demonstrated by increases in the total number of the participants' information sharing and communication behaviors. The paper also

intends to stimulate dialogue between special needs communities and the cultural sector about the role of social justice principles in making cultural and educational institutions more inclusive.

PRESENTER: Liya Deng, University of South Carolina

10:00 AM – 10:30 AM

Morning Break
STATLER ROOM

10:30 AM – 12:00 PM

Plenary Session: President's Program: The Ethics and Values of our Professions
GEORGIAN ROOM

Sponsored by:

KENT STATE
UNIVERSITY
School of Library and Information Science

The plethora of ways information permeates, shapes, and transforms our lives and work means that the capabilities of Library or other Information Professional will continue to change as they reflect the diverse ways we contribute to Information creation, discovery, access, and use. This diversity in the information domains makes ethics and values the DNA shared by all of us from School Librarians to Information Architects. This Panel looks at the core values and ethical characteristics which lie at the heart of our profession. Panelists will ask: What values or ethical principles bind us? How do we inculcate them in our students? How do we measure whether they have acquired them? How different do our core values and ethical principles look in different information settings?

PRESENTERS: Seamus Ross, University of Toronto; Keren Dali, Western University; Dwyla Gibson, University of Missouri; Wendy Newman, University of Toronto

12:00 PM – 1:00 PM

Committee on Accreditation Meeting
GEORGIAN ROOM

12:00 PM – 3:00 PM

ALISE Board of Directors Meeting
HANCOCK ROOM

IN MEMORIAM

Reported passages of ALISE members as of December 15, 2015.

- Robert N. Broadus
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- Emmett Corry
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- Joy Greiner
- William (Bill) Jackson
- William Kurmey
- Anne Scott MacLeod
- Cavan McCarthy
- Hans Möller
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- Claude Walston

ALISE Awards

ALISE Award for Professional Contribution to Library and Information Science Education:

Clara Chu, University of Illinois at Urbana-Champaign

The Library Journal/ALISE Excellence in Teaching Award:

Patricia Galloway, University of Texas - Austin

ALISE Research Awards/Grants

ALISE Research Grant Competition:

Leanne Bowler, University of Pittsburgh

ALISE/ProQuest Methodology Paper Competition:

Allison Benedetti, University of California – Los Angeles; John Jackson, Whittier College; Lili Luo, San Jose State University

ALISE/Eugene Garfield Doctoral Dissertation Competition:

Angela Pollak, University of Western Ontario

OCLC/ALISE Library and Information Science Research Grant Competition:

To be named at the ALISE 2016 Annual Conference

2016 Annual Conference Awards/ Grants

ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition:

To be named at the ALISE 2016 Annual Conference

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

Cass Mabbott, University of Illinois at Urbana-Champaign

Doctoral Students to ALISE Award:

Jennifer Thiele, University of Wisconsin – Milwaukee

ALISE Diversity Travel Award:

Shaundra Walker, Georgia College

ALA Spectrum Travel to ALISE Conference Award:

Lettycia Terrones, California State University – Fullerton

ALISE/Norman Horrocks Leadership Award:

Sean Burns, Florida State University

ALISE/Bohdan S. Wynar Research Paper Competition:

Denise Agosto, Rachel Magee, Michael Dickard, Andrea Forte, Drexel University

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2017 Conference Raffle

Win a 5-night stay at the Sheraton Atlanta Hotel during the 2017 ALISE Annual Conference. This prize is valued at approximately $800. Tickets are available at the registration desk, $1 per ticket.
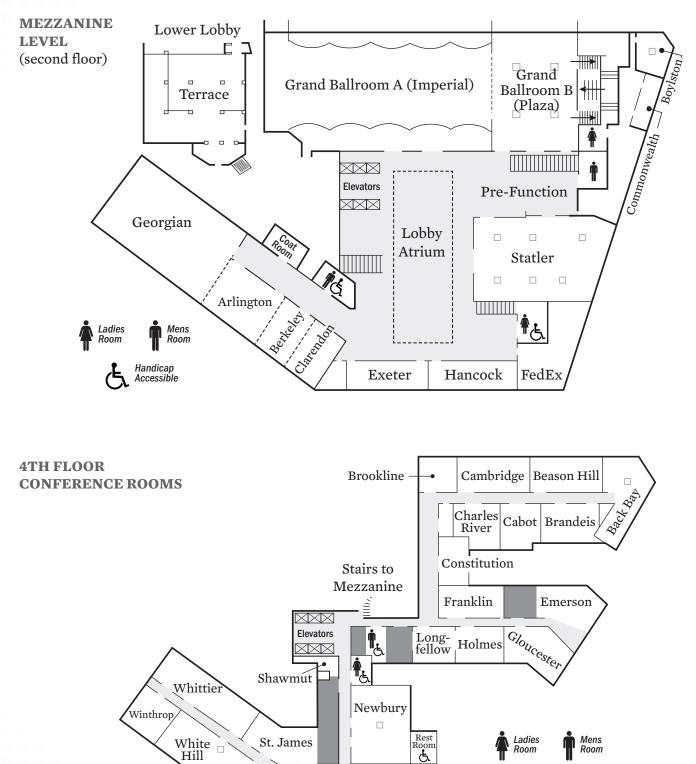
Libraries Unlimited Raffle

Win the entire collection of approximately 75 books displayed by Libraries Unlimited at the conference. This fabulous collection has a retail value of more than $4,500. This prize includes FREE shipping to your institution! It includes titles for faculty, librarians, media specialists, and LIS students and will add significant resource to your library! This prize is generously donated by Libraries Unlimited. Raffle tickets are available at the registration desk.

MEZZANINE LEVEL
(second floor)

Lower Lobby

Terrace

Grand Ballroom A (Imperial)

Grand Ballroom B (Plaza)

Boylston

Commonwealth

Pre-Function

Elevators

Lobby Atrium

Georgian

Coat Room

Statler

Arlington

Berkeley

Clarendon

Exeter | Hancock | FedEx

Ladies Room   Mens Room

Handicap Accessible

4TH FLOOR CONFERENCE ROOMS

Brookline

Cambridge | Beason Hill

Back Bay

Charles River | Cabot | Brandeis

Constitution

Franklin | Emerson

Stairs to Mezzanine

Elevators

Long-fellow | Holmes | Gloucester

Shawmut

Whittier

Newbury

Winthrop

White Hill

St. James

Rest Room

Offices

Tremont | Stuart

Ladies Room   Mens Room

Handicap Accessible

MEETING FACILITY •••••

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. Local lunch options include:

- **Finale** (dessert) – In the hotel complex
- **Maggiano's** – across the street
- **Legal Seafood** – 26 Park Plaza (0.2 miles)
- **Parish Café** – 361 Boylston St (0.1 mile)
- **Starbucks** – 443 Boylston St (0.2 miles)
- **Panera** – 450 Boylston St (0.2 miles)
- **The Taj** (high tea) – 15 Arlington St (0.2 miles)
- **Au Bon Pain** – 431 Boylston St (0.2 miles)
- **Pret a Manger** – 507 Boylston St (0.2 miles)
- **Finagle a Bagel** – 535 Boylston St (0.3 miles)
- **Rock Bottom Brewery** – 15 Stuart St (0.4 miles)
- **Map Room at BPL** – 700 Boylston St (0.5 miles)

- **Solas Irish Pub** – 710 Boylston St (0.5 miles)
- **Fire & Ice** – 205 Berkley St (0.2 miles)
- **PF Chang's** – 8 Park Plaza (0.3 miles)

▸ **To Purchase Food**
- **CVS** – 587 Boylston St (0.4 miles)
- **Star Market** – 53 Huntington Ave (0.5 miles)

There are many other restaurants on Newbury street, which begins about .2 miles from the hotel. There is also the Prudential Center and Copley Plaza, where there are several places to eat (Wagamama, Legal Seafood, another Starbucks). Further down Boylston, there are several restaurants including McGreevey's Pub (owned by the Dropkick Murphys).

DON'T FORGET TO CARRY A SWEATER

Meeting rooms temperatures can vary. Carry a sweater or jacket with you to make sure you are comfortable.

ALISE 2017 Annual Conference

Community Engagement and Social Responsibility

ALISE'17
January 17-20 · Atlanta, GA
Community Engagement & Social Responsibility

Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. In this environment, it is essential that higher learning and knowledge creation involve effective partnerships among academic and non-academic learning institutions and communities to create and apply learning and knowledge with stakeholders that are managing and creating sustainable development initiatives. Growing concern regarding the importance of the contribution that higher education institutions make to society has aroused increasing debate about their relevance and credibility amid escalating social problems. An underlying premise of community engagement is the understanding that not all knowledge and expertise resides in the academy, and that both expertise and great learning opportunities in teaching and scholarship also reside in non-academic settings.

This conference will explore how LIS educators and researchers can develop curricula, programs, and research activities that enable active partnerships with communities and civil society to manage and create change. How can LIS programs increase opportunities for experiential, service oriented, and community engaged student learning? How can we develop further collaboration between LIS programs and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity?

As an association, we celebrate diversity in methods, research and theories as represented by our special interest groups:

• Archival/Preservation Education
• Curriculum
• Development and Fundraising
• Distance Education
• Gender Issues
• Historical Perspectives
• Information Ethics
• Innovative Pedagogies
• Information Policy
• International Library Education Multicultural,
• Ethnic and Humanistic Concerns
• Research
• School Library Media
• Technical Services Education
• Youth Services

We encourage every SIG to contribute to the discussion of how we measure the impact of inclusion and innovation and other radical ideas. "ALISE promotes true inclusion which calls for (1) the full representation, participation, value, and empowerment of all kinds of LIS educators and students throughout all levels and aspects of organizational and professional life, and (2) a commitment to challenging all forms of discrimination (e.g., racism, sexism, homophobia, ableism, ageism, etc.) through teaching, research and service. Actions that impact both the library and information field and society at-large are essential in addressing equity and social responsibility." (The ALISE 2014 Diversity Statement) ALISE serves as the intellectual home of university faculty in graduate programs in library and information science in North America. Its mission is to promote innovation and excellence in research, teaching, and service for educators and scholars in Library and Information Science and cognate disciplines internationally through leadership, collaboration, advocacy, and dissemination of research.

ALISE 2017 Annual Conference

Community Engagement and Social Responsibility

Tuesday, January 17 – Friday, January 20, 2017

Sheraton Atlanta Hotel
165 Courtland St. NE
Atlanta, GA 30303

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

- Call for Juried Paper Proposals
- Call for Juried Panel Proposals
- Call for SIG Session Proposals
- 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:

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- Doctoral Students to ALISE Grant
- ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults
- ALISE/OCLC Research Grant Competition
- ALISE/Bohdan S. Wynar Research Paper Competition
- ALISE/ProQuest Methodology Paper Competition
- ALISE/The Eugene Garfield Doctoral Dissertation Competition
- ALISE/LMC Paper Award

www.alise.org/alise-2017-call-for-proposals

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