Proceedings of the Association for Library and Information Science Education Annual Conference: ALISE 2021

Crafting a Resilient Future
Leadership, Education, & Inspiration
Virtual Event, September 20-24, 2021

President:
Sandy Hirsh, San José State University, USA

Conference Co-Chairs:
Sue Alman, San José State University, USA
Kim Thompson, University of South Carolina, USA

Conference Proceedings Co-Chairs:
Yunseon Choi, Valdosta State University, USA
Meghan Harper, Kent State University, USA
Welcome to our second ALISE Virtual Conference! While we wish we could be joining together in person this year for the conference, meeting virtually seems an appropriate way to engage in this year’s conference theme: “Crafting a Resilient Future: Leadership, Education, & Inspiration.” Meeting virtually for our 2021 annual conference is itself an act of resilience!

The worldwide COVID-19 pandemic and the other global economic, social, and environmental crises that have occurred over the last 18-months have forced us to grapple with unimaginable challenges in our personal and professional lives. We have had to re-envision almost every aspect of how we live and work. During these unprecedented times, one of the terms we have heard repeatedly is “resilience.” Resilience is fundamentally the capacity to recover quickly from struggles or hardships. This year’s conference theme addresses how library and information science education has already changed -- and needs to continue changing -- to ensure relevancy, viability, and sustainability. The conference explores how LIS education can take a proactive role in thinking about and defining the future we want to have. While the concept of resilience can be used at an individual level as a way to encourage (or guilt) people to do more with less, this conference is focusing on the concept of resilience at a more systemic level, with a focus on recuperation and leadership in changing times and contexts.

Our keynote panel brings together three outstanding speakers who will deliver “TED Talk”-esque talks to address the three areas of resilience noted in the conference title: “Leadership” will be addressed by Dr. Ruth Huard, Dean, College of Professional and Global Education, San José State University; “Education” will be addressed by Dr. Mary K. Biagini, Chair of the Department of Information Culture and Data, University of Pittsburgh; and “Inspiration” will be addressed by Miguel Figueroa, President and CEO of Amigos Library Services. The session will be moderated by Kelvin Watson, an innovative, award-winning leader who is the executive director of the Las Vegas-Clark County Library District.

My deepest appreciation goes to the conference planning committee, especially to co-chairs Sue Alman and Kim Thompson, who have done an outstanding job of putting together this virtual conference. They were creative and resilient throughout the entire planning process, and they were fun to work with too. Thank you to SJSU School of Information MLIS students Heather Hillas and Leah Stinson for their excellent work in developing the Resiliency Resources Toolkit to accompany the 2021 conference theme. Thanks to Yunseon Choi and Meghan Harper for their hard work in preparing the Conference Proceedings, and to the awards committee chairs and members who devoted their energies and expertise to select worthy recipients for this year’s awards. And sincere thanks to all the members who volunteered this year to review conference submissions and to serve on the several ALISE committees and governing groups. I am also
grateful to my colleagues on the ALISE Board of Directors and to our Executive Director, Cambria Happ, and her staff at McKenna Management.

We wish all conference attendees an engaging, inspiring, and enjoyable virtual conference experience.

Sandy Hirsh  
2020-2021 ALISE President
Conference Co-Chairs’ Letter

As conference co-chairs, we are excited to welcome you to the virtual ALISE 2021 Annual Conference! We are especially grateful to President Sandy Hirsh, Cambria Happ and Sara Aldrich from the ALISE management team for their expertise and leadership as well as the amazing ALISE members who have submitted and reviewed the conference awards, papers, presentations, panels, and posters. Hosting an online conference during a time of continuing uncertainty would not have been possible without the collaboration of the entire team. We were pleased to receive so many strong submissions, and we are confident that the high-quality video productions and virtual social events for this year’s conference will add to your educational and social experiences.

Building an engaging conference program has been made possible through the dedicated efforts of 140 peer-reviewers, who invested their time and expertise during an unusually challenging year in terms of socialization and collegial engagement. We would like to take this opportunity to thank Juried Papers Co-chairs Abebe Rorissa and Lisa Hussey; Juried Panels Co-chairs Ina Fourie and Karen Snow; Director Community Building (SIG Panels) Lilia Pavlovsky; ALISE Academy Co-chairs Africa S. Hands and Renee F. Hill; Works-in-Progress Posters Co-chairs Rebekah Willson and Sarah Barriage; ALISE/Jean Tague-Sutcliffe Doctoral Student Poster Competition Co-chairs Laura Saunders and Michele A. L. Villagran, and ALISE Proceedings Chairs Yunseon Choi and Meghan Harper. This year, we are partnering again with the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) for the publication of our online open-access conference proceedings and for making them discoverable.

We are very grateful to our three keynoters for this year, Ruth Huard, Mary K. Biagini, and Miguel Figueroa, and our keynote moderator Kelvin Watson. We are very excited to hear the perspectives they bring to this ALISE conference and we hope the ideas they share will be of benefit to all of us as we shape our leadership, teaching, and service to the wider community. We hope you enjoy the 2021 ALISE Virtual Annual Conference and the many sessions and events now included in the full conference schedule. We are looking forward to connecting with you virtually this year and in Pittsburgh in 2022!

Sue Alman & Kim Thompson
ALISE 2020 Conference Co-Chairs
Conference Committees

**Conference Co-Chairs**: Sue Alman, San José State University; Kim Thompson, University of South Carolina

**Conference Proceedings Co-Chairs**: Yunseon Choi, Valdosta State University; Meghan Harper, Kent State University

**Juried Paper Co-Chairs**: Abebe Rorissa, University at Albany, State University of New York; Lisa Hussey, Simmons University

**Works in Progress Poster Session Co-Chairs**: Sarah Barriage, University of Kentucky; Rebekah (Becky) Willson, McGill University

**Jean Tague-Sutcliffe Doctoral Student Poster Competition Co-Chairs**: Laura Saunders, Simmons University; Michele Villagran, San José State University

**Panel Sessions (Juried & SIG) Co-Chairs & Director**: Ina Fourie, University of Pretoria; Karen Snow, Dominican University; Lilia Pavlovsky, Rutgers University

**ALISE Academy Co-Chairs**: Africa Hands, East Carolina University; Renee Hill, University of Maryland
Keynote Address

Moderated By:

Kelvin Watson, Las Vegas-Clark County Library District

As the new executive director of the Las Vegas-Clark County Library District, Kelvin Watson brings innovative, award-winning leadership to Nevada’s largest library system. Mr. Watson oversees 25 branches spanning 8,000 square miles, a budget of $77 million, 700 employees, and a collection of 3.2 million items. The Library District is a vibrant and vital member of the community offering limitless learning; business and career advancement; and government and social services support. For more information, please visit LVCCLD.org.

Mr. Watson joined the Library District from his role as the director of the Broward County Libraries Division, where he managed 700+ full-time employees and a budget of more than $70 million. The Broward County library system serves 1.9 million people through 38 locations in the Ft. Lauderdale, Florida region.

Regarded as one of the most highly respected thought leaders in the library industry, he is credited with expanding his customer base in past library management roles, through outreach efforts to underserved and diverse populations. His deep experience in fundraising, technology, program development, plus his demonstrated success in addressing the digital divide, will help the Library District to further expand its role as a free educational resource for all residents.

During his tenure at Broward County Libraries, Mr. Watson brought transformative change through ambitious and groundbreaking initiatives, such as streamlining access to resources, introducing new technology, and developing partnerships and new collaborative relationships with internal agencies and community groups. He was named the 2021 winner of the Margaret E. Monroe Library Adult Services Award, sponsored by NoveList, for his dedication to implementing new and innovative ways to meet customers – both existing and new – “where they are,” with initiatives targeting non-traditional library users.

Under his leadership, the Florida Library Association (FLA) named Broward County Libraries as the 2020 Library of the Year; FLA named Mr. Watson as the 2019 Librarian of the Year; and the American Library Association (ALA) named the Broward County Libraries as the Library of the Future, all of which he credits to the work of his staff. Other awards over his career have included the 2016 inaugural ALA Ernest A. DiMattia Award for Innovation and Service to Community and Profession; the 2017 DEMCO/ALA Black Caucus Award for Excellence in Librarianship; and as the 2019 Community Service & Distinguished Achievement Honoree by the Friends of the African American Research Library and Cultural Center.

Previously, he served as COO/senior vice president for Queens Borough Library in New York City, after rising through the leadership ranks of the organization from a distinguished background in technology. In his prior role as chief innovation & technology officer/vice president, information, technology, and development, he was instrumental in establishing several
groundbreaking programs, and he developed and implemented digital divide strategies, which promoted equality and equity for all.

Mr. Watson started his career as a Commissioned Officer in the Active US Army and Army Reserves. He transitioned into the private sector as a leader with Ingram Library Services, Borders Group, and The Library Corporation (TLC). These positions fueled his passion for the field of library science and he went on to join the USDA National Agricultural Library. Throughout his career, he has remained active as a speaker and panelist at conferences and an author of articles in national library publications. He serves on the San José State University School of Information, Leadership, and Management Program Advisory Committee, is a past president of Black Caucus of American Library Association, past Public Library Association Board member, currently Co-Chair American Library Association Digital Content Working Group, American Library Association Business Advisory Group, REALM Project Steering Committee, and serving on the Board of Directors for its Book Industry Study Group (Secretary).

Mr. Watson earned a Bachelor of Science Degree in Business Administration and a Minor in Military Science from Lincoln University in Missouri. He earned his Masters of Library Science Degree from North Carolina Central University and is a member of Kappa Alpha Psi Fraternity, Inc.

Leadership

Ruth Huard, PhD, San José State University

As Dean of the College of Professional and Global Education and the Senior International Officer at San José State University (SJSU), Ruth Huard provides strategic vision and operational leadership across multiple areas including the academic departments in information and data science disciplines, professional and continuing education, global programs and services, and research and training centers including Silicon Valley Center for Global Studies and the Silicon Valley Center for Big Data and Cybersecurity.

With 20 years of professional experience in the areas of learning sciences and technology design, Ruth Huard has facilitated the growth of online teaching and learning opportunities through academic entrepreneurship and accessible technologies. She started her professional career in industry, applying her entrepreneurial skills at Silicon Valley startup companies with a global footprint. She received her Ph.D. from Stanford University where she conducted research in human-computer interaction and smart learning systems in the School of Education and in the Computer Science Department–Knowledge Systems AI Lab. While Dr. Huard is excited about emerging technologies, her interests and focus continue to be on people, especially how lives and communities could be uplifted and positively transformed by these technologies.
Education

Mary K. Biagini, PhD, University of Pittsburgh

Mary K. Biagini, a tenured Associate Professor, serves as the Chair of the Department of Information Culture and Data, one of three departments in the School of Computing and Information at the University of Pittsburgh. She also directs its School Library Certification Program. At the School, she has served as both Associate Dean and Chair of the Library and Information Science Program. She also was a faculty member in the Library Science Program at Kent State University. She began her career as a school librarian and English teacher in the Akron (OH) Public Schools and a reference librarian at the Stow (OH) Public Library. She teaches courses in the School Library Certification Program, Resources and Services for Adults, and Resources and Services for Young Adults as well as advises doctoral students.

For six years, she served as the founding chair of the Electronic Information Network in Pittsburgh, a $15 million project funded by county government and grants from regional corporations and foundations to link electronically the resources of public libraries in Allegheny County (PA). For her leadership of this project, she received the Distinguished Service Award for Exceptional Service in Support of Public Libraries in Allegheny County (PA) by the Allegheny County Library Association.

She has received in excess of $900,000 in grant funding from the PA Department of Education, the PA State Board of Education, the Buhl Foundation of Pittsburgh, the Library Services and Technology Act and has worked as a consultant and subcontractor on two IMLS grant and is currently serving as the Project Evaluator on the IMLS-funded SLIDE: The School Librarian Investigation: Decline or Evolution? grant. In 2011, she completed a research contract with the PA State Board of Education for an analysis of school libraries in PA and a set of recommendations for the PA House of Representatives that was published as Pennsylvania School Library Study: Findings and Recommendations.

Dr. Biagini served as project director and editor of The Model Curriculum for Pennsylvania School Library Programs for the Pennsylvania Department of Education and on the updated curriculum The Model Curriculum for Learners in PA School Libraries in 2019. Between 2014 and 2020, she directed ten Leadership Academies for Pennsylvania School librarians. She has made presentations about these grant projects at state and national conferences and has published articles and book chapters about them.

She is an active member of the American Library Association, and chaired and served three terms on the Publishing Committee, which oversees all ALA books and journals. She also has served as an appointed member of the Committee on Education. She participates in the American Association of School Librarians, and served as editor of School Library Media Quarterly, a refereed journal, for six years. She co-chaired the AASL National Conferences in 2001 and in 2005 and has chaired the AASL Nominating Committee.

In 2007, Dr. Biagini was awarded the Outstanding Contributor, Pennsylvania School Library Media Programs, by the Pennsylvania Association of School Librarians. She was awarded a Faculty of the Year Award by Web-based Information Science Education (WISE) in 2008. While
a faculty member at Kent State University, she received the Distinguished Teaching Award from the Kent State University Alumni Association and the Distinguished Alumna Award.

**Inspiration**

**Miguel Figueroa, Amigos Library Services**

Miguel Figueroa is President and CEO of Amigos Library Services. He has previously held positions with the American Library Association (Center for the Future of Libraries, Office for Diversity & Spectrum Scholarship Program, Office for Literacy and Outreach Services), the American Theological Library Association, New York University Medical Center, and Neal-Schuman Publishers. He is a graduate of the University of Arizona’s Knowledge River Program, an initiative that examines library issues from Hispanic and Native American perspectives.
After more than a year of uncertainty and turmoil due to the COVID-19 pandemic, ALISE is looking to the future. The conference theme, “Crafting a Resilient Future” reflects not only our reactions to the pandemic, but also what we have learned and how we can grow as a discipline and a profession. Submissions were down from previous years, due in part to unknowns regarding travel and conference support from parent institutions, but the quality of submissions was high with an acceptance rate of 60%. The Juried Papers by a diverse group of authors are a strong representation of the ALISE community and conference theme covering topics including social work in libraries, disaster planning, reactions to the COVID-19 pandemic, and LIS educational trends. The Juried Papers review process was double-blind and each submission was reviewed by at least 2 reviewers.

As we move forward in a post-Pandemic world, the role of information and how we provide service to our communities will continue to evolve. As LIS educators, it is our duty to prepare our students to adapt and thrive in an ever changing environment. The Juried Papers presentations will help to facilitate the discussion of how we move forward and continue to support our stakeholders, expand the profession, and keep it resilient. We are grateful to the authors for submitting excellent proposals and reviewers for their critical, yet constructive, reviews.

Lisa Hussey & Abebe Rorissa
ALISE 2020 Conference Juried Paper Co-Chairs
Works in Progress Poster Session: An Introduction

The Works in Progress Posters track offers an opportunity to present research that is currently underway. While peer-review is key to other submissions in these conference proceedings, the Works in Progress are not subject to such review in order to reduce barriers and encourage the exchange of ideas, including discussions about the process of undertaking research and the challenges experienced along the way. This focus on how research is carried out – along with initial findings – makes this track rather unique. It provides researchers with an opportunity to receive feedback on their work in a supportive environment, which can help to strengthen projects going forward. We are pleased to be a part of the wide range of research conversations encouraged by ALISE.

This year, there are 35 posters in the Works in Progress showcase that span a wide range of topics, including pedagogy and curriculum in library and information science education, the development and implementation of innovative research methods across various research areas, and the impact of COVID-19 on public and academic libraries, librarians, and higher education. We are excited about the opportunity the Works in Progress Posters session offers to ALISE attendees this year to catch a glimpse of the new research that is taking place in our community.

Sarah Barriage & Rebekah Willson
ALISE 2020 Conference Works in Progress Poster Session Co-Chairs
Jean Tague-Sutcliffe Doctoral Poster Competition:
An Introduction

For 2021, there are 18 eligible doctoral students and recent graduates in the Jean Tague-Sutcliffe Doctoral Student Research Poster Competition. This competition was established in 1997 by students from the University of Western Ontario in memory of Jean Tague-Sutcliffe, Professor and former Dean of the Graduate School of Library and Information Science at the University of Western Ontario (now the Faculty of Information and Media Studies). This award recognizes Professor Sutcliffe’s dedication to the education of information professionals with a one-year student annual membership to ALISE and a $200 cash prize to the first-place winner. This award is sponsored by the University of Western Ontario, Faculty of Information and Media Studies. The winning poster demonstrates practical, theoretical, and statistical significance; appropriate research design and method; a clear and succinct oral presentation; and well-organized and attractive visual materials.

Laura Saunders & Michele A. L. Villagran
ALISE 2021 Conference Jean Tague-Sutcliffe Doctoral Poster Competition Co-Chairs
Panel Sessions (Juried & SIG): An Introduction

The Juried Panels track for the 2021 ALISE Annual Conference provides participants an opportunity to explore the conference theme “Crafting a Resilient Future: Leadership, Education, & Inspiration” through expert panel presentations and audience engagement. The call for proposals encouraged submissions that “explore how LIS educators and professionals are addressing these questions: What efforts are LIS programs making to evolve so positioned to tackle these challenges and ensure sustainability? How is the LIS curriculum changing and how is it preparing resilient information professionals with the leadership and practical skills needed for the future? What will the future of LIS education look like and what initiatives, research, and innovations are needed to achieve resilience for a sustainable future?” The impressive number of Juried Panels submissions for this year’s conference makes it clear that many have been pondering these same questions. The chosen proposals addressed this call and will provide session participants with a diverse viewpoints, timely information, and robust discussion.

COVID-19 and its impact are still on the forefront of our minds a year and a half after the pandemic changed the daily routines of practically everyone in the world. Several Juried Panel sessions will tackle the challenges and opportunities of COVID-19 reality directly, addressing the need for student and faculty self-care, as well as how LIS programs have adapted during this extraordinary time. Though LIS programs have been on the forefront of online education for decades, the pandemic has spotlighted the importance of effective online pedagogy. Several of the Juried Panels will explore this topic as well as how LIS programs can best help students persist and thrive. Doctoral student education continues during the pandemic and several Juried Panel sessions will examine the knowledge and skills that are critical for students to obtain during their time in doctoral programs. Other panel topics address the importance of library advocacy, storytelling, and dialogue among many stakeholders, such as indigenous and international communities. Conference participants will have ample opportunity to contribute to lively discussions and to share their views and experiences. We all have much to tell after more than 18 months of living in a society challenged by the COVID-19 pandemic.

Ina Fourie, Karen Snow & Lilia Pavlovsky
Panel sessions Co-Chairs & Director
Research Awards

**ALISE Research Grant Competition**
Michele Villagran and Darra Hofman (San José State University)

**ALISE/Bohdan S. Wynar Research Paper Competition**
Joseph Winberry and Devendra Potnis (University of Tennessee-Knoxville)

**ALISE/Eugene Garfield Doctoral Dissertation Competition**
Darra Hofman (San José State University)
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Fatih Oguz, University of North Carolina at Greensboro
Kyong-Eun Oh, Simmons University
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Lilia Pavlovsky, Rutgers University
Carol Perryman, Texas Woman’s University
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Abigail Phillips, University of Wisconsin-Milwaukee
Sarah Polkinghorne, University of Alberta
Colin Post, University of North Carolina at Greensboro
Devendra Potnis, University at Tennessee at Knoxville
Ray Pun, California State University
Jian Qin, Syracuse University
Marie Radford, Rutgers University
Marcia Rapchak, University of Pittsburgh
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Besiki Stvilia, Florida State University
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Miriam Tuliao, Queens College LIS Program
Emily Vardell, Emporia State University
Michele A. L. Villagran, San José State University
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Thomas Walker, Wayne State University
Mei-Ling Wang, National Chengchi University
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Yin Zhang, Kent State University
Mei Zhang, Syracuse University
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Integration of Information Behavior Theory, Models and Concepts into Basic Reference Courses: A Survey

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ABSTRACT

This paper reports on a study currently underway, exploring the use of information behavior theory in basic master’s level courses in reference and information services. The study reported is the third phase of a project which previously examined course syllabi and assigned textbooks, and interviewed course instructors. In the third phase, an online census survey of course instructors at American Library Association-accredited Library and Information Science programs seeks to confirm the findings of the previous interview phase. The conference presentation will focus on presentation of survey results in the context of data from the first two phases, and their implications for education of librarians who provide reference and information services.

ALISE RESEARCH TAXONOMY TOPICS

education of information professionals; information services; pedagogy.

AUTHOR KEYWORDS

information behavior; reference and information services; theory; theory/practice gap.

INTRODUCTION

Understanding how people think about, find, and use information (i.e., information behavior/information practices) has been explored for several decades by information behavior scholars worldwide (Case & Given, 2016). The theories developed from that scholarship are
critical to understanding and predicting information behavior, and are foundational to the design and delivery of effective information services. It is only logical that information services designed and delivered from an understanding of information behavior, including cognition and affect, will assist librarians to better anticipate and meet the information needs of information seekers, regardless of context or demographics. There is some evidence that preparation of librarians for reference work falls short in developing this expertise through their introductory reference courses (O’Connor, 2011), and that professional competency documents do not recognize the value of this body of knowledge (Hicks & VanScoy, 2019).

LITERATURE REVIEW

Practitioners across disciplines tend to organize their work according to a mixture of informal theoretical understanding and practical experience, which is inevitably subjective and lacking in critical reflexivity (Parker, 1977; Reason & Kimball, 2012). Moving more formal theory into practice is a challenge in multiple fields, including Nursing (Landers, 2000; Rolfe, 1998; Repsha, Quinn, & Peters, 2020) and Education (Reason & Kimball, 2012; Evans & Guido, 2012; Brouwer & Korthagen, 2005; Korthagen & Kessels, 1999). In Library and Information Science (LIS), the theory-practice gap arises because theorists and practitioners work in different organizational cultures, and appreciate different kinds of knowledge. Certainly scholars must assume some responsibility for ameliorating that gap (Crowley, 2005; McKechnie et al., 2008). Information behavior theory in LIS has a long history (Case & Given, 2016), and a recent study (Lund, 2019) identified the information behavior theories with the highest number of citations to date: Kuhlthau’s ISP (1991), Bates’ berrypicking (1989) and Taylor’s information needs (1968). The degree to which these, and other, information behavior theories, models, and concepts have found their way into education of information professionals who provide information services, is a question addressed in this project. The first phase of the project, which analyzed syllabi for reference courses (including assigned readings, textbooks, and assignments) identified Kuhlthau’s ISP (1991), Savolainen’s Everyday Life Information Seeking (1995), Taylor’s information needs (1968), Dervin’s sense-making (1992), and Belkin’s Anomalous States of Knowledge (1982), as the theories, concepts, and models most often incorporated into reference courses. The reasons for instructors’ decisions about what, why, and how this body of knowledge is incorporated into reference courses in North America were explored in phase two of this project, during interviews with 14 instructors representing diverse positions in the academy and diverse geographic regions (citations anonymized).

STUDY GOAL AND RESEARCH QUESTIONS

The goal of the project is to explore how and why master’s level introductory reference and information services courses incorporate information behavior theory, models, and concepts. The research questions addressed in phase three, reported here, are:
1. Why are information behavior theories, models, and concepts integrated or not into RIS courses?
2. How are information behavior theories, models, and concepts included in RIS courses in ways that are not apparent from syllabi and reading lists?

METHODS

Our project has included three phases: 1) a course syllabus and textbook analysis (citations anonymized); 2) interviews with instructors of reference and information courses (citations anonymized); and 3) a national online survey of course instructors (reported here). The survey phase received ethics approval from [anonymized], and was designed to seek generalization of findings from the interview phase. The survey was constructed to take no more than 20 minutes, and was sent directly to all identifiable instructors of reference and information services courses at American Library Association-accredited master’s programs in North America (N=63). Recipients of the invitation to participate were asked to share the survey link with other instructors in their programs who may not have been easily identified through web searches (e.g., adjunct instructors). The survey results will be analyzed in time for presentation at the 2021 ALISE conference. The presentation will focus on those results, both quantitative and qualitative, as well as implications for preparation of reference librarians in pre-service education.

FINDINGS AND IMPLICATIONS

Findings from the syllabus and interview phases of the project demonstrate that a minority of reference courses incorporate information behavior theories, models, and concepts to a significant degree; indeed, nearly a third of syllabi (including readings and assignments) contained no references to information behavior. Where theory is included, it is presented through assigned readings, class discussions, discussion boards, and assignments. Instructors of these courses possess expertise across a range of subjects, but rarely information behavior. They also value theory to varying degrees, and may have limited ability to modify courses they have not designed, and these courses are already content-heavy. It is also apparent that some programs now include a required course which focuses on, or includes to a large extent, information behavior theory, models, and concepts, so that reference courses need not necessarily include that content. While we cannot assume with full confidence that the survey results will mirror the interview phase results, we anticipate that the results will result in a recommendation to substantially increase emphasis on information behavior theory, models, and concepts in pre-service education for reference and information service. That increased emphasis should be encouraged by developing theoretical expertise among instructors of reference courses. In addition, we need to create both expectations and opportunities for information behavior scholars to share their scholarship with practitioners and to increase scholars’ efforts to clearly demonstrate the practical applications of information behavior theory.
CONNECTION TO CONFERENCE THEME

This paper proposal ties to the conference theme in its focus on a project that explores the theoretical underpinnings of a core library service, reference and information services, and the value of that theory to inform practice. We contend that professional resilience is predicated on professionals’ ability to anticipate, create, and respond to challenges, both professional and context-related, from an understanding of broadly-based and research-informed theory, rather than reliance on an atheoretical skill set which provides little flexibility and few opportunities for professional growth.

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REFERENCES


Giving Thanks to…A *Sentipensante* Assignment

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**ABSTRACT**

*Giving Thanks to…* is a novel assignment for students of Library and Information Science (LIS). It was recently implemented for the first time in a course on information behavior, but could potentially enhance learning in any domain. Inspired by contemplative pedagogy (Zajonc, 2013), the assignment encourages “*sentipensante*” (Rendón, 2011), that is, a balance of mind and heart. In a nutshell, students write an informed and heartfelt thank you message to a scholar of information behavior whose work is not yet canonical, affirming their contribution to the literature. Once placed into the mail, these bespoke missives are microaffections (Burklo, 2016) that socially construct a more appreciative and inclusive space within our field. This paper presents the educational context, the assignment’s main components, example outcomes, student feedback, and the instructor’s reflections. To conclude, links are provided to an online exhibition about the project and to detailed assignment guidelines that other educators may borrow.

**ALISE RESEARCH TAXONOMY TOPICS**

pedagogy; students.

**AUTHOR KEYWORDS**

library and information science education; contemplative pedagogy; assignment design; innovation; gratitude; *sentipensante*

**THE EDUCATIONAL CONTEXT**

Across the globe, 2020 was a year of social, cultural, political, and economic upheavals. There was a devastating and lingering pandemic; whole industries and professions faced uncertain futures; and a climate crisis approached its zenith. Educators had to pivot to new online delivery channels and academic research agendas were interrupted. At the same time, Library
and Information Science (LIS), alongside other disciplines and institutions, faced the need for greater diversity at all levels, from the composition of student bodies and faculties to the design of curriculums, courses, and literatures.

Contemplative pedagogy is an approach that helps to establish a refuge in this storm. It entails educational methods that quiet the mind and cultivate a capacity for deepened awareness, concentration, and insights (Hart, 2004; Zajonc, 2013). Education scholar and social justice activist Laura Rendón’s vision of contemplative pedagogy draws from her Mexican-American heritage and teaches students to be “una persona educada” that is “a new kind of leader for functioning within a complex world…a sage in the community, wise, experienced, respectful, friendly, controlled, considerate of others, personally and social responsible, and open to diverse perspectives” (Rendón, 2011, p. 2). Further, in Rendón’s view, such individuals are capable of “sentipensante” [sensing/thinking]; that is, a balance of reasoned thinking and emotional intelligence. A course instructor can enact sentipensante by setting up, “…a validating, relationship-centered classroom context based on caring and community” and by creating opportunities for students to develop “deep, reflective inner processes…to act responsibly in service to the community at large” (Rendón, 2011, pp. 5-6).

MAIN COMPONENTS OF THE ASSIGNMENT

The assignment *Giving Thanks to...* was inspired by Rendón’s sentipensante vision, for it upholds a balance of mind and heart and extends that sensibility across a community of practice. To begin, students select a scholar of information behavior who is not yet canonical and whose work stirs in them genuine feelings of interest and gratitude. Next, they compose a well-informed and sincere letter of appreciation, drawing from ideas in the course and background research on the scholar of choice. The message is hand-written onto a conventional paper thank you card. Scans of the card serve as its deliverable and are submitted for a pass/fail grade. A final and optional element is to actually mail the card, and most students of the course did so. (It was not required to mail the card, since preferences vary concerning such personal gestures.) The objectives of the assignment were to:

- Discover and engage an information behavior scholar whose work is personally meaningful;
- Recognize information behavior contributors and topics that are worthy of more attention;
- Practice writing a letter of thanks in an academic context;
- Uplift the information behavior scholar whose work is featured;
- Experience the individual and social benefits of gratitude.

All this unfolded in INF1323 – The Information Experience, a required course (designed and taught by the author) at the Faculty of Information, University of Toronto. By way of content, the course combines foundations of LIS with fundamentals of information behavior. For Fall 2020 it was delivered in a synchronous online format to 120 students. Contemplative pedagogy (Hart, 2004; Zajonc, 2013,) helped create an oasis in turbulent times, and class
sessions included breaks for breathing, stretching, and other forms of self-care. *Giving Thanks to...* was a minor assignment worth 10% of the final course grade; however, it became a student favorite and had an outsized positive impact on the tenor of the semester.

**Selecting a recipient.**

When choosing a target scholar and topic, students were advised to avoid long-standing chestnuts of information behavior as well as canonical individuals that were covered elsewhere in the course (e.g. Marcia J. Bates, Carol Kuhlthau, Brenda Dervin), since their contributions are already recognized. Rather, the assignment directed student’s attention to what might be seen as margins, interstices, or frontiers in the literature; especially noticing voices that bring greater diversity, balance, breadth, depth, and holism (Polkinghonre & Given, 2021) to the information behavior conversation.

To open student’s eyes to potential recipients, a list of more than 100 articles was provided. It included, for instance, information behavior of butterfly farmers in Tanzania (Ndumbaro & Mutula, 2017), information needs of LGBTQAI+ young adults (Escobar, 2019), information seeking related to breastfeeding (Duchsherer, 2020), information behavior among parents with autistic children (Gibson & Hanson-Baldauf, 2019), information behavior of Black diasporic immigrants in the US (Ndumu, 2020), information practices when grocery shopping (Ocepek, 2018), and information practices associated with conversion to Islam (Guzik, 2018). Many students selected a target from the list. Alternatively, students were encouraged to discover a recipient that aligned with their own interests and concerns. To this end, instructions were provided for searching LIS databases, a sub-task which strengthened students’ information searching skills.

**The materials.**

During a semester in which everything felt surreal and was experienced virtually, the assignment featured embodied and material elements, by design. Students were required to obtain a paper thank you card and matching envelope, of an old-fashioned or “Hallmark” variety, or to make a card from scratch if so inclined, since crafts can be soothing and healing (Stuckey & Nobel, 2010). Though text, email, or other forms of online greetings are popular nowadays for giving thanks, students were instructed to utilize a pen and their own hand-writing. Creative synchronicity was encouraged in selecting a card that resonated with the target scholar’s research, and many students fulfilled that aim triumphantly, as reflected in forthcoming examples.

**Writing the thank you message.**

Before writing the thank you message, students engaged in independent secondary research to gain an understanding of their chosen scholar’s identity, career history, and contribution(s) to information behavior. They were advised to consult personal websites, biographies, CVs, Google Scholar profiles, and to draw from the intellectual history of information behavior taught in the course. The instructor stressed that it was not enough to say, “thanks for the great research!” It was important to state the specific aspects of the work that were appreciated, using terms and concepts from the course lectures and readings. A thank you letter template was provided; however, unique expressions were encouraged.
Example outcomes.

Timothy Feller expressed gratitude to Dr. Nora Naiboka Odoi, an information scientist at Kampala International University in Kampala, Uganda. Befittingly, the card opened with a vibrant splash of green leaves and fruit, since Dr. Odoi conducted research on the information behavior of banana farmers in Uganda. In his message, Timothy tapped ideas from the course to applaud Dr. Odoi’s application of concepts by Carol Kuhlthau and Tom Wilson, and noted the fine balance struck in the study between individual and collective information needs. In addition to contextualizing Dr. Odoi’s research in the information behavior literature, this particular missive had a lot of heart. It opened with the Ugandan greeting, “Gyebale do nnyabo” (Hello Madame) and closed with “Weebale nnyo” (Thank You Very Much) as well as the encouragement, “Your work, and you, are valuable.” In a playful stroke that shows how students went above and beyond the assignment’s requirements, Timothy included a banana artwork with key terms of the study, shown in Figure 1 (right) which in all likelihood made Dr. Odoi smile.

Figure 1
Timothy Feller’s Thank You Card to Dr. Nora Naiboka Odoi.

Jane Waldner’s message expressed that she was “incredibly drawn to” an article by doctoral candidate Diana Floegel in the Department of Library and Information Science at the Rutgers School of Communication and Information. The choice of a doctoral candidate as a recipient shows how this assignment sought to uplift emerging, rather than established, scholars. Diana’s research examines people's information creation practices and their sociotechnical assemblages, and has a social justice orientation. Moved by Diana’s Journal of Documentation paper entitled, “Write the Story You Want to Read: World-queering Through Slash Fanfiction Creation” (Floegel, 2018), Jane wrote sincerely, “I wanted to say how grateful I am that someone has shed light on queer fanfiction, queerbaiting in television shows and movies, and the trials
and tribulations of creating fanfiction and creating a world where you can see a version of yourself represented.” Jane also extended appreciation to the research participants who so honestly shared about their gender and sexuality. Like Timothy’s work, above, Jane included a gift within the card, two folded paper action figures from the fanfiction series mentioned in the research, seen at the top of Figure 2.

Figure 2

Jane Waldner’s Thank You Card to Doctoral Candidate Diana Floegel.
Student feedback.

In course evaluations and in response to a request for feedback on the assignment at the end of the semester, students had the following to say about the Giving Thanks to... assignment.

- “The assignment encouraged us to be researchers in ways I had never been before. I think I even better understood the place of courage, humility, and dignity in the academic endeavor. It's at the very core.”
- “I loved that the form of the assignment was more interesting than just doing essays. I put more effort into one thank you card than I would have into a written report and I have a much better understanding of the reasoning and learning behind the card than I would for a report.”
- “I found this [assignment] to be a rewarding experience, for it is not typical to make contact with researchers of articles you read. It led me to read a couple of additional, related articles written by them on the topic. I was able to see their research process as a result and this gave me a clearer picture of their work's evolution, as well as additional findings. As well, it was a creative assignment, which was a refreshing and fun alternative to more traditional assignments.”
- “It was unlike any other assignment I had ever done. I thoroughly enjoyed it. I appreciated the wide breadth of papers to choose from and the diverse topics. It made me realize how vast the field of information is and how much research takes place.”

REFLECTIONS

The Giving Thanks to... assignment generated a reciprocal free flow of gratitude. Several students were pleasantly surprised when their recipient scholars wrote back to them. For example, Anna Winkelaar had recognized Dr. Martijn Huisman, at the Centre for Cinema and Media Studies at Ghent University for his research into information sharing among older adults (Huisman, Biltereyst, & Jove, 2020). Dr. Huisman responded by email, “I just returned to work today after a 6-week leave after the birth of our son, and am pleasantly surprised to find your card and message. I am glad our work was of some help and inspiration to you.”

The assignment also evoked gratitude and affection between students of the course and the Teaching Assistant, Maya Hirschman. After marking 120 thank you cards, Maya posted an announcement on the course website:

Dear All, Reading your messages of gratitude has been quite unlike any previous grading I have ever done. Far from tedious or onerous, the act of reading your words and listening to your voices was unexpectedly moving as, again and again, you opened up and shared your own deeply personal anecdotes and experiences. Many of you chose to read multiple works by your scholars and researchers, or linked their work to another author, a handful of you suggested books or films you believed they would enjoy, and a few of you made your own incredible cards. You
chose recipients near and far--within the iSchool and on the other side of the world--you offered not only gratitude, but nuanced interpretations and spoke of how their works touched you, altered your viewpoints, and broadened your understandings of information behavior and information studies broadly. For my part, I discovered scholars I was unfamiliar with and papers that have become part of my own research. You have reminded me of past hobbies and activities I once took very seriously, prompted me to question my own behaviors, what I have come to take for granted, and to whom I should perhaps send my own note of thanks. I am sincerely grateful to you all for making this contribution. Sincerely, thank you. Maya

It is possible to place Giving Thanks to… alongside other sentipensante strategies at play in academia today. In contrast to a microaggression (a subtle but offensive comment or action directed at a minority or other nondominant group (Sue, 2010)), the cards sent from students to scholars can be seen as a microaffection, “a subtle but endearing or comforting comment or action directed at others that…affirms their worth and dignity, without any hint of condescension” (Burklo, 2015; Espinal, Sutherland & Roh, 2018). The assignment also resonates with a research program that proposes greater attention to love as a force that both explicitly and implicitly underpins practices and rhetoric within Library and Information Science (Greenshields & Polkinghorne, 2020). Giving Thanks to… also lends credence to mounting evidence of the positive impact of contemplative pedagogy (Shapiro, Brown, & Astin, 2011) and specifically to the benefit of gratitude practices in the classroom (Noland, et. al, 2017).

CONCLUSION

Since the Giving Thanks to… assignment has been implemented just once, it should be tested and refined through additional applications within and beyond LIS. After all, gratitude is a universal quality that cuts across all disciplines. Interested educators may peruse an online exhibition of thank you cards generated from the assignment, and they may download detailed assignment instructions for use in their own courses at https://galleryofgratitude.weebly.com/. To conclude, I am Giving Thanks to…YOU for reading this paper.

ACKNOWLEDGEMENTS

Three cheers for the students of INF1323 – The Information Experience (Fall 2020) for their outstanding work on this assignment. Teaching Assistant Maya Hirschman’s great creativity and enthusiasm are duly noted and commended. Appreciation is also extended to Research Assistant Madison Stoner, who assembled the list of target scholars and papers, and provided instructions for students to search LIS databases for resonant information behavior scholarship.
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Getting Personal

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ABSTRACT

Start with yourself. The author first got this advice when planning a World War II program for British primary students and continues to bring this philosophy into her teaching. During the past year, the author has used personal stories to connect with current and prospective students and to paint a picture of the real life of a librarian. She also makes a space for students to talk about themselves, creating a feeling of “we’re all in this together” and providing them a greater sense of agency in these uncertain times. Getting personal will continue to serve us as educators in the coming years as we train students who are whole human beings and will bring themselves to their libraries and classrooms.

ALISE RESEARCH TAXONOMY TOPICS

education; online learning; students; school libraries.

AUTHOR KEYWORDS

storytelling; community; personal stories; agency.

I’M THE AMERICAN IN FRONT OF THEM

Libby wanted me to present on World War II. I was living in Norwich, England and volunteering with the 2nd Air Division Memorial Library, a living memorial to the Americans who were stationed in Norwich during World War II. I had already done some programs on American culture for school children across Norfolk County, but Libby, the librarian, wanted my next program to be on World War II.

As a children’s librarian, I was very comfortable creating a collection of American children’s picture books for the Memorial Library, and doing read alouds and story times based around American culture. However, history was never my best subject in school, and what I did
learn about World War II, I learned in America. We think about the war a little differently in America, than they do in England. We like to think we came in and saved the day. The British had a saying about the American GIs back then. “They’re over paid, over sexed, and over here!” I felt completely unqualified to teach British school children about their local WWII history.

The Memorial Library is a wonderful resource and I gave myself a crash course in WWII. I started putting together a slideshow including images from the library’s collection. It was shaping up to be an okay presentation, but I still didn’t feel great about it.

The week before I was scheduled to deliver the WWII presentation, Libby invited me to a lunch the library was hosting for some American WWII veterans who were already in town for another event. At the lunch I was seated next to the wife of one of the veterans and she was interested to learn about my work with the library. It came up that I had this WWII program the next week and I admitted to her that I wasn’t sure I was the right person for the job. Without hesitating she said, “Oh, just talk about yourself.”

I was confused. “But the program is about the Americans in Norwich during WWII. What does that have to do with me?”

“You’re the American standing in front of them.” She said. “They’ll want to know about you.”

I thought about this, and back at my flat, I began to rework my program. The next week, when I stood before a class of third year students in the Memorial Library, I opened with a slide that showed two Waffle Houses: A Waffle House in Atlanta, Georgia, and a Waffle House in Norwich, UK. If you’re not familiar with the American Waffle House chain, they are diners that serve bacon, eggs, hash browns, waffles, etc. Drive south and/or east on the interstate and you’ll start seeing Waffle House signs on the exits.

The Atlanta Waffle House was the last place my husband and I ate before we left for England. The local Waffle House was the first place we ate in Norwich. The Norwich Waffle House is not part of the American diner chain. They serve Belgian waffles. These can be sweet waffles with fruit and syrups. The waffles can be part of a full English breakfast. They also serve savory dishes with a waffle substituted for the usual starch: curry over a waffle instead of rice, bolognese over a waffle instead of pasta. I used this Waffle House comparison to talk about differences I had experienced in food, while living as an American in Norwich.

Next, I put up a slide that had a picture of the car I sold before moving to Norwich, next to the bicycle I bought after I moved there. I talked about differences I experienced in transportation: vehicles on the other side of the road, roundabouts, and rarely riding in a car while in England. I usually walked, biked, or took public transportation.

I put up a slide that compared some American and British terms. We know the English call cookies, biscuits and chips, crisps. I really enjoyed that the plastic trash cans that go on the side of the road on pick up day are called “wheelie bins” over there. I also pointed out that most Americans pronounce Norwich like sandwich, but Britons pronounce Norwich like porridge.

From there, I seamlessly moved on to talking about the experiences of the Americans stationed in Norwich during WWII. I had read a first person account about an older British couple who tried to make a Southern fried chicken dinner for some of the Americans. The chicken was cold and the breading was wrong, but they ate it anyway to be polite.

The American GIs rode bicycles like I did, and had some near misses when they forgot which way traffic was going. They sometimes got lost when traveling out of town, both because
they didn’t know their way around, and because of how the British pronounce place names. The Americans would ask for directions, but then wouldn’t realize that “Wymondham” was the spelling of a place they heard pronounced “Windam.”

Then we talked about WWII airplanes, made paper airplanes, and flew the paper airplanes inside the library. After the presentation, kids hung around to talk to me. They wanted to hear my funny American accent, ask me about my experiences, and sometimes tell me about their travels to America.

I’m the Librarian in Front of Them

When I moved back to the Atlanta area and got a job as an elementary librarian, I found myself once again doing things I was very comfortable doing: reading aloud, teaching students how to use the library and do research. However, I continued to start with myself. I was the reader and researcher in front of my students. They wanted to know about me and what these things meant to me. I told them about my favorite books, both as a child and as an adult. I told them about my experiences looking for, using, and creating information.

I do this still, as a professor and director of a library media program. I am the librarian in front of my students. I tell stories, like this one, about my time working in libraries. These stories convey not only what a librarian does, but also what it feels like to be a librarian.

My personal stories bring my students closer to the lived experience of being a librarian. They will have this experience themselves in their fieldwork and later on the job, but stories are as close as we can get to the lived experience while in the classroom together. There is also extensive research on how stories can be used to teach in general. In their book, *The Power of Story: Teaching Through Storytelling*, Collins and Cooper (1997) list several reasons for using storytelling in the classroom. Some of the reasons most relevant to LIS education include: storytelling “refines speaking skills” (p. 13), “improves listening skills” (p. 13), “allows students to interact with adults [or instructors] on a personal level” (p. 14), “enhances writing skills” (p. 14), “enhances critical and creative thinking skills” (p. 16), “nourishes students’ intuitive side” (p. 16), and “helps students understand their own and others’ cultural heritage” (p. 17).

There has been recent research on using a related performance art, improvisation, to teach library reference skills. Vardell (2020) found that having students complete improv exercises in class helped them practice soft skills necessary for reference librarianship including thinking on their feet, listening, and not making assumptions.

I share my personal librarianship journey with my students to demonstrate that I have been where they are. I am still relatively new in my current roles and want my students to know that I understand how hard they are working. Like many of my current students, I earned my school library certification while employed full time in a school library. Previous research on personal storytelling indicates that the deeper message of many personal stories is “you are not alone,” and sharing personal stories truly does help listeners realize that others have gone through life struggles similar to their own (Nelson, 2019).

Collins and Cooper (1997) “find that family [personal] stories bring us together” and they begin introducing “a new group of tellers” to one another by having them share “family” stories (p. 23). Personal stories build rapport, which is important for me both with my students and with
prospective students. I tell my librarian stories to advertise the library media program at local conferences. Conference attendees like sessions with storytelling because they are an entertaining break. Perhaps my stories can also help them decide whether a career in librarianship is right for them. I am also, in some ways, selling myself, as the director of the program. Prospective students may choose my program because they feel they know me and find me relatable.

When we are struggling, that is when we need personal stories and connections the most. Covid-19 has made it more difficult to keep our work/school and personal lives separate. We hold video meetings, often from home. Students and colleagues can see our surroundings. For months I worked on my enclosed front porch, and most of my meetings began with someone exclaiming, “You’re outside?” My children occasionally pop on screen and even pause to say “hi” to colleagues of mine they know.

THEY’RE THE STUDENTS IN FRONT OF ME

At the same time, many of us are craving human interaction. I opened my one face to face class in the fall with a check in each week. Students commented in evaluations that they really appreciated this. Some weeks no one had much to say. But, one week a student spoke up about how hard it was to get all their work done with so many online classes. We discussed this and I began to understand better how time management was taking up more of my students time than ever before. Another week a student asked how everyone else deals with stress and anxiety and got thoughtful, helpful suggestions from other students. Our class wasn’t just a learning environment, it was a “we’re all in this together” environment.

I am not able to meet with students in my office during the pandemic as it is not large enough to keep six feet of distance, and so all of my posted office hours are online. I left time at the end of my face to face class for students to talk to me and many did. They asked typical questions about assignments and courses for the next semester. One student, though, regularly stayed after class to work, and ended up chatting about her job, her dog, and other things going on in her life. After our first meeting of the semester I realized how important it was for me to hold this space for my students, a space where we could just talk.

Carson (2008) explains how personal storytelling can give an individual “agency,” a term she defines as “the capacity to act on one’s own behalf” (p. 177). In these difficult times, students may need something in their lives they feel they have more control over. Just the act of talking about their lives can give them some of that agency. They can’t control all that has happened to them, but they can control how they tell the story. It helps to have people who will listen.

In listening to my students, I of course was not just doing them a favor, but getting to know them better. “When you tell a story you invoke a power that is greater than the sum of the facts you report. It has emotional content and delivers a contextual framework and a wisdom that reaches past logical rational analysis” (Simmons, 2006, p. 80). I learned about how their roles as students in my classes fit into the larger context of their lives. I already knew, factually, that they
had other classes, jobs, relationships, etc. However, in listening to them narrate their lives’
events I came to a deeper understanding.

I met with an independent study student every two weeks by video conference and she
also often chatted with me after we had talked about class work. Sometimes she would apologize
and say, “I think I just miss talking to people.” Don’t we all? I took the time to talk with her. She
is the student in front of me. I want to know about her.

Most of my students are going to work in school libraries. In this difficult moment, my
stories entertained them, made me relatable, and brought to life what I was teaching. This
moment was a little less difficult because they could also talk about their personal lives, or just
talk. I encourage them to bring themselves to their work as librarians. They will be the readers
and researchers in front of their students. I encourage them to listen to their students. This is
what will get us through the next difficult moment.

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Is There a Social Worker in Your Public Library?

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ABSTRACT

This paper reports on a survey of heads of public library administrative units in a Southeastern state in the United States concerning the employment of social workers in public libraries. This is a topic of growing interest in librarianship that has been given little attention in the research literature. The main objectives of this study are to establish baseline data on the employment of social workers in public libraries in one state and to explore the perceived benefits and drawbacks of having social workers on-site at public libraries. A short online survey using Qualtrics was employed attempting a census of public library administrators. Findings provide important baseline data in a developing area of inquiry that will support future research. Implications for research, for the profession, and for educating information professionals are discussed.

ALISE RESEARCH TAXONOMY TOPICS

public libraries; social justice; critical librarianship; education programs/schools

AUTHOR KEYWORDS

social work in libraries; social services in libraries; survey research

INTRODUCTION AND LITERATURE REVIEW

In 2009, the San Francisco public library was the first to add a social worker to its staff (Knight 2010/2012). Since then, there has been an increasing trend in hiring social workers to assist with the social problems our communities are confronted with, such as homelessness, Nienow (2019) explain, social workers are trained to “serve the whole person,” paying attention to the multitude of factors impacting including homeless veterans; food insecurity; affordable legal help; access to the Internet for individuals and families from low-income situations; and
accessible adult education programs. As Zettervall and individuals in society, especially those who are vulnerable and often oppressed due to their race, religion, gender, or economic status” (p. ix). They refer to this approach as “Whole Person Librarianship.”

As advocated by Abubakari, DiNicola, and Lee (2020), social service providers and public libraries should collaborate to help people with limited education and economic resources access information about and apply for social services. As such, opportunities for engaging in the Whole Person Librarianship social work approach to library services are growing. In fact, the incorporation of social work-informed library services is becoming a powerful movement in the United States. The increasing decision to have social workers on staff in the library as well as librarians with knowledge about social work was the focus of a story on the NPR program *All Things Considered* (Dwyer, 2019) and the subject of an interview on the inSocialWork Podcast Series (Draper & Foster, 2019).

In response to this trend, in 2018 the Public Library Association established a Social Worker Taskforce to consider “how social work methods can be integrated into libraries” (http://www.ala.org/pla/about/people/committees/pla-tfsocwork). One way is for public libraries to partner with schools of social work to offer internships for social work students in library settings (Aykanian et al., 2020). In recent years, the Institute of Museum and Library Services (IMLS) has supported the placement of social workers in public libraries through the National Leadership Grants program. As an example, in 2017, the IMLS funded a collaboration between the Enoch Pratt Free Library and the University of Maryland School of Social Work to develop a “Social Worker in the Library” program that assists library patrons with their social service needs and trains library staff to handle patron-based crises. In 2018, the IMLS funded a proposal to place social work interns from the University of Georgia School of Social Work in local libraries to identify the needs of at-risk patrons. In 2019, the New Jersey State Library received IMLS funding to help with the re-assimilation of citizens returning from prison to their communities. As part of this project, two social workers established community resource fairs and assisted parolees in educational and job skills development. More broadly, the IMLS has demonstrated a commitment to understanding and enhancing the impact of libraries on the quality of life and social wellbeing of their communities, as evidenced by their recent study, *Understanding the Social Wellbeing Impacts of the Nation’s Libraries and Museums* (2018; https://www.imls.gov/news/imls-announces-national-study-museums-libraries-and-social-wellbeing).

The impact of the Whole Person Librarianship partnership between libraries and social work is promising, yet knowledge about best practices in this area is preliminary. More research is needed with regard to understanding current practices in order to identify and address gaps in the development of these programs, including education and training.

Specifically, our project seeks to describe social-work-informed public library services by exploring the experiences and perceptions of the heads of public library administrative units in a Southeastern state that employ social workers as well as those who do not employ social workers in the delivery of social services to their communities. Findings from this study will
provide a foundation for future research on the provision of social services in public libraries and will have implications for educational programs that prepare information and social work professionals to provide social services in a library context.

STUDY GOAL AND RESEARCH QUESTIONS

The incorporation of social-work-informed library services is becoming a powerful movement in the United States. To date, little research has been done describing or evaluating this emerging trend. The main objectives of this study are to establish baseline data on the employment of social workers in public libraries in one state and to explore the perceptions of library administrators about the benefits and drawbacks of including social workers as staff. The research questions to be addressed are:

RQ1: To what extent are social workers currently employed in public libraries in the state?

RQ2: What are the perceived benefits of having a social worker available in the public library?

RQ3: What are the perceived issues around having a social worker available in the public library?

METHOD

This study employed an online survey in Qualtrics to collect data from the heads of public library administrative units in public libraries in a state in the U.S. Southeast about the employment of social workers in public libraries as well as their perceptions of the benefits and drawbacks of having a social worker on staff. Library administrators do “Highly responsible administrative work involving the direction of a broad range of public library functions” (WebJuction, 2012, General statement of duties, para. 1) and so they are in a position that allows them to take the whole organization and its legal service area into account into their opinions and decisions.

There were 21 questions on the survey and it took less than 10 minutes to complete. The project was determined to be exempt by the Human Subjects board at the researchers’ home institution. Invitations to participate in the online survey were emailed to public library administrators as identified by the State Library. In all, 150 invitations to participate were sent. The email contained a link to the survey, which was available for six weeks. Reminders were sent three times: once at two weeks, once at four weeks, and once a week before the survey closed. Participants were not offered any compensation for their participation. The response rate was 34.7%, which is within the typical range for survey research in information studies (Sivo et al., 2014).

Data analysis used descriptive statistics for closed questions. Open questions were analyzed by the researchers and responses were categorized and frequencies and percentages calculated.
FINDINGS AND IMPLICATIONS

Preliminary findings revealed that a little less than half of the respondents (45%; n=19 out of 42 responding to this question) said they would consider hiring a social worker in the future. The main concerns about hiring a social worker were funding, licensure, and liability. Small libraries were concerned about having appropriate space and the ability to provide privacy. There was also a concern that if there was only one social worker in a library system, that person would be overrun by demand. Respondents revealed many issues of concern, but also many benefits that a social worker would bring to the public library environment. The primary benefits respondents sought were more partnerships with community agencies, better staff morale, increased library use, and improved user services.

Respondents who currently employ social workers (12.50%; n=6), reported increased library use, better staff morale, and more partnerships with community agencies. These are the same outcomes respondents who did not have social workers expected from such a hire. It was noted among those who had a social worker on staff that increased traffic meant more attention needed to hygiene and mental health issues (as with COVID), but half of these respondents saw no downside to having a social worker on staff. A wide variety of services were being provided by social workers, including helping with food stamps, providing health and mental health resources, making appointments with social service agencies, proving employment and emergency services, staff training, outreach/community building, therapy/counseling, affordable housing, educational opportunities, and immigration. Again, these were the same services respondents who did not have social workers would expect from this kind of hire.

Implications for Librarianship

Although the employment of social workers in public libraries is an idea that is gaining traction, it is only one potential way to achieve these outcomes. The question of funding is critical as library budgets are tight and in the absence of additional funding resources it is unclear what impact a social worker position might have on current staffing levels. While mental health assessments and the provision of therapeutic interventions are outside the scope of professional librarianship, it is not clear that this is the function of library social workers either. However, community outreach and assistance with obtaining governmental and other supports are services that librarians have long provided in their communities.

Implications for Educating Information Professionals

In terms of working with vulnerable populations, there is much librarianship can learn from theories and practices in social work that would be applicable to reference work, community outreach, and communication. There are also many models of collaboration with social workers that librarians need to be aware of as well as understanding the professional scope of the two professions. Librarians who are interested in administrative or managerial positions need to know how to write job descriptions for these positions as well as how to supervise and assess the performance of social workers on their staff. It is unclear how library social workers become oriented to the history and norms of the library and develop the “library sense” based on our foundations, ethics, and advocacy for underserved populations and intellectual freedom.
Dominican University (n.d.) and the University of Michigan (n.d.) have anticipated the educational needs of librarians and social workers at the master’s level by offering dual degrees in information and social work. This approach would likely ensure that graduates understand and are rooted in both professional domains. To date, there is no mandate that social workers in libraries have a graduate degree or even an undergraduate degree in social work. The choice of who to hire to perform social service functions is an open one and some would say that librarians themselves are in the best position to perform functions that do not include mental health and other assessments or the provision of therapy. This is a discussion worth engaging in among practicing information professionals as well as in preservice classrooms.

Implications for Research

Although library social workers were first introduced in 2009 by the San Francisco Public Library, little research has been done concerning this trend (Provence, 2020). The current study provides a first look at the experiences and perceptions of the heads of library administrative units. There is much to know about the experiences and perceptions of other stakeholders in this trend, including users, librarians, and social workers. It is important to establish current practices, best practices, and the effectiveness of various service models designed to meet social service needs in communities. Perhaps there is no one-size-fits-all model, and so understanding the benefits and trade-offs of various approaches would be a boon for administrative decision-making.

CONNECTION TO CONFERENCE THEME

Public libraries have long sought to respond to the social crises that arise in our communities. They are a source of resilience for many people. In crafting a resilient future for the profession, issues of social justice and critical librarianship lead us to consider how we can best serve our constituencies and provide empirical data for decision making, improving the education of information professionals, and supporting leadership initiatives. Whole Person Librarianship and the utilization of social workers may be one way to galvanize efforts to grow our capacity to recover from difficulties and further integrate the library into the life of the community.

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Student Perspectives of LIS Education in an Aging Society: Initial Findings

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ABSTRACT

The March 2020 declaration of Covid-19 as a global public health pandemic and the subsequent events laid bare the vulnerabilities that older adults (i.e., people 65 years and older) often experience. This conference paper explores perspectives of students and recent graduates of Master of Library and Information Science (MSLIS) and equivalent programs on the role of LIS in an aging society. Sixty-five participants were recruited through an online QuestionPro survey that was emailed to and distributed by representatives of 61 American Library Association student chapters. Responses indicated that older adults were considerably underrepresented in age specific courses within MSLIS curricula and that while participants reported believing that inclusion of youth (i.e., children and teenagers) was more important, participant interest in inclusion of older adults may increase with more exposure to the information needs of this population. The findings and limitations of this study emphasize the need for more related research.

ALISE RESEARCH TAXONOMY TOPICS

Curriculum; education programs/schools; political economy of the information society; social justice; students.

AUTHOR KEYWORDS

Aging society; Covid-19; library and information science education; older adults; youth

INTRODUCTION

On March 11, 2020, the World Health Organization announced that the coronavirus disease 2019 (Covid-19) had become a global public health pandemic (Cucinotta and Vanelli, 2020). Several trends emerged from the public response to the pandemic such as a surge of online education and the shift toward increased virtual interactions in general (Ali, 2020; Roose, 2020). An evaluation of the role of information in the public health crisis, however, found that many populations—including older adults—were left behind without the necessary skills or tools to join in as society shifted to a Zoom economy (Xie et al., 2020). Other research has found that older people—and particularly those of intersectional identities such as older people of color—face the brunt of the physical and emotional toll of Covid-19 through death, severe illness, and
social isolation (Chatters, Taylor, and Taylor, 2020; Heid et al., 2021; Lloyd-Sherlock et al., 2020; Mueller, McNamara, and Sinclair, 2020).

In response to the economic and social challenges raised or enhanced by Covid-19, educators, practitioners, and researchers have begun asking what the discipline of library and information science (LIS) will look like and how it will function post-pandemic (ALIA, 2020; Gibson et al., 2020; Poon, 2020). While there are and inevitably will be multiple perspectives on how LIS should move forward, the tragedies of the pandemic require the centering of the reality that “the information society is also an aging society” where the population growth of older people (i.e., people 65 years and older) is outpacing that of youth (i.e., children and teenagers) in many of the earth’s nations (He and Kinsella, 2020; Lenstra, 2016, p. 1). The aging information society requires not just a doubling down on digital divide scholarship but a systemic evaluation and understanding of the role that information and technology do and can play for older people in order to ensure their integration into our technologically advancing world (Muramatsu and Akiyama, 2011; Winberry and Mehra, In Press; Xie, 2003). In order to understand how LIS curriculum can change and prepare both its students and communities for meeting the information and technology needs of older adults, this conference paper describes initial findings from an ongoing study into student perceptions of LIS education in an aging society and asks the following research questions:

1) How inclusive of older adults are the curriculums of MSLIS granting (and equivalent) programs in comparison to the inclusion of youth?
2) How important do MSLIS students and recent graduates feel inclusion of older adults in their program’s curriculum is in comparison to the inclusion of youth?

METHODS

The decision was made to survey current students and recent graduates (i.e., those who graduated within the previous calendar year) of Master of Library and Information Science (MSLIS) or equivalent programs. In February 2021, the researcher contacted the student leaders and faculty advisors of the 61 American Library Association (ALA) student chapters (whose information was found via: http://www.ala.org/aboutala/affiliates/chapters/student/studentchapters1) in order to seek their help in distributing the survey given their role as gatekeepers to students (Namageyo-Funa et al., 2014). These gatekeepers distributed the QuestionPro survey to students via email, list servs, and personal communications. Prior to completing the survey, participants were asked to watch a brief recording which described the author’s experience applying what he had learned as an LIS student to an information problem of older adults in his community (URL: https://www.youtube.com/watch?v=a4Su3AkCPhQ&feature=youtu.be)(Winberry, 2020). The survey included two sections. The first section asked questions about the students’ MSLIS or equivalent program as well as their own perceptions about their program’s curriculum as it related to age specific courses (i.e., courses whose content focused on a particular age demographic such as youth or older adults); the second section asked participants to consider the opportunities for expanding the curriculum and other offerings of their programs around the information needs of older adults. This conference paper focuses on the first section of the survey results.
One month and two weeks after the initial and second respective requests to the gatekeepers, the researcher closed the survey portal. Ultimately 66 participants began the first part of the survey and 65 completed it for a completion rate of 98%. Once the survey portal was closed, the researcher began qualitatively evaluating and coding the 65 responses from the first section of the survey (Auerbach and Silverstein, 2003). The qualitative evaluation process for this study involved reviewing the topic based responses, coding the responses, and grouping the responses where possible into themes (Braun et al., 2020). Previous studies in numerous disciplines have utilized content analysis of qualitative survey data (Azorina et al., 2019; Corner et al., 2013; Potnis et al., 2020).

**FINDINGS**

Analysis of the first section of survey results identified 3 themes which help answer the research questions.

**RQ1**

The first theme is the disparities among age specific courses. Ninety-one percent (N=59) of participants reported that their programs did not have any classes focused on older adults. In sharp contrast, only 5 percent (N=3) of participants shared that their program did not have any classes focused on youth. This represented an 86 percent disparity in favor of youth related classes in the experiences of the participants. The titles of all the classes named by the participants were screened for duplicates, grouped and named by the author, and the groups were given definitions adapted from existing sources. Sample course names include Library Services for Older Adults, Gender Construction in Children's/Adolescent Literature and Media, and Teen Services. The full list of grouped courses is showcased in table 1. The disparities among age specific courses helps answer the first research question as they indicate that older adults are considerably underrepresented in the participants’ MSLIS curricula in comparison to youth.

**Table 1**

*Age Specific Courses As Reported by Participants*

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Definition</th>
<th>Youth Oriented Class Name</th>
<th>Older Adult Oriented Class Name</th>
</tr>
</thead>
</table>
| Collections      | Refers to both the acquisition and management of library materials as well as the materials themselves (Johnson, 2018). | • Collection Development for Children  
• Early Childhood Literature  
• Literature for Children  
• Materials for Adolescents  
• Materials for Children  
• Multicultural youth literature | • N/A |


<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| School Librarian Education     | The process of imparting the skills, experiences, and competencies necessary for the recipient to become an effective school librarian (AASL, 2019).                                                                 | - K-12 School Librarianship  
- Pedagogy for School Librarians  
- School Library Management  
- School Media Center Field Experience  
- N/A  
- Adult Programming  
- Library Services for Older Adults  
- Resources and Services for Adults |
| Programming                    | The activities of planning, providing, and assessing library programs (ALA Public Programs Office, n.d.).                                                                                                     | - Engaging School Age Children  
- Programming for Children and Young Teens  
- Storytelling  
- N/A  
- Library Services for Young People  
- References Sources and Services for Youth  
- Services for Early Learners  
- Teen Services |
| Reference & User Services      | Focused on continually improving the direct assistance that information professionals provide to patrons (RUSA, n.d.).                                                                                         | - N/A  
- Library Services for Young People  
- References Sources and Services for Youth  
- Services for Early Learners  
- Teen Services  
- Current Issues in Youth Services  
- Gender Construction in Children's and Adolescent Literature and Media  
- Youth Informatics |
| Other                          | Classes which did not fit into one of the other categories and due to a lack of comparable courses did not warrant their own category.                                                                      | - N/A |
RQ2

The second theme is participant perceptions of the importance of age specific courses. When asked how important they thought it was for their program to offer classes focused on older adults, a combined 62 percent (N=40) felt that it was either very (39 percent, N=25) or extremely (23 percent, N=15) important. However, when asked the same question about classes centered on youth, a combined 83 percent (N=54) felt that it was either very (49 percent, N=32) or extremely (34 percent, N=22) important. This amounted to the inclusion of youth focused courses being viewed as 21 percent more important than the inclusion of older adult focused courses among the participants. This would seem to suggest that the answer to the second research question is that at least among the MSLIS students and recent graduates surveyed, the inclusion of older adults in the curriculum is viewed as less important than the inclusion of youth.

The third theme, however, complicates the answer to this research question. The theme is increased exposure appears to create greater interest. As the answer to RQ1 suggests, older adults are considerably underrepresented in the curricula of MSLIS programs as presented by participants. It is assumed that older adults are underrepresented in the discussions of research, practicum, and career opportunities as well. But the underrepresentation is not necessarily a byproduct of student disinterest: 62 participants reported watching the recording that accompanied the survey. When asked how the recording influenced how they felt about the importance of including older adults in their MSLIS curriculum, a combined 80 percent (N=52) said it increased their support either somewhat (58 percent, N=38) or greatly (22 percent, N=14). Ultimately, this finding suggests that with more exposure to the information needs of older people, MSLIS students may view the inclusion of older adults as—or near equally as—important as the inclusion of youth in LIS curricula.

DISCUSSION

The theme of this year’s conference is “crafting a resilient future: leadership, education, and inspiration” (ALISE, 2021). As members of the LIS profession examine and learn from the lessons of 2020, they must be prepared to ask how they can meet the challenges of a rapidly evolving information society in order to ensure their own continued credibility, relevance, and sustainability. The offerings of the discipline’s educational programs must be examined with a critical lens in order to ensure that its curricula, practica, and culture are cultivating information professionals with the resiliency, leadership skills, and penchant for justice necessary to meet the information challenges of the twenty-first century (Cooke, Sweeney, and Noble, 2016; Gibson, Hughes-Hassell, and Threats, 2018). Part of this process includes pondering over the future of LIS education as well as the initiatives, research, and innovations necessary to achieve and maintain its credibility, relevance, and sustainability. The opportunities and challenges of an aging society offer a conduit for crafting a resilient future for LIS in which researchers, practitioners, and students can create value for older adults and their support networks by considering the related information, technology, and justice needs (Potnis and Mallary, 2021).

This conference paper demonstrates that older adults are often considerably underrepresented in the curricula of MSLIS and equivalent programs as reported by survey...
participants and has important implications for the future of related research, practice, and education. The findings from the second section of the participant survey will be analyzed and published in the future and will provide additional insights into how students believe MSLIS programs and their equivalents can prepare related professionals to work in an aging society. But if LIS is going to evolve in order to meet the challenges and opportunities of an aging society, there is no time to delay. By 2030, all Baby Boomers—currently the second largest population cohort after Millennials—will be over the age of 65 (US Census Bureau, 2018). Students will need rapid introduction to the information and technological needs of older adults in order to understand how they can apply the training, skills, and values developed while obtaining their education to meet the needs of this growing and diverse population (Winberry, 2018).

Part of this consideration must involve asking difficult questions about the near absence and marginalization of older adults in LIS curricula—which is often even worse than initial appearances suggest. For instance, a closer review of table 1 indicates that two of the three classes cited by participants as focusing on older adults were instead centered on adults in general which in turn further dilutes the emphasis on this fast growing population in age specific coursework. It is likely that some of the reasons older people are mostly absent from the participants’ curricula is due to the overarching ageism in our society which cannot be eradicated by the information professions alone (Chang et al., 2020). Nevertheless, LIS should actively contribute to such an effort. Beyond ageism, there are likely structural reasons as to why youth are centered in LIS curricula such as the role that LIS programs serve—as pipelines—for school librarian training and jobs (Michie and Holton, 2005). However, even in these jobs, practitioners are increasingly likely to be interacting with grandparents raising grandchildren, so these students still require increased engagement with older adults and their information needs in the MSLIS curriculum, practica, and culture (Dunn and Wamsley, 2018).

LIMITATIONS AND AREAS OF FUTURE RESEARCH

There are limitations to this conference paper. First, the researcher focused on the existence of age specific courses rather than on the inclusion of older people in the foundational classes of MSLIS and equivalent programs; it is possible that there is better representation of older adults in introductory reference, accessibility, and user experience courses among others. Second, when applicable, the participants were not asked to explain why they perceived the inclusion of age specific courses on youth as more important than courses on older adults. As such, there is less data around why participants perceived the inclusion of youth related courses as more important than the inclusion of older adult related courses. Also, since this was an exploratory, qualitative study and not a quantitative experiment, the specific impact of the recording that almost all of the participants watched prior to completing the survey is difficult to ascertain. These limitations will be addressed in future research. Also, while most of the world is currently experiencing a considerable rise in the number of its older residents, the decision to focus this study on the perceptions of students and recent graduates affiliated with ALA student chapters limits the results of this study to mostly North American perspectives of these issues. However, the QuestionPro software indicated that 4 of the responses were completed outside of North America, suggesting that even though these respondents might have had their perceptions shaped by North American educational institutions, at least some element of international
perspectives were included in the results.

**CONCLUSION**

The information society is an aging society, but MSLIS students might not realize that by examining their curricula. The findings of this conference paper suggest that much work is necessary in order to increase MSLIS student exposure to the information, technological, and justice needs of older people. This can be accomplished in part by increasing the number of classes that engage with the goals and perspectives of this population. If the information profession is going to emerge triumphant from the ashes of the Covid-19 pandemic and move forward towards a resilient future, they will do so by learning from, serving, and partnering with the populations who shouldered much of the burden of this crisis—including older adults.

**ACKNOWLEDGEMENTS**

This study was made possible through a 2019 ALISE Community Conn@ct mini grant and University of Tennessee Office of Engagement & Outreach matching funds for the project, “We Serve All Seniors: Creating Information Resources for Diverse Older Adults in Community Context.” The author would look to thank the selection committees at these institutions for the support. The author would also like to thank the anonymous reviewers and individuals responsible for recognizing this paper as a best conference paper of the 2021 ALISE conference.

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B.C. (Before Covid): How Libraries Build Community Resilience throughout Disasters through Roles and Services

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ABSTRACT

Information and communication play critical roles in community resilience. Empirical and anecdotal evidence show the vital roles that public libraries play during disasters. However, few studies have explicitly looked at the roles libraries can play and services public libraries can provide to enhance community resilience across multiple disaster types. In order to understand how libraries respond in a Covid 19 world, it is critical we understand how they responded B.C. or Before Covid 19. This research explored community resilience within the context of public libraries and how they, as FEMA-designated essential community organizations, might enhance community resilience. Specifically, this research identified, defined, and clarified the roles and services played by public libraries across different types of disasters. These findings give guidance for how we should train information professionals.

ALISE RESEARCH TAXONOMY TOPICS

Critical Librarianship; Risk Management; Public Libraries.

AUTHOR KEYWORDS

Community Resilience; Crisis Informatics; Disaster Preparedness; Public Libraries; Risk Management.
Background and Conceptual Framework

Our nation has experienced many disasters and will continue to do so. Many recent disasters demonstrate the overwhelming character of these extreme events: Hurricane Katrina (2005), the Deepwater Horizon explosion and oil spill in the Gulf of Mexico (2010), the 4/27 Tornadoes in the State of Alabama (2011), and the Coronavirus (2019). While these extreme events varied in scope, size, and degree of disruption, each overwhelmed local authorities, necessitating state and federal assistance. Prevention of disasters is ideal, but not practical. A practical approach includes both preparedness and resilience. Preparedness works towards readying a community for a disaster, whereas resilience considers one's ability to bounce back after something has happened. For example, we can do nothing to prevent tornadoes from occurring. Instead, we must focus our attention and prepare future library leaders to understand how to be ready in case extreme events occur. Resilience expands traditional preparedness and prevention programs by also encouraging actions that build a community's ability to return to normal after a disaster.

In 2010, FEMA called for specific organizations to build core capabilities to confront disasters and to measure and track how communities can collaborate to respond better and rebuild after they occur. These essential community organizations, as they are designated by FEMA, are organizations whose services are "necessary to save lives, or to protect and preserve property or public health and safety" (FEMA, 2010, p. 1). The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Stafford Act) was first issued to provide states and local governments with assistance in case of disasters, and continues to be amended and defines the role of the federal government in disaster events. However, there is a lack of clarity about precisely how these essential community organizations are to help communities. Substantive and rigorous research is needed to identify how community organizations might add to resilience. Without a clear understanding of what it means to be resilient, supported by research findings, local organizations have no reliable guidelines for how they can enhance community resilience.

Public libraries have served community information and communication needs for decades (Bishop et al., 2011; Bertot, 2012) and have important roles to play in disasters. Ninety-eight percent of U.S. counties and parishes contain at least one library, with an average of five per county or parish, making 17,487 public libraries across the country (Public Library Association, 2015), making them a ubiquitous part of the U.S. public infrastructure, which are also often centrally located within their communities. (Buschman & Leckie, 2007; Oldenberg, 2001). Their placement within the community and their provision of information and communication services make them institutions that are clearly poised to be an essential component of disaster response. However, many librarians remain without the knowledge our ability to create a flexible and responsive disaster management plan.

Methodology

This work utilized content analysis to determine the roles and services public libraries provided throughout disasters to help create a useful framework for creating a course on crisis informatics for librarians. A content analysis was performed on the Disaster Information Management Research Center database, which is composed of items identified by the U.S. Department of Health and Human Services’
National Library of Medicine focusing on: the services libraries have demonstrated previously throughout disaster; and, the roles public libraries play throughout disaster.

The Disaster Information Management Research Center’s (DIMRC) *Bibliography on Library Roles in Disaster Preparedness, Response, and Recovery* is the most complete collection of disaster and library-related resources and provided rich data to answer the research questions posed in this dissertation. One of the DIMRC’s initiatives includes the ongoing development of this bibliography of the published literature and other resources on the role of librarians and information professionals in the provision of disaster-related information. At the beginning of the research, the entire bibliography included 253 items, including journal articles, magazine articles, blog posts, special reports, newspaper articles, dissertations, narratives, and conference proceedings. To conduct the study, twenty-five percent (n=63) of the items were selected from the *Bibliography on Library Roles in Disaster Preparedness, Response, and Recovery* (n=253) and analyzed using the community resilience framework. A random number generator was used to select the items to be coded in the analysis. The selected items were then uploaded into a qualitative analysis program and analyzed. To help frame the data a coding scheme was derived from the community resilience framework (Norris et al 2007).

**FIDINGS**

The content analysis revealed a wide array of disaster experiences. The major disaster types mentioned were: wildfires, tornadoes, shootings, hurricanes and storm surge, a water crisis, the opioid epidemic, flooding, severe snowstorms, earthquake, terrorist attacks, rioting, and landslides. The diverse nature of these disaster types helps us understand what libraries did to respond to disasters across the board. The frequency of the codes are visualized in the *Word Count Result from Coding* (fig.1). From this visualization, we can see which codes appeared most often in the data. Information Needs, Sense of Community, Infrastructure, Trusted Sources of Information, and Flexibility/Creativity were the codes appearing most often. Whereas Economic Development, Responsible Media, and Redundancy were represented least in the data.

**Figure 1**

*Word Cloud Result from Coding*
Research Question 1: Services
What services have public libraries provided to their communities during and after extreme events?

Libraries are known for the services they provide to their communities, so one of the research questions looks specifically at services. To answer this question, I looked for data demonstrating how the libraries served their communities after a disaster. The services libraries provided were very similar to those provided on a “blue sky day” but in times of crisis, these services proved even more critical. This section discusses services specifically related to the disaster (See Tab. 1).

Table 1
Disaster-Related Library Services after Disasters

<table>
<thead>
<tr>
<th>Economic Development</th>
<th>Helped Patrons fill out insurance/FEMA forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ran Small Business Association (SBA)</td>
</tr>
<tr>
<td></td>
<td>workshops Hosted free financial planning</td>
</tr>
<tr>
<td></td>
<td>seminars</td>
</tr>
<tr>
<td>Information and Communication</td>
<td>Provided infrastructure such as power, Wi-Fi hubs, internet access, laptops, and computers</td>
</tr>
<tr>
<td></td>
<td>Updated emergency response networks and crisis</td>
</tr>
<tr>
<td></td>
<td>mapping applications</td>
</tr>
<tr>
<td></td>
<td>Created LibGuides about disasters</td>
</tr>
<tr>
<td></td>
<td>Provided trusted information about needed resources</td>
</tr>
<tr>
<td></td>
<td>such as food, shelter, and transportation</td>
</tr>
</tbody>
</table>

The evidence shows that after disasters, libraries were more likely to provide outreach services. There were several examples of libraries meeting their communities where they were. For example, after mudslides, the libraries in that community set up a mobile book trailer and delivered books to nearby communities where the roads were making travel difficult. With the exception of the library staff themselves, the number one service the libraries provided was information infrastructure: power, Wi-Fi hubs, internet access, laptops, and computers. FEMA forms must be filled out online and for communities without power or internet access, this was impossible. Often, the libraries were ready to step up and provided this service. The libraries not only gave access to the information, but they provided a trusted information service by helping citizens fill out forms and work through the complicated process of applying for FEMA funds.

Libraries also provided critical trusted information about free resources—shelters, food banks and emergency procedures. (Morris 2017). Some libraries took it upon themselves to update information on Twitter, emergency response networks, crisis mapping applications, and even on LibGuides. Not only did libraries provide information about disaster resources but often they distributed donated resources. Libraries gave out bottled water, diapers, food, batteries, sympathy, fellowship, and even distributed thousands of warm coats (QPLSM 2012). Several libraries influenced economic development by providing resources such as free financial planning seminars for victims, including Small Business Association (SBA) or FEMA workshops, helping community members recover financially from disasters.
In addition to the community needing to access the internet to use e-government and other disaster information related services, it also needed to provide personal services. For example, libraries provided the means for people to reconnect with their family and friends. A service mentioned quite a bit in the documents analyzed were the services that provided entertainment. Story times, watching movies, and other programming helped communities take a break and forget about the disaster, if only for a little while. This was especially true for children and teens in the community.

Though most of the data in the content analysis pointed to outreach services, there were also examples of support via technical services. For example, Morris (2017) suggests libraries without collections addressing disasters and other kinds of crises should consider adding books and other media on preparing for and coping with disasters appropriate for all ages. Many libraries also worked to archive disaster experiences to make sure future generations would understand what happened in their community.

**Research Question 2: Roles**

*What roles have public libraries played in their communities during and after extreme events?*

The data demonstrated that the roles libraries played included collection managers; information disseminators; internal planners; community centers and supporters; government partners; educators and trainers; lifesavers and shelters (*See Table 2*).

### Table 2

*Roles Public libraries played after disasters*

<table>
<thead>
<tr>
<th>Roles</th>
<th>Examples from Content Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Managers</td>
<td>Ford 2017; Dankowski 2015; Oder 2008; Spear 2012; Weiss 2012; Yee 2012</td>
</tr>
<tr>
<td>Information Disseminators</td>
<td>Corbray 2017; Ramos 2016; Featherstone 2012; Langford et al. 2013; Long 2006; Oder 2008; Wilson 2013</td>
</tr>
<tr>
<td>Internal Planners</td>
<td>Blinder 2017; Barger 2015</td>
</tr>
<tr>
<td>Community centers and supporters</td>
<td>Blinder 2017; Peet 2016; Berry 2015; MBLC 2008; NYPL 2001; QCPL 2012; Will 2001; Zavalick 2012</td>
</tr>
<tr>
<td>Government Partners</td>
<td>Ramos 2016; Bardyn 2015; Barger 2015; Brobst et al. 2012; Chant 2013; Goldberg 2011</td>
</tr>
<tr>
<td>Educators and Trainers</td>
<td>Garcia-Febo et al. 2016; Berry 2015; Bishop et al. 2011; Rasmussen 2005; Weiss 2012</td>
</tr>
<tr>
<td>Lifesavers</td>
<td>Pundsack 2017; Fletcher 2006; Gilbert 2008</td>
</tr>
<tr>
<td>Shelters</td>
<td>Bauman 2013; Gazette 2012; Kramer 2012; Love et al. 2014; Orel 2012</td>
</tr>
</tbody>
</table>
DISCUSSION AND CONCLUSION

Throughout time, libraries have disseminated information so it is not a great surprise that this is one of the vital roles that libraries played after disasters. Beyond providing all of the information they normally provided to their patrons, some librarians worked diligently to update crisis maps and other online resources specifically related to the current disaster, (Corbray 2017; Love 2006) and there were several examples of libraries adjusting in order to provide better services.

After the police shootings in Dallas, librarians there worked to help educate themselves on race relations and considered what they needed to work on internally to help better serve their communities (Blinder 2017). Barger (2015) wrote about the importance of the role of internal planners for the library community. Internal planning refers to the work that organizations undertake in order to organize services, resources, and workers to better provide for their community.

Public libraries played the role of collection managers throughout disasters. Some libraries revamped their collections in order to cater to new populations (Oder 2008). Other libraries expanded their collections to include materials helping communities to heal emotionally after disasters (Ford 2017; Spear 2012). Libraries also worked to collect resources and materials about disasters for children (Weiss 2012; Yee 2012).

The data analyzed showed that most libraries assumed roles as community centers and supporters (Blinder 2017; Peet 2016; Berry 2015; MBLC 2008; NYPL 2001; QCPL 2012; Will 2001; Zavalick 2012). Some libraries offered their space to allow communities to gather together. Other libraries acted as de facto therapy services, with librarians debriefing with community members about the disasters, and helping them with processing the trauma. There were many instances of libraries working with government as a partner (Ramos 2016; Bardyn 2015; Barger 2015; Brobst et al. 2012; Chant 2013; Goldberg 2011). Libraries worked with local, state, and federal organizations as well as local community organizations including churches and nonprofits. For example, The Far Rockaway branch collaborated with the Joseph Addabbo Family Health Centers to “provide programs on disaster-related health issues such as post-traumatic stress order” (QPLSM 2012, Para. 7).

Public libraries also played roles as educator and training centers. Garcia-Febo et al. (2016) argued for the importance of library services during disasters specifically for immigrant communities experiencing language and culture barriers. After riots in Ferguson, the public library stayed open and served as an educational center when many of the local schools closed down (Berry 2015).

After the opioid epidemic began, many public libraries began to play the role of lifesavers. Though librarians have always played the role in calling first responders in case of an emergency like a heart attack, many are now getting trained to intervene during an overdose. Many librarians learned how to give Naloxone shots in order to counteract an overdose (Pundsack 2017). Others mentioned the roles libraries played in verifying and sharing information during other health emergencies (Fletcher 2006; Gilbert 2008).

Libraries are also acting as shelters to their communities. After Superstorm Sandy, libraries along the east coast served as shelters for victims of the hurricane (Bauman 2013; Kramer 2012). Other examples included libraries acting as warming or cooling centers (Gazette 2012). In addition to
providing shelter, many libraries served as a refuge by being open, clean, and providing light and power when many of their patrons were without it (Orel 2012).

Many libraries did not have disaster plans in place when disasters occurred. Those that did mostly had plans for small incidents such as fires, localized flooding, or active shooters. It was clear from both the content analysis and the interviews that libraries have considered disasters from a localized point of view. That is, they think about how to respond to smaller, localized incidents but often fall short of planning for more extensive, extreme events. This result indicates the importance of directors of libraries expanding their emergency response plans to include plans for more widespread disruption and to incorporate plans for their business continuity.

Many services libraries provided during disaster events were the same as pre-disaster services, including collection development, storytime, access to computers, and the Internet. These services continued to make up a substantial part of what libraries did for their communities after a crisis. In many cases, new services emerged. Organizing Small Business Association (SBA) workshops, helping patrons fill out FEMA forms, collaborating with other organizations to provide communities with resources and supplies, and providing disaster prep programming, were services that emerged after a disaster. Given these results, library directors consider these emerging services after a disaster and have backup plans for new services. Library directors can participate in free training sponsored by both FEMA and the SBA to help them consider the needs of a community after a disaster. Understanding the shifting community needs will help directors prioritize services in the case of an extreme event as well as develop more robust plans for future disasters.

The roles libraries played in disaster events were: institutional supporters, collection managers; information disseminators; internal planners; community supporters, government partners, educators and trainers; and, information community builders. These identifiable roles were corroborated by both the content analysis and the interviews. Library directors should adequately prepare for how to play each of these roles in their communities.

**FUTURE DIRECTIONS**

There is a disconnect between how librarians and disaster response agents view the role of libraries in enhancing community resilience. It is also critical that emergency management personnel are aware of libraries as essential community organizations and be willing to work with them. I propose planning joint workshops of EM planners and librarians for each to fully understand the roles both play and may play during disasters. Without working together, it is unclear what essential roles libraries must play.

Few librarians are exposed to disaster management in their LIS curriculum and there were relatively few courses focusing on trauma or disaster. It is critical for us to create lectures, courses, webinars, and workshops around the roles of libraries during disasters in MLIS programs. Expanding risk management and response courses to focus on educational institutions such as libraries is also critical. Directors of libraries and librarians should have a general understanding of community needs during a crisis.
This research demonstrates public libraries are essential and trusted organizations in our community in terms of helping respond after a disaster. Libraries take action to provide service and, as such, have become pillars of their communities and safe harbors in the storm. Hopefully, this work moves in the direction of providing library directors, disaster response agents, and emergency management teams with a variety of reasons to reach out to and work with their local public libraries. More research is necessary to identify ways that public libraries can better meet the critical needs of their communities when libraries are needed the most.

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Exploring Language Archiving Education for Information Professionals: Interdisciplinary Collaboration to Support Information Access

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ABSTRACT

Preservation and revitalization of Indigenous and endangered languages supports a resilient future. Funding agencies have extensively supported efforts aimed at preserving and providing online access to unique and valuable collections of language data. However, a gap exists between the way language data is organized and represented in digital archives (mostly by the LIS professionals) and understanding of that data – and how it should be organized and represented – by language preservation and revitalization researchers, members of language communities. The specifics of information objects collected by language archives and information needs of these collections' end-users are not currently examined in the LIS education. This paper presents the work of the interdisciplinary team of educators, researchers, and practitioners to address this curricular gap, and discusses lessons learned and future directions.

ALISE RESEARCH TAXONOMY TOPICS

digital humanities; community engagement; metadata; data curation.

AUTHOR KEYWORDS

curation language archives; community language preservation and access; graduate education; interdisciplinary experiential learning.

INTRODUCTION AND BACKGROUND

People increasingly use digital technologies to record language practices with the goal of supporting language vitality. Resulting language collections bring individuals and communities (e.g., Native Americans, refugees) a sense of belonging and positive identity and allow to tell their own story and to have control over how their materials are framed or shared. However, research demonstrates that these materials are often not curated and made available to users in a functional way (e.g., Al Smadi et al., 2016; Wasson, Holton & Ross, 2016). To date, there is
little academic instruction to library professionals on how to support curation and archiving of community language revitalization collections, especially factoring in the lack of digital access and digital literacy for many Indigenous communities. Communities as well do not have access to training on how to use existing library and archival protocols to create, archive, curate, and disseminate their materials of intangible linguistic heritage, many of which are in imminent danger of loss (Hinton & Pérez-Báez, 2018). Crafting a resilient future requires addressing this need.

Once a rarity, language archives are proliferating as standalone repositories, language-focused collections housed in museums, academic libraries, or tribal libraries. An Open Language Archives Community (OLAC), an NSF-funded 2000-2010 international collaboration project aimed to facilitate access to this rich language data. OLAC put together the combined catalog of over 60 language archives, developed best practices for language archiving, facilitated interoperability of language data repositories, and provided training to the linguists. Language archives deposits rose exponentially after the 2011 introduction of the NSF (2018) data management plan guidelines which require federally funded projects documenting endangered languages to make their outcomes accessible to other researchers and language community members by depositing data into language archives.

Studies report that Indigenous communities in several countries, including Australia, Canada, New Zealand, Thailand, are actively involved in developing digital archives that provide access to language data and other materials and contribute to revising archival descriptions in existing archives as part of archival decolonization process (e.g., Frederick, 2019; McKemmish, Chandler, & Faulkhead, 2019; Tasker & Liew, 2020; Ungsitipoonporn et al., 2021). In participatory archives, “community members contribute knowledge or resources, resulting in increased understanding about archival materials” (Thiemer, 2011). Examinations of metadata in some of these repositories find that community-created descriptions provide extremely rich context for archived materials and facilitate discovery (Burke & Zavalina, 2020; Roeschley, Kim, & Zavalina, 2020). Community-language-focused digital archive collections typically include common materials – photographs, texts, and recordings (e.g., personal narratives, traditional stories, etc.) – and domain-specific item types such as wordlists, language transcriptions, translations, word-by-word language analysis, etc.

Some recently-started non-LIS education initiatives aim to support resilient future through serving language preservation. Content on language archiving, data management techniques, and metadata is covered in some Field Methods and Tools linguistics courses (e.g., Berez, 2015). At Tribhuvan University of Nepal and Southern Illinois University Edwardsville, linguistics and some other students receive training in creating digital humanities exhibits, get hands-on experience creating metadata and annotations for language data (Hildebrandt et al., 2019). Also, Open Access training has recently been developed by some language archives. One example is the Archiving for the Future online course for depositors-linguists that provides a background in digital curation (Kung et al., 2020). Similarly, the Collaborative Language Archiving Curriculum (2020) aims to guide language communities through the archiving process. The Training and Resources for Indigenous Community Linguists program aims to
connect linguists and language communities to support each other in language documentation activities and archiving (Centre for Cultural-Linguistic Diversity Eastern Himalaya, n.d.).

LIS curriculum has not yet kept in pace with these developments. Professional librarians’ input would be beneficial to organizing in language archives (Burke et al., 2021), yet information professionals graduating from LIS programs currently lack knowledge on language archive user needs, attributes of language data, as well as specifics of information organization, metadata quality assurance, and user-centered design for language archives. There is a clear need for diversifying LIS education by incorporating these topics. There is also a need for the LIS field to focus more on rights, ownership, archiving spaces, and mutually beneficial relations between communities and partnering institutions, identify and disseminate best practices, and develop collaborations with linguists to support community archiving (Chelliah, 2021). Our interdisciplinary team that includes LIS and Linguistics educators and researchers, library and digital archive practitioners have started exploring the ways to address these needs.

ACTIVITIES, LESSONS LEARNED, AND NEXT STEPS

In 2019, aiming to bridge the knowledge gap between linguists and information professionals by developing a common ground and shared terminology, a team of LIS and Linguistics faculty and practitioners at the University of North Texas developed an interdisciplinary graduate course on topics of information organization in digital archiving of language data. This work was informed by our research project findings and practical experience related to language archives. The unified syllabus for combined class, the learning modules and assignments, presentations by instructors and guest speakers were designed with the idea to offer the middle ground between skills and interests of two student groups and to provide students with opportunities to learn together and from each other.

In Spring 2020, this combined course was offered to 19 graduate students. Twelve LIS students were enrolled in the synchronous online advanced course INFO5224 Metadata II; they had successfully completed the introductory metadata course in the past. Seven Linguistics students were taking the face-to-face course LING5030 focusing on South Asian languages (SAL). The course aimed to address seven learning outcomes:

1. Develop understanding of language data formats, collections, and archives with reference to South Asian languages (SAL)
2. Be able to discuss relevant major typological features of SAL.
4. Understand important issues and current trends in metadata theory and practice in relation to language data: creation, documentation, and management of metadata; metadata quality and interoperability; metadata as Linked Data; existing technologies and applications; metadata use in information retrieval.
5. Create high-quality item-level metadata for SAL data
6. Create collection-level metadata for collections of SAL data
7. Evaluate metadata quality in a SAL digital collection and develop metadata creation guidelines for SAL data collection(s).
A total of fifteen 150-minute-long class meetings were held, which included topic presentations, examples, demonstrations, and assignment walk-throughs. Both instructors led class meetings together – with content equally split between the two – in the physical classroom with simultaneous Zoom meeting. Slide sets used by instructors and guest speakers, recordings of each Zoom meeting, and automatically-generated transcripts were made available for student review through the combined course website. During the 3-week introductory period, Linguistics students were introduced to the basics of information organization principles. At the same time, LIS students reviewed key content from the previous relevant coursework, narrowed down with language-specific examples and learned the basics of linguistics terminology and general information about SAL that would be necessary for understanding materials in the language collections later in the semester. Linguistics students were also holding separate reading groups to cover more in-depth linguistic content (to address learning outcome 3). The first, fourth, fifth, sixth, and seventh student learning outcomes were assessed through written assignments: one individual exercise, followed by three practical group assignments which contributed to the semester-long real-life project. In that project, interdisciplinary student teams developed common understanding and vocabulary, build skills, and applied these in practice to created and organize the digital archive for Manipur language materials accessible via UNT digital library.¹

The lessons learned in this experiment were of two kinds:

- Those related to domain differences between LIS and Linguistics terminology. Such differences highlight limitations of some of the traditional library tools when it comes to providing adequate access to language archive materials based on the needs of typical users of these materials
- Those related to instructional design.

One example of the first kind of lessons learned is related to vocabulary control. There is a very limited set of domain-specific controlled vocabularies for representing language data. In addition to Glottolog and AUSTLANG language code lists that complement ISO 639-3 standard, it includes four small-scale and less known OLAC vocabularies: for linguistic subject (29 terms), role (24 terms), discourse type (10 terms), and linguistic data type (3 terms). For that reason, metadata creators rely on often much more extensive controlled vocabularies widely used in the libraries, archives, and museums. Those vocabularies often use the same terms but in the much broader or sometimes quite different meaning. For instance, the term Analyst that in the MARC Code List for Relators – used in language archives hosted by academic libraries – is defined as “a person or organization that reviews, examines, and interprets data or information in a specific area” is not represented in OLAC role vocabulary. However, this term is commonly understood by documentary linguists who collect and deposit materials into language archives as referring to a person or a group that specifically provided linguistic analysis of language data. As a result, the information in metadata records is interpreted differently by information professionals and users of language collections, which highlights the need for collaboration and development of common understanding of terminology, and extensions to existing OLAC controlled vocabularies.

¹ https://digital.library.unt.edu/explore/collections/MDR/
Student feedback offered lessons learned in relation to instructional design. Some examples of comments on the strengths of the combined course included:

- “Interacting with faculty and students from a different program is good preparation for real-life work situations in which we will need to work with people from various backgrounds, and with different interests and goals.”
- “Learning the detail required and level of organization needed to accurately archive data. I will be a better linguist as a result of this course”
- “This course helped me a lot in expanding my understanding on the subject”
- “It was good to understand that we may encounter subjects that we need to understand to provide good quality metadata in the future.”

Some of the weaknesses that students identified were technological in nature and can be relatively easily overcome in offerings of a combined class like this. For example, although online students had positive experience with instructors’ and guest speakers’ live presentations, they often could not hear what their fellow students in the physical classroom were saying during live discussion. That problem was resolved when all class meetings were moved online due to COVID-19 pandemic. Other weaknesses pointed out by students were more substantial and less easily addressable as they related to perceived balance of the course content. Interestingly, more than one student on each side (LIS and Linguistics) felt that their discipline’s content was overshadowed by the other’s:

- “Understanding the linguistics side seemed to detract from the metadata creation.”
- “I spent so much time trying to understand the linguistics portion of the class that I feel I neglected the metadata side.”
- “Hyperfocusing on information science over linguistics information”
- “Courses on different themes [are] better taught separately. If students are not equally interested in both courses, it is a hindrance in learning.”

Student feedback on this experimental course offering has been used to shape curriculum development. We are working on an improved version of a combined course for LIS and Linguistics students with the following changes: ensuring that course assignments cover each of the student learning outcomes, assessing the best-fit course pairs (e.g., an advanced metadata course paired with the field methods or tools course in the language documentation track), selecting methods, procedures, and approaches that better overlap with interests of both audiences, etc. At the same time, our team is experimenting with the modular curriculum approach. We developed a language archives learning module implemented in the Spring 2021 INFO5224 advanced metadata course. The first learning module was designed as a case study of a user community served by information professionals, with the focus on the user needs of language speakers (including Indigenous communities) and linguists, unique attributes of information objects collected in language archives, use of general and domain-specific metadata schemes and controlled vocabularies to represent language archive materials, etc. The other three learning modules were also revised to provide LIS students more opportunities to interact with language archives through evaluation of metadata quality, etc. The student survey revealed substantially higher satisfaction levels than those of LIS students in a Spring 2020 combined INFO5224/LING5030 course: 67% satisfaction score increase for the course content measure.
and 56% increase for overall effectiveness.² Spring 2021 student survey also included questions about four learning modules. Each module, including the one focused on language archives, received a high satisfaction score of 4.9 out of 5. Student feedback on the course redesign was positive: e.g., “Presentations about metadata for linguistic user communities were both very informative and interesting, […] opened my eyes to the interdisciplinary nature of the metadata profession.”

In the future, we plan to expand collaboration with LIS and Linguistics education experts and develop the flexible modular curriculum with a strong practical component and a focus on community language archiving. We envision that future curriculum to include the following modules: (1) Language revitalization and language and culture endangerment, (2) Developing and managing a community language archive, (3) Digital content management and metadata for community collections, (4) Preservation and access for community collections, and (5) Dissemination and use of community collections. These individual modules will be integrated in LIS courses in the areas of metadata, digital libraries, data curation, digital humanities, and digital imaging. Individual modules would also be implemented in Linguistics courses such as field methods, tools for language documentation, endangered languages, research methods for Linguistics; and in language archiving training workshops designed for language community members. The modules can also be taught together as part of a specialized LIS course on language archiving. We believe these and similar education initiatives will contribute to crafting resilient future by helping address the need for providing language archiving training to future information professionals and offering training on best practices for linguists and language communities on standards and techniques in preserving valuable language content, in creating and maintaining digital language archives.

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² Even though Spring 2020 student satisfaction scores were likely affected by the onset of the COVID-19 pandemic situation, the increase is sizeable.


Covid-19 Infodemic Disruption: Building Resilient Communities through Enhanced Information Literacy Education

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ABSTRACT

The Covid-19 infodemic has not only challenged the resilience of library and information science (LIS) programs but also prompted them to revamp academic curricula, develop innovative approaches for delivering content, and equip students with skills to help them become active agents in improving society. This study presents a qualitative content analysis of people’s perceptions about Covid-19 infodemic challenges across two diverse information environments in Finland and the U.S. The analysis reveals global concerns about pandemic-related misinformation and its negative impact on public health, civic engagement and people’s overall well-being. Findings also highlight considerable differences between the media, political, and information landscapes in both countries, and their overall impact on people’s information experiences. This study also demonstrates how the Covid-19 infodemic prompted two LIS programs in these countries to expand their information literacy curricula, and discusses the implications for building resilient communities with everyday life information literacy skills.

ALISE RESEARCH TAXONOMY TOPICS

information literacy; information needs; information seeking; curriculum; education programs/schools; community engagement

AUTHOR KEYWORDS

Covid-19 infodemic; information practices; everyday life information literacy; media; socio-cultural perspectives

INTRODUCTION

The Covid-19 pandemic has had a worldwide impact on the population, global economy, and educational institutions. Furthermore, it has spurred the development of an infodemic, a
phenomenon in which staggering amounts of information, both inaccurate and accurate, rapidly circulate in society during times of crisis (WHO, 2020). The Covid-19 infodemic has not only challenged the resilience of library and information science (LIS) programs but also prompted them to revamp academic curricula, develop innovative approaches for delivering content, and equip students with skills to help them become active agents in improving society. This study presents findings of people’s perceptions about Covid-19-related misinformation across two diverse information environments in Finland and the U.S. Moreover, it also demonstrates how the Covid-19 infodemic prompted two LIS programs to revamp their information literacy (IL) curricula and discusses implications for building resilient communities with everyday life IL skills in these two countries. The study addresses the following specific research questions:

- What are people’s perceptions of Covid-19-related misinformation?
- How did the Covid-19 infodemic change the trajectory of IL education in two LIS programs in Finland and the U.S.?
- What are the implications for everyday life IL in the post-truth era?

BACKGROUND

People depend on the media to help make sense of the deluge of information presented to them, especially in times of crisis. Covid-19 information can be found everywhere—via a quick Google search, while scrolling through social media, in text messages from friends and family or TV and internet news, on government websites, and in research journal articles. This information overload is exacerbated by Covid-19-related misinformation, conspiracy theories, conflicting narratives from experts, sensational stories from media, partisan politics, etc. Subsequently, “facts and evidence have been replaced by personal belief and emotion,” and news outlets and people receiving information are moving toward “a belief- and emotion-based market” (Rochlin, 2017, p. 386). Due to the nature of information gathering in the post-truth era and the high volumes of conflicting information about the pandemic, many people have trouble navigating this information landscape.

In order to handle the amount of information that is being received, a certain level of information literacy is required. Information professionals utilize their skills to sift through information for the general public, but if community members are able to become information literate, they will be able to determine how much information is needed, access the necessary information, and evaluate the information and its sources for authority, bias, and relevance (Hoq, 2016). Savolainen (1995) explored the idea of everyday life information seeking, but more research is needed to develop approaches for empowering communities with everyday life information literacy skills (Martzoukou & Sayyad Abdi, 2017) that would help them manage infodemics in times of public health crisis.

Everyday life information literacy (ELIL) is the idea that information literacy should expand beyond higher education and “relate to everyday practices as well as making informed decisions that are of significant value to individuals and communities” (Martzoukou & Sayyad Abdi, 2017, p. 634). They attribute ELIL to four different categories based on their own research into information literacy literature: leisure and community activities, citizenship and the fulfilment of social roles, public health, and critical life situations. Information professionals have been adept at addressing information literacy in higher education institutions through
implementing comprehensive information literacy plans, course-integrated library instruction, discipline-specific information literacy, embedded librarianship, and implementing information literacy into the first-year experience (Jarson, 2010). These same information literacy skills taught within higher education to aid with work can be transferred into society as everyday life information literacy.

Library and information science (LIS) graduate programs have a responsibility to facilitate information literacy education and prepare instructional librarians for the field. While IL is integrated throughout all LIS courses, Mbabu (2009) found that an increasing number of programs have created classes specifically focused on library-user IL. However, the Covid-19 infodemic challenges LIS educators to develop educational programs and courses specifically designed to equip future information professionals with skills to design, develop, and deliver programs that would empower people to handle misinformation and fake news. Therefore, it makes sense to equip students with everyday life IL skills for managing infodemics in the post-truth era. Critically thinking citizens are of key importance for a resilient society (Heiss 2020), but to guarantee this, we need to better understand how citizens’ information literacy adapts to the new infodemic age.

METHODS AND MATERIALS

An almost identical qualitative survey was circulated between 3/15/2020 and 5/15/2020 in Finland and 4/5/2020 and 6/4/2020 in the U.S. The survey was distributed online through various listserv, social media outlets, and Facebook groups throughout both countries. The survey targeted a wide variety of people, regardless of background or geographical location; respondents included librarians, information professionals, archivists, lawyers, accountants, teachers, pastors, and students, among others. Additionally, an appeal was made to the survey participants to pass on the survey link onto others who may have been interested in responding. A qualitative content analysis approach was utilized to identify respondents’ perceptions about Covid-19-related misinformation. A brief description of the sample characteristics from both countries is given below.

The Finnish sample included 261 participants from various geographical areas. Around 41% of the entire sample came from the Southwest region and included cities such as Turku (28%), Helsinki (11%), and Tampere (2%). The age of the respondents ranged from 20 to 79 with an average age of 45. Of the 261 respondents, 78.5% were female, 19% were male, and 2.3% chose not to disclose gender. While most of the respondents were employed (70%), a small number of participants included students (12%) and retirees (11%). The analysis reveals that around 4% of respondents were either diagnosed with Covid-19 or were familiar with someone in their immediate environment who received a positive diagnosis. Similarly, 19% of respondents indicated that they belonged to a group considered at high risk for Covid-19.

The U.S. sample included 1979 participants from various geographical regions including 48 states and Washington, D.C.; the majority of these respondents were from New York (19.1%), California (13.2%), and Michigan (11.7%). The respondents represented various age groups ranging from 18-88 years old. Respondents were overwhelmingly female (82.9%); males accounted for 14.3% of the sample, while 2.7% of participants identified either as LGBTQ+, or did not wish to disclose their gender. While a majority of respondents were employed (83.4%), a
relatively small number of participants included people from self-employed (3.9%) unemployed (2.2%), retired (8.5%), homemaker (3.2%), and veteran (1.4%) categories. A small percentage of respondents (10.7%) were either students and/or belonged to the categories indicated above. The analysis reveals that 6.6% of respondents were either diagnosed with Covid-19 or knew someone in their immediate environment who received a positive diagnosis. Similarly, 37.1% of respondents indicated that they belonged to a group considered at high risk for severe Covid-19 infection.

FINDINGS

Perceptions of people about the Covid-19 related misinformation

Findings of the Finnish data identified five major themes: information provision, relations/attitudes, emotions, society and effects on it, and evaluation of information (Eriksson-Backa, 2020). Further analysis reveals that respondents were perplexed by the inflow of vast amounts of information. The respondents harbored obvious negative emotions triggered by information overload and other adversities. While most people suffered adversity, few were content with the availability of information. Humor and satire were seen as possible coping tools. Nevertheless, misinformation and disinformation were a huge concern for some respondents (9%) and were sources of anxiety and frustration affecting their emotional well-being. Some also had mixed feelings about the amount and quality of information coming from the authorities. Some respondents commented that “communication in the beginning of the coronavirus epidemic was too careful” and criticized the responsiveness of the authorities in managing the pandemic. People were mostly satisfied with the media information; they also emphasized the importance of the format. Regarding the effect of the pandemic on interpersonal relations, the respondents showed concern and empathy. The majority reported suffering from anxiety, yet the respondents showed trust in the communications. They also seemed well-informed and confident about their information handling skills. Some respondents raised concerns about the politicization of information and its negative impact on society, and remarked that it is “unpleasant to notice that Coronavirus is used as a political weapon.” Some were concerned about a possible future economic downfall, and they compared Finland’s activities with those of other countries, since information about global development is readily available.

A majority of the U.S. respondents (64%) perceived Covid-19-related misinformation as quite problematic. At the same time, a small number of respondents (3.8%) felt occasionally troubled by false information about the pandemic. Interestingly, some respondents (10.3%) indicated that misinformation about the pandemic was “not a problem for them but for others.” A substantial number of respondents (26.8%) highlighted public health as their major concern and how “misleading information and rumors” were affecting their “emotional well-being” and putting “all of society at risk.” A small number of respondents (5.9%) raised concerns about civic engagement and alluded to how “false information causes unnecessary fear and panic in the community” and can “endanger the health, finances, and civil rights of many.” Some respondents were troubled by conflicting expert opinions (4.7%) and noted their distrust of the media (4.6%). Quite a few respondents raised concerns about politicized information and how it impacted their interpersonal relationships with family, friends, neighbors, colleagues, etc. (1.3%). Some respondents also highlighted their distrust of the federal government (2.3%), Fox News, and President Trump (7%). In contrast, the Covid-19 infodemic did not pose any problems for a
substantial number of respondents (21.2%). A majority of these respondents were confident about their information handling skills and utilized information avoidance as a coping mechanism to maintain their emotional well-being against the uncontrollable stream of information. They were concerned that “too many people believe inaccurate information and act on it,” and emphasized the need to empower communities with IL skills for navigating through the complexities of the post-truth information environments.

The IL education approaches of two LIS programs

The Covid-19 pandemic has forced many educational institutions to revisit their curricula and develop innovative strategies for delivering content. Below we present how the Covid-19 infodemic promoted two LIS programs in Finland and the U.S. to revamp their IL education approaches and discuss the implications for building resilient communities to face the challenges of post-truth information environments.

For several years, IL has been part of multiple courses at both the bachelor’s and master’s levels in a Finnish LIS program at Åbo Akademi University. However, given the growing challenge of “information disorder” (Wardle & Derakhshan, 2017, p. 5), IL has been emphasized as both as a competence to support within library and information services, as well as one necessary for everyday life. IL is conceptualized in the context of individual information handling skills (e.g., courses on information behavior, information seeking), and in the context of service development (e.g., information society, information service management). Course feedback has shown that students find IL highly interesting and important, and they can easily relate to its challenges, which lays an excellent groundwork for experiential learning.

The LIS program at St. John’s University has traditionally imparted IL education through its foundational and elective courses. However, the Covid-19 infodemic, civil unrest, and racial tensions prompted it to expand its IL curriculum by developing a new course specifically covering “Fake News and Misinformation.” This course emphasizes access to authoritative information as a social justice issue and equips students with the necessary IL skills, strategies, and resources to address fake news, misinformation and conspiracy theories, and their implications for public health, civic engagement, and people’s overall well-being. Students demonstrate their appreciation for sharpening their critical thinking skills in analyzing media and information landscape, informational belief systems, infodemic management approaches, and designing a misinformation awareness program for improving people’s information handling skills for everyday life.

DISCUSSION AND IMPLICATIONS

The Covid-19 pandemic has exposed many challenges presented by the current information environments. A majority of respondents (78%) in the U.S. perceived Covid-19-related misinformation as quite troubling. Many respondents appeared to be concerned about the negative impact of the Covid-19 infodemic on public and personal health, civic engagement, and people’s overall well-being. Some people displayed trust in believing experts, reputable organizations, politicians, media, and evidence-based information. In contrast, some respondents
(9%) in Finland found pandemic-related misinformation and disinformation concerning, and reflected on its negative impact on overall society and civic engagement. While some respondents raised concerns about the politicization of information, a majority of them appeared to be satisfied with the information received from the media and authoritative sources. Many respondents in the U.S. raised concerns about people’s information handling skills and emphasized the need to empower communities with IL skills to help them navigate post-truth information environments. Similarly, Finnish respondents also advocated for preparing communities with suitable skills and approaches for evaluating information.

This study also highlights how the Covid-19 infodemic prompted two LIS programs in both countries to revamp their IL curricula. The growing challenge of information epidemics prompted an LIS program in Finland to emphasize the importance of IL competence in information handling for everyday life through several courses. Similarly, the amplification of misinformation, multidisciplinary growth of infodemiology (WHO, 2020), civil unrest, and racism triggered the development of a new course on “Fake News and Misinformation” in an LIS program in the U.S.; it equips students with skills to design and develop programs that empower communities with everyday life IL skills. While the IL education approaches differ in these programs, both make concerted efforts to prepare students with critical thinking and an everyday life IL mindset in order to meet the challenges of contemporary information environments (Martzoukou & Sayyad Abdi, 2017).

Overall, the findings highlight global concerns about Covid-19-related misinformation and its negative impact on public health, civic engagement and people’s overall well-being. However, there are considerable differences in the media, political, and information landscapes, and their overall impacts on people’s information experiences in Finland and the U.S. The study also highlights implications for equipping students with everyday life IL skills to help them become active agents in improving society. Although no IL course or program can possibly prepare students and people for every potential information crisis, they can certainly equip them to be confident and nimble in their information handling skills to navigate through the increasingly complex information environments of the post-truth era.

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Staying Healthy and Connected
Small and Rural Public Libraries’ Facebook Use during COVID-19

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ABSTRACT

This paper documents and compares how small and rural public libraries in four U.S. states (MI, NC, OK, VT) utilized the social media platform Facebook to disseminate information and to stay connected with their communities during the COVID-19 pandemic. The focus here is on health and wellness, as this study is part of a larger IMLS-funded research project on health and wellness programming in small and rural libraries. By examining three months in 2020 (March, July, December), trends emerge, including: The normality of the first half of March shifted to closures and cancellations in the second half; different strategies deployed during the summer; and a certain level of adaptation to the new normal in December. By highlighting how small and rural libraries stay afloat and stay connected with their communities, this paper highlights the continuing need to attend to the unique needs of small and rural librarianship in LIS curricula.

ALISE RESEARCH TAXONOMY TOPICS

public libraries; social media; community engagement; research methods.

AUTHOR KEYWORDS

small and rural public libraries; health and wellness; COVID-19; disaster response.
INTRODUCTION

The Library of Congress closed to the public on March 12, 2020. During the following week, public libraries throughout rural America also closed to the public. Due to the lack of a coordinated response from the federal government, rural libraries and library systems were often left with the responsibility of deciding, within their local contexts, how to respond to the pandemic.

As researchers, we too were challenged on how to respond. Our IMLS-sponsored grant team was collecting data about how small and rural public libraries were providing health programming and promoting wellness within their communities. Libraries in this study were in North Carolina, Vermont, Michigan, and Oklahoma. When the public libraries closed, we started documenting the libraries’ utilization of social media, and in particular, Facebook.

LITERATURE REVIEW

The LIS profession has already prolifically produced scholarship concerning library responses to COVID-19, even though it has been less than one year since everything about our professional and personal lives changed, seemingly overnight. In countries as diverse as Pakistan, Ireland, and Croatia, libraries of all sizes have been in the fray since approximately mid-March 2020, when shutdowns began occurring on a global scale (Ali & Gatil, 2020; Carberry et al., 2020; Holcer, 2020). April 1, 2020 saw a total of 35 states in the U.S. issue directives or mandates either requiring or encouraging residents to remain at home as much as possible and when in public, take various precautions to help stop the spread of COVID-19 (Freudenberger, 2020). Librarians quickly made decisions about how to move services online; how to continue to offer programs; and how to stay connected with their communities (Alajmi & Algudawal, 2020; Ali & Gatil, 2020; Carberry, 2020; Holzer, 2020). As the pandemic progressed and worsened throughout 2020, librarians became innovative with both programs and services, instituting curbside pick-ups of all sorts of materials; and holding storytimes, concerts, and book clubs via Zoom or YouTube (Goddard, 2020).

How did small and rural libraries in the U.S. respond to the pandemic? Small libraries (serving fewer than 25,000) comprise approximately 76.3% of public libraries in the United States, and about 46% of all public libraries serve rural populations (IMLS, 2021). As well, 30% of public libraries’ service areas consist of fewer than 2,500 individuals and employ 1-2 staff (ALA, 2017). Although the world was unprepared for COVID-19, rural libraries often stepped up to the challenge (Chase, 2021). According to Chase (2021), “[s]mall and rural libraries were the first to offer services during the 2020 COVID-19 pandemic, and, in many cases, continue to outpace their large, urban counterparts in providing access to their communities” (p. 237). The anecdotal evidence Chase (2021) presents suggests that small and rural librarians may have led the way in our national library response to the COVID-19 pandemic. What lessons can we learn from looking closely at how small and rural libraries responded?
METHODOLOGY

*Community Health and Wellness: Small and Rural Library Practices, Perspectives, and Programs* is a project funded by the Institute of Museum and Library Services (IMLS) that began in August 2019 as a four-state effort to understand how small and rural public libraries address health and wellness through public programs (IMLS, 2019). Prior to interviewing librarians and other stakeholders, the research team documented how the 16 participating libraries supported health and wellness by scraping information on relevant programming from their websites and social media. The data was organized using Zotero and tagged using a shared set of terms. Examples of health and wellness data collected include library programming, community partners, health and wellness challenges in each community.

When COVID-19 arrived, both the libraries and the researchers shifted gears. Close attention to library utilization of social media revealed that for many small and rural librarians, Facebook was emerging as a primary platform for both staying connected to constituents and disseminating information. To understand how small and rural librarians used Facebook to share health and wellness related information and programming during the pandemic, posts related to this topic were closely analyzed using grounded theory techniques (Charmaz, 2006) from three months (March, July, December 2020).

FINDINGS

In total, 441 posts related to health and wellness information and services were collected from the set of 16 libraries for the three months studied. This section details what was found in each state, before comparing and discussing the implications of these findings.

**Oklahoma.**

The governor of Oklahoma instituted a “safer at home” policy closing some businesses, and municipalities made further decisions about closings or mask mandates. Libraries worked within their municipalities on their pandemic responses. The four libraries in the study are branches in two rural library systems and both systems closed on March 16.

Both systems responded to the pandemic by making numerous health-related posts in March (22 for one system, 14 for the other), this dropped by July (9 and 2), and again by December (2 and zero). Many early posts specifically addressed COVID-19 such as handwashing for kids, information about masks, and informative flyers about the virus.

The systems used their Facebook accounts differently. One posted mostly original content including videos created with a health literacy grant from the state library’s IMLS LSTA grant. They covered exercise, healthy recipes, home spa techniques, and gardening topics. The other system predominantly shared links from sources such as local and national news, state/national government agencies (health departments, CDC, Census Bureau, IRS), and other libraries. They included links to COVID-19-related economic stress such as unemployment.
insurance and claims, food assistance, eviction moratoriums, and rental assistance; and shared locations where people could get health services such as COVID testing and flu shots.

**Michigan.**

On March 11, 2020, the governor declared a state of emergency. Five days later all Michigan libraries were directed to close by the first in a series of executive orders in response to the emerging pandemic. Each of the four libraries used Facebook to keep its community informed about library services and hours. All transitioned in mid-March to provide new types of service in response to the directives from the governor. One library was quick to offer programming both offsite/outdoors and online. All four libraries shared COVID-19-related information and resources.

In July, the library that had offered programming in March increased the frequency and type of programs – virtual live programs, outdoor on-your-own-time programs, and virtual asynchronous programs. The other three libraries showed some increase in virtual programming but nothing approaching the number of programs offered by the fourth site. All four libraries offered regular updates on services as well as COVID-19 information updates.

Facebook activity by the four libraries in December was uneven. One library – the one that hit the ground running in March – continued to increase its programming while the other three focused on sharing information about resources available through the library.

**North Carolina.**

In North Carolina, the governor issued a statewide stay at home order on March 27, 2020. All participating libraries had closed by March 18. One library moved quickly to generate original content, posting the day after its closure an engaging illustration on how to utilize new curbside services. A different library started the practice, continued throughout the year, of focusing its posts on content created by others, including timely information on places to go to get free food and free workout videos created by the local YMCA.

The four libraries took different courses during summer. One library shared extensive information on new outdoor services, including WiFi picnic tables and grab-and-go health programming activities. Another library focused content around virtual programming, including co-sponsored cooking classes with the cooperative extension.

December posts evince both continuity and adaptation. The library that offered virtual cooking programs in the summer continued them. The library that promoted outdoor opportunities during the summer continued these, including the announcement of a new little food pantry outside the library. A third library increased its original content, including posts on a StoryWalk and online yoga classes.

**Vermont.**

On March 13, 2020, the governor declared a state of emergency. All participating libraries started implementing curbside services. One library immediately developed an
emergency COVID-19 resource program to match community needs with services (e.g., food, shelter, etc.). On March 26, the governor ordered all non-essential businesses and services to shut down. The libraries all closed and stopped curbside; the remainder of the month they posted information about COVID-19.

In July, all libraries cautioned people to wear masks, stay six feet apart, and use hand sanitizers. One library posted that it would open again at 25% capacity. Another reopened curbside and posted information on local food distribution efforts. All libraries continued posting COVID-19 information, from both state and federal sources. One smaller library offered a full slate of outdoor programming including yoga, gardening, and a StoryWalk.

December included announcements about free food and holiday meal kits offered by local restaurants in towns served by three of the libraries. One library linked to a virtual local solstice event for the homeless. One library announced that the town’s ambulance service was offering COVID-19 testing. Another encouraged patrons to pick up free snowshoes and poles.

DISCUSSION

What messages about health and wellness did these small and rural libraries communicate to their communities during the COVID-19 pandemic? The messages vary from community to community, but include:

- Providing enriching virtual programming for people as one way to provide library services under the stay-at-home orders
- Sharing online programming created by others and produced in-house by the library workers
- Making library resources like wi-fi accessible via hotspot lending and extending the reach of the signal to library parking lots and other outdoor areas
- Sharing timely information related to COVID-19 and to local efforts to ensure community members have access to the resources they needed to stay healthy and well during the pandemic, including food and outdoor recreation
- Sharing information on library efforts to engage patrons safely outside
- Sharing information related to library closures, services, and re-opening plans

The strategies these libraries developed emerged out of their creativity and ingenuity and a keen awareness of the challenges facing the people in their communities. In the context of weak national messaging on how best to respond to the COVID-19 pandemic, local institutions like libraries had to figure out how to respond on their own.

In many states, small and rural librarians also turned to state library agencies for information and support. In our interviews with librarians we are exploring how guidance from the state may have informed library responses. We are also seeking to understand what other sources of information proved valuable to librarians as they developed policies and practices, and
services and programs during the pandemic. In interviews, we intend to better understand how utilization of Facebook overlapped with other means of disseminating health and wellness information and learning opportunities during the pandemic to the community members with limited or no Internet access.

**Implications for education.**

The findings of this exploration of small and rural librarians’ utilization of the social media platform Facebook to promote health and wellness during the COVID-19 pandemic revealed several important implications for LIS education. These include ensuring students leave equipped to:

- Share relevant information in their communities, particularly in the context of a disaster, including knowing about efforts to distribute resources, such as food, to those in need.
- Start, maintain, and leverage community partnerships, including during disasters. These partnerships enabled small and rural librarians to continue collaborating with local instructors, farmers markets, extension educators, and more to offer everything from classes on how to Blanch and Preserve Vegetables to Yoga.
- Be aware of and connected to health information providers and policy makers in their state and region, including both local health districts and state Offices of Rural Health, as well as food pantries and extension educators.
- Initiate and contribute to policy discussions around information policy and broadband inequities. More than “filling in the gaps,” small and rural librarians could share their stories to advocate for library funding as well as policies that more generally lead to healthier, better informed, and more connected small and rural communities.
- Develop a community appropriate communication and outreach plan.
  - Whether outside or online, small and rural librarians turned to spaces outside of their building to keep communities engaged during the pandemic. Policies that draw on the lessons learned during COVID-19 could help librarians do this work more effectively in the future.
  - The COVID-19 pandemic illustrated how essential digital technology is, despite broadband inequities, to small and rural librarian community engagement. Digital communications strategies for small and rural librarians need to be part of our curriculum
  - The COVID-19 pandemic also illustrated the versatility and importance of outdoor space, which was used for everything from WiFi Picnic Tables to curbside pickup to socially distanced in-person programming. Small and rural libraries frequently have very small indoor spaces. Being able to frame outdoor spaces as programming spaces for small and rural librarians should be better incorporated into our teaching.

Finally, reflecting the fact that many small and rural librarians do not have MLIS degrees, and many will never secure MLIS degrees, there is a strong need for continuing education, led by LIS faculty, which could be offered in conjunction with state library conferences. More
generally, LIS faculty and students need to meet small and rural librarians where they are, as we learn with them and from them. Together we can forge a sustainable health and wellness infrastructure for our communities.

CONCLUSIONS

Small and rural libraries are not always seen as core components of community health ecosystems. During a worldwide pandemic, the small and rural librarians who are participating in this study exercised ingenuity as they used the social media platform Facebook to stay connected to their communities, keep residents informed, and to continue to serve the health and wellness needs of their patrons. The strategies employed were as diverse as the libraries themselves and included everything from creating new outdoor infrastructures to launching virtual cooking classes to sharing timely local, state, and national information. We encourage more scholars to closely attend to small and rural librarianship, and to weave the lessons learned from this inquiry into their teaching, mentorship, and scholarship.

REFERENCES


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Decolonizing & Indigenizing LIS

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ABSTRACT
What does it mean to Indigenize and decolonize a Master of Library and Information Science (MLIS) program? This paper outlines the process by which one Canadian MLIS program responded to the reports from the Truth and Reconciliation Commission of Canada and the Canadian Federation of Library Association Indigenous Matters Committee that specify the implications and provide guidelines for best practices for librarianship and the information professions across Canada. In outlining the challenges of re-engineering our standard procedures, practices, and pedagogies, this paper provides a path forward for other MLIS programs looking to critically evaluate and develop their own programs.

ALISE RESEARCH TAXONOMY TOPICS
Education; pedagogy; students; curriculum; social justice.

AUTHOR KEYWORDS
decolonizing; indigenizing; course development.

INTRODUCTION
In 2015 the Truth and Reconciliation Commission (TRC) of Canada completed their investigation into Canada’s Indian residential school systems and released their final report (2015a) as well as 94 Calls to Action (2015b). Reconciliatory calls to action included ones specific to both libraries and archives, and to educational institutions. The Canadian Federation of Library Associations (CFLA) followed up on the calls to action with their own Truth and Reconciliation Report and Recommendations to specify the implications and create best practices for libraries across Canada.

The following proposal speaks to course and pedagogy development in a Library and Information Science (LIS) program in order to address relevant aspects of these calls. In our work to develop and implement a course on indigenizing and decolonizing LIS, we address how we re-engineered standard procedures, practices, policies, and pedagogies, and the challenges we experience in making such changes sustainable. The course provides a foundation for Master of Library and Information Science (MLIS) faculty and students to engage in indigenizing and decolonizing work in their own practices—to this end our goals were to cultivate respect, explore, and begin to understand the cultural, pedagogic, and epistemological needs and practices of Indigenous communities.

Through the process of developing this course, we had the following questions: How do we develop curriculum for the next generations of librarians and other information professionals that integrates principles of reconciliation and actively decolonizes our fields of study, research, and
professional practice? How do we best incorporate Indigenous ways of knowing, being, and doing into the educational, organizational, and cultural structures of our MLIS program? Both of these questions are rooted in the need and desire to first acknowledge the unfathomable harms that have been done to Indigenous peoples in Canada as a part of the European Colonization project, and then, to work towards reconciliation.

BACKGROUND RESEARCH

We approached the development of this course with many years of experience as teachers in MLIS programs, responsible for designing and evaluating formal and informal curriculum to support our students’ learning about LIS knowledges and practice. As women with varied backgrounds, we stand in relation to this work as a second-generation citizen of settler-immigrants from Western Europe, as a new immigrant to Canada from fourth generation, American, settlers-immigrants in the United States, as a third generation Canadian, and as a First Nation person of Stoney and Cree descent and fourth generation Canadian. We acknowledge the legacy of our own colonialist ideologies and its consequences for our pedagogy.

We committed to educating ourselves about Indigenous histories and literatures, contemporary social justice issues regarding Indigenous cultures, land acknowledgements and treaty relations, and language preservation. We continue to develop our understandings of the tensions of trying to understand, disrupt, and dismantle the influence of settler-colonialism in these contexts.

Since early 2017 we have worked as a group to educate ourselves and to develop relationships with Indigenous community members. The work to building community relationships began with our local contexts. We consulted with the First Nations Consultant at the Southern Ontario Library Service, local First Nations Public Library directors in Ontario, the director of the Indigenous Student Centre at our university and the university’s Special Advisor to the President (Indigenous Initiatives), among others. Through the development of these relationships, we were invited to attend the meeting of the Indigenous Task Group at the Ontario Library Association (OLA). In addition, we facilitated a sharing circle at the OLA conference that was attended by Indigenous and settler LIS instructors, librarians, and library students. This kind of continuing meaningful engagement with community is necessary at all stages of the course development. This lengthy process was necessary to develop trust and relationships with our Indigenous LIS and university experts.

FINDINGS FROM CONSULTATION AND RELATIONSHIP BUILDING

Based on these consultations and the relationships we developed, we learned the following:

- That incoming students do not have a strong baseline knowledge of Indigenous peoples, knowledges, and concerns. We can also not assume that they have knowledge about the
contexts of Truth and Reconciliation, nor about current debates and initiatives surrounding reconciliation, conciliation, and decolonization in contemporary society. This lack of knowledge impacts their ability to readily understand the place of libraries as a source of colonialist ideas and as a site of colonialist ideologies.

- That settler students require this knowledge to become better allies and advocates for Indigenous library staff and community members.
- That Indigenous students require this content in order to be recognized, and to feel safe and accepted in the program.
- That content about Indigenous peoples and their experiences and how those relate to LIS cannot just be relegated to an elective course.
- That one of the most effective ways to decolonize libraries and information institutions is by recruiting, hiring, and supporting Indigenous people into the library and information professions.

Additionally, we created the following objectives for the course:

1. To continue to develop and maintain relationships with local Indigenous partners by establishing an advisory committee that meets regularly (building on our first community meeting in January 2019)
2. To create a safe and respectful space in our MLIS curriculum specifically for Indigenous students to consider and undertake graduate work with us
3. To contribute to instructor capacity to teach Indigenous content by encouraging community members, faculty, staff, and students to work together to integrate Indigenous knowledge into existing LIS courses
4. To establish learning outcomes for MLIS students that respond directly to the TRC recommendations and that demonstrate their capacity for intercultural understanding, empathy, mutual respect, and their knowledge and understanding of LIS in the context of Indigenous traditions, histories, accountability to land, past and current injustices, and contemporary issues.

COURSE IMPLEMENTATION

Through the acquisition of a $10,000 Fellowship in Teaching Innovation award from our university’s Centre for Teaching and Learning, we were able to design and implement a course that helps address our overall goals and the findings from our community consultations and relationship building.

The course opened with a ceremony from an Elder who shared her wisdom and the students participated in a KAIROS blanket exercise, a teaching tool (http://www.kairosblanketexercise.org) designed to facilitate learning about the history of the experience of Indigenous peoples in Canada within a reconciliation framework. The working group members became the course facilitators, but not the instructors for the course. Instead, expert Indigenous LIS professionals and scholars were hired (via Zoom, given the current COVID-19 pandemic) as instructors. The five main instructors for the course focus on topics associated with the program’s five core courses. Additional Indigenous librarians have been
brought in for Ask-Me-Anything (AMA) sessions, and Indigenous authors have shared how their stories drive reconciliation through education.

Group discussion in the course involves sharing circles every three weeks where all students share a thought, emotion, or takeaway from the session provided by the guest lecturer. These sharing circles have provided rich context to the course and students look forward to hearing from each other during this time.

The main assignments for this course are reflection essays. After each guest lecturer, students were tasked with writing a reflective essay outlining any changes in their thinking and learning. An event that claims to teach decolonizing principles must ask its learners to engage in critical self-reflection; Indigenous pedagogy “accepts students’ cognitive search for learning processes they can internalize.” (Battiste, 2002, p. 18) Freire (1994) argues the importance of dialogue and critical thinking to remove oppressive Western thought from both the oppressed and the oppressors, “Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, helpful inquiry human beings pursue in the world, with the world, and with each other.” (p. 53)

Lastly, for their final project students are developing proposals for future projects. The purpose of this assignment is to give students an opportunity to integrate some of knowledge they gained over the term and apply it to a future real-world professional project proposal. The types of projects students proposed included some of the following:

- A collection development project to decolonize current collections
- Developing a LibGuide for resources for a defined group of users or specific course
- Decolonizing and improving library spaces
- Developing an Indigenous zine collection for a library
- Policy document development for a library (e.g., decolonizing training in the library for library staff)
- Start a project of reconciliation in a library (e.g., Indigenous book talks, storytimes in the library)

**TAKEAWAY**

Through our two-year process of relationship building and community consultation and in the actual implementation of the course, there were a number of takeaways that may prove helpful to other MLIS programs who choose to do this type of work.

1. As most LIS faculty and instructors are not Indigenous, most early work will be developing their own knowledge and critiquing their assumptions and biases. There is a need to understand the historical and ongoing injustices experienced by Indigenous Peoples across Turtle Island and around the world. Additionally, there needs to be an understanding of local Indigenous communities. While there may not be reserves nearby, there may be a Friendship Centre for local Indigenous peoples.
2. Developing strong community relationships is key. Showing a willingness to listen and learn from local Indigenous peoples is part of what develops trust and relationships that can provide additional insight into pedagogy, history, society, culture. It needs to be noted that relationship building takes time. For our project we spent two years developing our relationships with Indigenous community members before we even began to design and implement the course.

3. As most faculty or instructors moving this kind of pedagogy forward are likely to be settlers, it’s likely they may be intimidated by the process and the desire not to mess it up. Even with significant background knowledge acquisition, know that you will mess it up at some point. It’s how we react to that error that sets the tone for the future. Being humble in our mistakes and seeking to correct them will allow continued forward development.

4. Getting administration on board may be complicated as this type of pedagogy and course development is a long process that, in the end, is not set up like other classes likely have been in the past. Our initial offering of the course is unique in that it is supported by a $10,000 Teaching Innovation Fellowship. It’s unclear yet what future iterations of the course may look like.

5. The importance of appropriate compensation of Elders and Indigenous experts cannot be understated. Compensating these folks for knowledge and wisdom within appropriate cultural protocol frameworks is vital to the success of such efforts.

REFERENCES


The Similarities and Differences of Vision and Mission Statements: 
A Comparison of ALA-Accredited LIS Programs and iSchools

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ABSTRACT

Vision and mission statements describe an institution’s hopes and aspirations, guide their strategic planning for the near and distant future, and help the public better understand the roles these institutions perform in their communities; they represent institutional identity. For this work, the vision and mission statements were collected from the websites of ALA-accredited LIS Programs and iSchools and compared using basic text analysis techniques. The most frequently occurring keywords were identified in current vision and mission statements and results indicate that they are very similar in the terms used across both the vision and mission statements; the key difference being the use of “library” for ALA-accredited programs and the use of “technology” for iSchools. The results presented here demonstrate that while iSchools sought to distinguish themselves by establishing a new culture and organizational identity, the vision and mission statements of iSchools today are still very similar to those of ALA-accredited programs.

ALISE RESEARCH TAXONOMY TOPICS

Scholarly communications; Standards; Information governance

AUTHOR KEYWORDS

Vision Statement; Mission Statement; ALA-Accreditation; iSchools; Organizational Identity

INTRODUCTION

Many, if not most, North and South American universities, colleges, and schools have vision and mission statements on their websites and in their marketing paraphernalia. Morphew and Hartley (2006, p. 456) stated that “[m]ission statements are ubiquitous in higher education.” These mission and vision statements are intended to let prospective and current students, prospective and current faculty, staff, and administration, and others understand the university, college, and/or school’s guiding principles and what it believes the future will entail, respectively. Meachum and Gaff (2006, p. 6) defined an educational mission statement as “an institution’s formal, public declaration of its purposes and its vision of excellence.” In essence, the university, college, and or/school is identifying its public identity for both the present and the future.
The vision of iSchools, according to Larsen (2018, p. 2359), is to provide “the venue that enables scholars from a variety of contributing disciplines to leverage their individual insights, perspectives, and interests, informed by a rich, ‘transdisciplinary’ community.” The iSchool movement began in the late 1980s and was formerly established as an organization in 2005. The iSchool organization states that its members are “dedicated to advancing the information field in the 21st Century” and share “a fundamental interest in the relationships between information, people, and technology” (iSchools, n.d.).

Many of the members of the iSchool Organization also contain ALA-accredited programs. The American Library Association (ALA) began accrediting schools in 1925; there are currently 62 ALA-accredited programs. The ALA’s (ALA, n.d.) mission is “[t]o provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.”

Based on the stated vision/missions of the parent organizations, both the ALA-accredited programs and iSchools should adapt to the changing roles of information professionals, the changing demands of technological advances and adoption, and the changes faced by universities as they adjust to a 21st Century mode of business and the global community at large. While the current missions of the iSchools organization and the ALA organization are different, the main premise of this exploratory work is to discover if the vision and mission statements of ALA-accredited degree programs and iSchools are also very different or more similar than one might think. In addition to determining the similarities and or differences between the vision and mission statements of ALA-accredited degree programs and iSchools, this exploratory study also hopes to inspire others to reflect on how the global 2020 pandemic affected their institutions and what that means for them moving forward.

LITERATURE REVIEW

Due to the changing outlook of not just the information professions but also the global community, this exploration of vision and mission statements of ALA-accredited degree programs and iSchools is a critical exercise in identifying the ways in which these units define their public identity. No discovered research has compared the vision and mission statements of ALA-accredited LIS programs and iSchools. Because of this, the literature review takes a more comprehensive approach, exploring vision and mission statement research that spans various domains. There is a clear gap in the literature on vision and mission statements for ALA-accredited LIS programs and iSchools. Topics discussed below include academic libraries, universities (as a whole), and business and medical schools.

With regards to academic libraries, Nous (2015) argued that mission statements were an important tool to display and communicate an academic library’s purpose to both employees and patrons. Salisbury and Griffis (2014) conducted a study on how well academic libraries communicated their mission statements on their website and found that only 84% of the surveyed academic libraries had mission statements available. Saddhono et. al. (2020) used textual analysis to examine typical characteristics in vision and mission statements at academic libraries in Indonesia and found that most statements were textually and socially dominated by aspects of information and technology. Bangert (1997) employed content analysis to analyze 58 California academic library mission statements (and formal statements of purpose) and argued that “the analysis of language provides a generalized picture of what academic librarians are stating about purpose and vision” (Bangert, 1997, p. 4).

With regards to vision and mission statements of academic institutions, Pioquinto et. al. (2019) discovered that the acceptability and awareness of vision and mission statements at a college in Pangasinan State University often varied among levels of staff with college administrators having the
highest awareness, while students, faculty and staff struggled with the acceptability of vision and mission
statements. Velcoff and Ferrari (2006) reported that senior administrators indicated they generally have
similar perceptions about their institutional mission statement and that their activities support this
mission. Meachum and Gaff (2006, p. 10) argued that the divergence found between undergraduate
education goals and mission statements was partially due to “a lack of educational leadership among
presidents, the senior administrators reporting to them, and members of board of trustee.”

Literature on vision and mission statements for medical and business schools reveal common elements
across institutions. A study by Orwig and Finney (2007) on mission statements from AACSB-accredited
business schools indicated that most of the statements examined were less than one page long, addressed
several different stakeholders, and typically did not provide vision statements, goals, or objectives.
Lewkonia (2001) conducted an international study of medical school mission statements from the United
Kingdom, United States, Canada, and Australia noting three integral roles outlined in their mission
statements: education, advancement of knowledge, and service to society.

There were no research documents found exploring the similarities and differences of vision and mission
statements from ALA-accredited LIS programs and iSchools. When examining higher education and
academic libraries, researchers point to the similarity in brevity of the documents, the common themes of
the vision and/or mission statements, and the need for administration, faculty, staff, and other
stakeholders to be involved in the development of a successful document (Meacham & Gaff, 2006). It is
essential that ALA-accredited LIS programs and iSchools consider the impact their vision and mission
statements impress upon the public in order to “become viable in our rapidly changing environments”
(Mattson, 2021), especially during this time of deep reflection and reckoning after the global 2020
pandemic.

To this point, the authors sought to conduct an exploratory analysis of ALA-accredited programs and
iSchools to determine 1) the similarities and differences between both iSchools and ALA-accredited
programs, 2) the similarities and differences across ALA-accredited programs, and 3) the similarities and
differences across iSchools.

METHODS

In Feb 2020, the websites of the 62 ALA-accredited LIS programs1 websites were examined to locate the
vision and mission statements of each program. A total of 73% (n=45) of the vision statements and 90% (n=56)
of the mission statements were located and downloaded for analysis. Similarly, the websites of the
50 iSchool Organization2 members from North and South America were examined to locate the vision
and mission statements. A total of 66% (n=33) of the vision statement and 88% (n=44) of the mission
statements were located and downloaded for analysis. After removing overlap between ALA-accredited
programs and iSchools (ALA-accredited programs were only collected once and categorized as ALA-
accredited), there were a total of 12 iSchool vision statements and 13 mission statements used in the
analysis. Each of the vision and mission statements were examined, and words were removed relating to
geographic locations, department names, school names, and abbreviations.

The corpus analysis toolkit AntConc (Anthony, 2020) was used to analyze the saved vision and mission
statements from the iSchools and ALA-accredited LIS programs. Four separate CSV (comma-separated

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1http://www.ala.org/educationcareers/accreditedprograms/directory
2https://ischools.org/Directory
value) files were created; one for the vision statements of ALA programs, one for the vision statements of the iSchools, one for the mission statements of the ALA programs, and finally one for the mission statements of the iSchools. Each CSV file was then imported into AntConc separately. Geographic locations (e.g., Detroit, Michigan, etc.), school and department names, and abbreviations were removed from the text and the Buckley-Salton\(^3\) stopwords list was applied before determining the keyword list and clusters/N-grams.

RESULTS

There were 443 unique words (438 of 1705 total words; 26%) remaining in the vision statements from the ALA accredited programs after removing stop words, geographic locations, department names, school names, and abbreviations. There were 11 keywords that were found at least 10 times across all vision statements as shown in Table 1 and 26 keywords found at least 10 times across all mission statements as shown in Table 2. Below Table 1 and Table 2 an example of collocation is shown with typical context for the term “information” in each of the vision and mission statement analyses. On average there were 38 words for vision statements with a minimum of 6 words and a maximum of 151 words. With regards to mission statements, there was an average of 54 words with a minimum of 10 words and a maximum of 241 words.

For comparison, Table 3 and Table 4 display the information from the iSchool vision and mission statement analyses, respectively, with an example of the term “information” in context. For the iSchools there were 12 vision statements located with 210 unique words (68% of 307 total words) and 13 mission statements located with 642 unique keywords (43% of 1500 total words) after removing stop words, geographic locations, department names, school names, and abbreviations. On average there were 44 words for vision statements with a minimum of 8 words and a maximum of 171 words. With regards to mission statements, there was an average of 76 words with a minimum of 20 words and a maximum of 225 words. In all tables below, the gray highlighting of a term indicates use in both vision and mission statements for the respective source (ALA-accredited programs or iSchools).

<table>
<thead>
<tr>
<th>Table 1</th>
<th>ALA Program Vision Statement Keywords (&gt;10 occurrences)</th>
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<td>information</td>
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<td>25</td>
<td>research</td>
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<td>15</td>
<td>learning</td>
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CONTEXT example:

\(^3\)http://www.lextek.com/manuals/onix/stopwords2.html
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</table>

**Table 3**

*iSchool Vision Statement Keywords*

(>3 occurrences)

**Table 4**

*iSchool Mission Statement Keywords*

(>10 occurrences)

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</table>

**CONTEXT example:**

“information”

⇒ accessibility
⇒ age
⇒ and technology
⇒ communication
⇒ field
⇒ professionals
⇒ science
⇒ studies
⇒ world

⇒ and access
⇒ challenges
⇒ environment
⇒ field
⇒ in society
⇒ institutions
⇒ leaders
⇒ management
⇒ professionals
⇒ science
⇒ society
⇒ studies
⇒ users
⇒ world
The results presented above demonstrate very similar vision and mission states across ALA-accredited programs and iSchools today. There were two terms not found frequently across both sets of vision and mission statements: “library” and “technology.” The term “library” was only found in ALA-accredited programs, as expected, and the term “technology” was found most frequently in iSchools. Most of the other terms overlap and are used just as frequently in both sets of vision and mission statements when compared. One could, if warranted, combine the keywords from the ALA-accredited programs and iSchool programs to develop a generic statement that could be used for both vision and mission statements in either type of department/school. In Table 5, the most common keywords from both ALA-accredited programs and iSchools are displayed side-by-side and a generic vision statement is developed. Similarly, Table 6 shows similar information for a generic mission statement.

Table 5
Combining Vision Statements from ALA-accredited programs and iSchools

<table>
<thead>
<tr>
<th>ALA-accredited</th>
<th>iSchool</th>
<th>Generic Vision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>information</td>
<td>information</td>
<td>information/data</td>
</tr>
<tr>
<td>research</td>
<td>research</td>
<td>library</td>
</tr>
<tr>
<td>learning</td>
<td>education</td>
<td>research</td>
</tr>
<tr>
<td>communities</td>
<td>world</td>
<td>learning/education</td>
</tr>
<tr>
<td>knowledge</td>
<td>data</td>
<td>world/global</td>
</tr>
<tr>
<td>education</td>
<td>human</td>
<td>human/community/society</td>
</tr>
<tr>
<td>world</td>
<td>global</td>
<td>technology</td>
</tr>
<tr>
<td>library</td>
<td>technology</td>
<td>expertise/innovate</td>
</tr>
<tr>
<td>society</td>
<td>based</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expertise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>innovative</td>
<td></td>
</tr>
</tbody>
</table>

CONTEXT example:

“information”
  ⇒ world
  ⇒ age
  ⇒ and access
  ⇒ and computer sciences
  ⇒ and knowledge
  ⇒ and media
  ⇒ and machines
  ⇒ and technology
  ⇒ creates
  ⇒ field
  ⇒ in society
  ⇒ management
  ⇒ professionals
  ⇒ school
  ⇒ science
  ⇒ studies
  ⇒ users

Table 6
Combining Mission Statements from ALA-accredited programs and iSchools
Morphew and Hartley (2006, p. 470), in their analysis of university mission statements, argue that identifying mission statement “commonalities of purpose could potentially provide an alternative means of categorizing institutions along the dimension of institutional ideolog.” An exploratory analysis of the vision and mission statements from both ALA-accredited programs and iSchool members from North and South America has revealed that the vision and mission statements for both are more similar in length and keywords used than one might imagine given the different mission and vision statements of the parent organizations (American Library Association (ALA) and iSchool organization). This should not be surprising given that the iSchool organization contains many ALA-accredited programs. As Leazer (2016, p. 1) stated, many iSchools came from “professional training programs for librarians, and later, archivists.” However, Dillon (2012, p. 272) argued that iSchools distinguished themselves from traditional LIS professional programs through “a formal commitment to research and the interdisciplinary study of information in the life of people, society, and culture.”

The results presented here, however, demonstrate that while iSchools sought to distinguish themselves by establishing a new culture of interdisciplinary study and commitment to research, the vision and mission statements of iSchools today are still very similar to those of ALA-accredited programs. The generic vision and mission statements highlighted in Tables 5 and 6 demonstrate the similarity between the two with the exception of two keywords: “library” and “technology.” While this analysis does not reflect the actual differences in research production or interdisciplinary culture of iSchools and ALA-accredited programs, it does suggest that these two academic entities are marketing themselves in very similar ways and establishing very similar public identities. As found by Ezekwe and Egwu (2016), mission statements can serve to inspire the community, boost performance, and identify the future direction of the institution. The vision and mission statements of both iSchools and ALA-accredited programs tell a very similar story as both look toward the future with similar missions and visions – one referencing “library” as a unique trait (ALA-accredited programs) and the other referencing “technology” as a unique trait (iSchool programs). In future work the authors will use the Internet Archive to examine how these vision and mission statements have changed across time and provide a more in-depth textual and thematic analysis of the vision and mission statements against the vision and mission of their parent organizations.

**DISCUSSION**

**LIMITATIONS**

First, this analysis looked at only the vision and mission statements from websites of iSchools and ALA-accredited programs. The authors acknowledge that the vision and mission statements not found or used
in this analysis could exist in another format. Second, the authors set the frequency of occurrence for words in the ALA vision and mission statements and the iSchool mission statements at >=10 and the iSchool vision statements at >=3; changing this frequency limit either higher or lower could result in different interpretations and the different thresholds are not consistent due to number of statements and number of words used across the two sets of data. Third, a more in-depth content or thematic analysis comparing the mission and vision statements would be ideal for a more nuanced approach.

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Competencies for Knowledge Work in the Library

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ABSTRACT

Library staff are knowledge workers, yet it is not entirely clear what this means or how students prepare for it. This paper outlines five competencies for knowledge work in the library. Throughout their formal and informal education, library students will likely be exposed to the explicit knowledge of the profession, e.g., metadata standards. What is less clear, however, is whether students will receive training in tacit knowledge work. Knowledge workers in the library are adept at working with both explicit and tacit knowledge. They create the conditions for innovation, reflect and act on knowledge taken in through the physical senses, evaluate ideas equitably using both data analytics and intuition, capture and codify valuable knowledge in ways that promote reuse, overcome the gap between knowing and doing, and invite perceived outsiders into knowledge workspaces. The more training students receive in all forms of knowledge work, the more resilient the library will become.

ALISE RESEARCH TAXONOMY TOPICS

Knowledge Management; Education; Students

AUTHOR KEYWORDS

Knowledge Economy; Embodied Knowledge

INTRODUCTION

The 21st century came with promises of transforming the way people work. Machlup (1962) showed that, in a Knowledge Economy, the relevant stock of knowledge in any society was not what is recorded in books but rather “what living people know” (p. 167). Drucker (1999) suggested that the knowledge workers who fueled the success of this new economy would bring
their own knowledge to their work rather than the knowledge of someone else. The stopwatch of Frederick Taylor’s (1911/2003) *Scientific Management*—long used to rigidly standardize work in the name of efficiency—would no longer be required: “In knowledge work, the task does not program the worker” (Drucker, 1999, p. 85). Yet, definitions of knowledge work remain contested (Pyöriä, 2005), and the extent to which workers engage in knowledge work is unclear. For instance, the gig economy failed to fulfill its promise of a new wave of knowledge work (Hasija & Rampal, 2020). Instead, American businesses have attempted to appropriate worker knowledge in ways that discourage creativity (Holford, 2019). And, although companies continue to hire for knowledge-intensive jobs, this work is being overly standardized around rigid job titles and predictable outputs (Martin, 2013).

While library staff have been labeled as knowledge workers (Materska, 2004; Asogwa, 2012), it is unclear how they approach and use knowledge or how students prepare for this work. Education tends to prioritize one form of knowledge as codified in texts and formalized in lectures, and LIS institutions are well-adept at preparing students to work with this explicit knowledge. Less is known about how to prepare students for the tacit and embodied aspects of library work, even though this is the work that most influences a library’s long-term survival. To the extent that the study and practice of Library and Information Science (LIS) aims to craft a resilient future (ALISE, 2021), students must be prepared for all forms of knowledge work.

**KNOWLEDGE WORK IN THE LIBRARY**

Knowledge work is a term that is both highly controversial and ill-defined (Pyöriä, 2005). It is often associated with classifications of people. For instance, Machlup (1962) defined knowledge work according to occupational classifications. Some have defined knowledge work, in part, according to formal education levels (Sulek & Marucheck, 1994; Choi & Varney, 1995; Drucker, 1993). Similarly, library management may separate staff into the *creatives* and *non-creatives* (Freeburg, 2018). However, because neither formal training nor specific occupational experience—let alone being creative—encompasses all that a person knows or does, it is problematic to define knowledge work in this way.

One way to understand knowledge work is by examining the knowledge these workers engage with. Early research, especially in knowledge management (KM), adopted a possessions approach to defining knowledge. This suggests that knowledge is a “free-standing entity” (Nag et al., 2007, p. 823) that individuals cognitively possess either tacitly or explicitly. The focus of knowledge work under a possessions view is on capturing and transferring this knowledge to the right people at the right time, e.g., just-in-time KM (Davenport & Glaser, 2002). This approach has been criticized for reducing tacit knowledge to merely a set of skills and suggesting that the goal of KM is simply to convert tacit knowledge into something explicit that can be easily stored and accessed (Oğuz & Şengün, 2011). Thus, it shares much in common with early “mentalistic approaches” (Hjørland & Albrechtsen, 1995) in LIS that focused on developing systems to
connect individual users with some objective store of knowledge that met specific needs (Radford, 2003).

A practice approach, on the other hand, suggests that knowledge is enacted through human action, situated within the practice of everyday work (Lave & Wenger, 1991). This is the realm of knowing, which includes the “situated practices of ordinary daily work” (Cook & Brown, 1999, p. 80) that are “negotiated, emergent and embedded” (Gherardi, 2009, p. 357). Tacit knowledge, rather than merely a set of skills or beliefs possessed within the minds of individuals, includes the entirety of knowledge that one relies on to do things and about which they have stopped paying attention—“we can know more than we can tell” (Polanyi, 1966/2009, p. 4). When driving a nail, for instance, one may be aware of the hammer, but their explicit focus is on the nail (Oğuz & Şengün, 2011). Tacit knowledge is also “materially and historically mediated” (Nicolini et al., 2003, p. 26)—what Lloyd (2010) referred to as embodied knowledge in information literacy research. Insofar as knowledge work is often viewed synonymously with intellectual work, this materiality is often ignored.

Another way to understand knowledge work is by examining the knowledge processes that these workers engage in. In a highly cited article, Bhatt (2001) outlined five knowledge processes within communities of practice in organizations, including creation, evaluation, documentation, sharing, and application. These are the things a knowledge worker in the library does with knowledge (Table 1). Based on the nature of the task, these workers will engage with both explicit and tacit knowledge. In its definition of knowledge work, the current paper adopts elements from both the possession and practice approaches, emphasizing "both knowledge used in action and knowing as part of action" (Cook & Brown, 1999, p. 53). There are times, for instance, when it is valuable and possible to codify knowledge. And library staff certainly bring individual skills, attitudes, beliefs, and experiences to their work. Yet, this knowledge work plays out within the practice of librarianship that is situated and material.

**KNOWLEDGE WORK COMPETENCIES**

Students graduating from LIS institutions should be prepared to do knowledge work. The definition of knowledge work and knowledge processes previously outlined suggests five competencies for this work in the library (Table 1). The competencies outlined below are not intended to represent the entirety of what LIS students should know. Instead, they represent the specific competencies—i.e., the knowledge, skills, and attitudes (Buttlar & DuMont, 1996)—that the author considers unique and relevant additions to existing LIS curriculum.
<table>
<thead>
<tr>
<th>Knowledge Process</th>
<th>Definition</th>
<th>Knowledge, Skills, Attitudes</th>
</tr>
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</table>
| Creation          | The emergent process that leads to the development of useful ideas, as well as the creative work done by library staff to navigate socio-cultural norms within the library workplace. | • Knowledge of the environmental conditions that support innovation  
• Sensuous learning skills  
• Awareness of the socio-cultural realities of the library workplace |
| Evaluation        | The process of determining the perceived quality of knowledge (Kyon Yoo, 2014). | • Fighting for the ideas of outsiders  
• Highly developed intuition  
• Value a holistic approach to idea evaluation |
| Documentation     | The process of identifying, capturing, and formatting uncodified knowledge for future use. | • Awareness of relevant knowledge  
• Ability to translate knowledge  
• Knowledgeable in areas of cultural competencies, social informatics, and systems design |
| Sharing           | The process of distributing knowledge throughout the library for wide evaluation, adoption, and application. | • Highly developed interpersonal skills  
• Rejection of stereotypes that limit sharing opportunities  
• Ability to clarify abstract knowledge |
| Application       | The process of integrating knowledge into products, processes, and services. | • Integrated knowledge translation  
• Ability to translate abstract ideas into concrete and actionable steps |

Creating Knowledge

According to Nonaka and Takeuchi (1995), knowledge creation occurs within shared virtual, physical, and mental spaces that provide the energy and platform for innovation—termed *ba*. To be successful in these spaces, knowledge workers need to know how to create the...
conditions for innovation to occur, focusing on honesty, encouragement, shared values, exposure to conflicting ideas, the presence of diverse experiences, and technological infrastructure that supports collaborative problem solving (Choo & Alvarenga Neto, 2010). Of particular importance, knowledge workers value everyone's input in these spaces, understanding—for example—that innovation spaces are often considered open only to White men (Proudfoot et al., 2015; Schuster et al., 2020). The materiality of these spaces also suggests that knowledge work includes work with the physical senses. Creating knowledge, then, requires library staff to learn how to stimulate their senses and engage in questioning, listening, and observation to learn from the bodies of others (Lloyd, 2010). Knowledge workers engage in continuous sensuous learning (Antonacopoulou, 2018), which requires ongoing review, reflection, and reflexivity grounded in the physical senses. This informs not only the development of new products and services but also the creative efforts of workers to enact their identity at work (Lloyd, 2010), e.g., navigating stereotypical reactions to physical appearance (Rydzik & Ellis-Vowles, 2019), adapting body language to the physical signs of others (Kuuru & Närvänen, 2020). Students should also be equipped, then, with knowledge of the socio-cultural realities of the library workplace.

**Evaluating Knowledge**

Knowledge work assumes no single truth or best answer (Newell et al., 2009), and the lack of a clear rubric can make it difficult to evaluate ideas. Thus, while knowledge workers are adept at finding and analyzing data to inform their decision-making, they are also equipped to harness intuition when this data does not exist. While they do not reject data, their success is contingent in part on their ability to also evaluate ideas in these data-less spaces and balance data analytics with intuition (Liebowitz, 2019). For instance, Davenport (2013) noted that Google describes its self-driving cars as big data projects. Yet, the move toward self-driving cars was guided—not by data highlighting the best solution for the future of transportation—but by the project lead's experience with a friend who died in a traffic accident. Knowledge workers are adept in the holistic evaluation of a library's intangible resources, helping to make decisions, informed by both data and intuition, about the need to keep, accept, reject, or throw out resources. Knowledge workers understand, in particular, that the ideas of those considered to be outsiders are often treated critically and harshly (Kane et al., 2005). They lead fair and equitable processes for evaluating knowledge resources.

**Documenting Knowledge**

Knowledge workers lead efforts to identify, capture, validate, and format valuable knowledge using systems that support its reuse (Janus, 2016). This helps negate the loss of knowledge through retirements, install protections over intellectual property, and improve the quality of decision-making. Of particular importance is understanding the larger socio-cultural context within which this documentation occurs. For instance, many information systems are designed in ways that do not equally distribute benefits (Costanza-Chock, 2018). Other systems are not designed with the end-user in mind at all, leading to large knowledge repositories that go...
unused in information junkyards (McDermott, 1999). To the extent that tacit knowledge can be codified, it also tends to be stickier and more difficult to codify (Hippel, 1994). It takes a tremendous amount of time and effort to codify knowledge in a way that others can understand (Snowden, 2002). To do this, knowledge workers rely on training in cultural competencies, knowledge translation, social informatics, and systems design.

Sharing Knowledge

Knowledge sharing is the most widely studied concept in KM (Intezari et al., 2017), perhaps because of the myriad reasons why people fail to share knowledge (Riege, 2005). Formal education tends to focus more on how students develop ideas than they do on how they share and garner support for ideas (Kotter, 2010). To be skilled in knowledge sharing, knowledge workers must develop interpersonal and social skills (Riege, 2005). They are skilled at clarifying abstract knowledge (Snowden, 2002), and they learn to use narrative and stories to communicate highly tacit knowledge (Denning, 2011). They fight for everyone's ability to have equal opportunities to share what they know and advocate for their ideas—even when this is seen as disagreeable (Hunter & Cushenbery, 2014). They fight against racist stereotypes that often lead to the rejection of knowledge sharing attempts by people who are expected to act in more agreeable ways—e.g., the angry Black woman (Walley-Jean, 2009).

Applying Knowledge

Organizations typically spend more time creating knowledge than they do in figuring out ways to use it (Blanchard et al., 2007). As a result, gaps often appear between knowing and doing in an organization (Pfeffer & Sutton, 2000) as organizations struggle to turn knowledge into a series of concrete and actionable steps. One reason for this is that knowledge is often created outside of the context in which it is used—separate from the realities of those in charge of implementing it. As highlighted by Two-Communities Theory (Wingens, 1990), creators and users of knowledge often have different perspectives and cultures. Knowledge workers engage with the tools of Integrated Knowledge Translation to bring creators and users together to identify challenges, design methods, interpret findings, and disseminate knowledge (CIHR, 2016). This increases the likelihood that this knowledge will be applied in ways that contribute to the library’s achievement of its goals.

SUGGESTIONS FOR RESEARCH

Research is needed into the presence of knowledge work in the library, including what it looks like, who does it, and how it influences library success and resiliency. Given the promises of the Knowledge Economy, we must learn more about the extent to which library staff participate. To the extent that library staff do work with knowledge, further study is also needed into the best ways to prepare students for this work. KM has a lot to say about what knowledge workers do and how they do this work most effectively. Kebede (2010) suggested that KM is the
logical continuation of Information Science, as both share the goal of facilitating knowledge transfer. In this way, the current paper is also a call to further integrate LIS and KM research.

CONCLUSION

Library work requires an extensive set of skills and competencies, and library staff are asked to engage in a variety of work tasks. Throughout their formal and informal education, students will no doubt be exposed to the explicit knowledge of the profession in the form of metadata standards, guidelines for facilities management, project management processes. What is less clear, however, is whether students will receive training in tacit knowledge work. Knowledge workers in the library know how to create the conditions for innovation, evaluate ideas using both data analytics and intuition, capture and codify valuable knowledge, share ideas effectively, and overcome the gap between knowing and doing. The more training students receive in these areas, the more resilient the library will become.

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Cambridge University Press.


A “Silver Lining” for COVID-19: Accelerating Online Engagement and Future Reach of Information Literacy Instruction

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ABSTRACT

The COVID-19 pandemic significantly impacted academic library operations including delivery of information literacy instruction (ILI). In addition to transitioning ILI services online, librarians faced many challenges in evolving pedagogical practices, experimenting with and implementing new technologies, and organizing digital ILI programs including managing changes in audience and volume. This paper explores ILI data from a two-part longitudinal survey conducted with 300 academic librarians and 28 semi-structured interviews with reference and user services leaders of academic libraries to understand how libraries transitioned ILI services and the implications for librarian education. Results suggest that this was a significant and challenging shift and qualitative analysis identifies three major themes: New Services, Organization and Adaptation to ILI Delivery Platforms, and ILI Volume Changes. The changes brought on by the shift to online ILI will continue to influence librarianship into the future and the discussion suggests areas of development for curricula in library education.

ALISE RESEARCH TAXONOMY TOPICS
Education, Information Literacy, Curriculum, Online Learning, Academic Libraries

AUTHOR KEYWORDS
Information literacy instruction, online teaching, digital pedagogy, COVID-19

INTRODUCTION

In March 2020, the COVID-19 pandemic forced academic institutions of all shapes and sizes to migrate services online. Information literacy instruction (ILI) services had to quickly adapt to this change with instruction faculty and staff scrambling to construct innovative synchronous and asynchronous learning models or modify existing practices. This paper reports results regarding
ILI from a large-scale research study of academic librarians who transitioned reference and user services during the COVID-19 pandemic. Through two longitudinal surveys and interviews with librarians responsible for adapting their institution’s response to physical service closures and reductions, the research team sought to understand how academic librarians shifted, continued, and reengineered user services as institutions rapidly transitioned to remote learning. While the project’s primarily focus was on live virtual reference chat services, the research team collected information about a broad range of service responses. Many participants provided detailed descriptions about how their library pivoted to adapt ILI practices to meet increased demand for online instruction during COVID-19.

Shifts in ILI practice were among the most dramatic transformations in academic libraries, as the pandemic swept through the U.S. and around the globe beginning in spring of 2020. While some participant’s libraries already offered online ILI, these were not well-used prior to the pandemic. Many institutions quickly moved their entire instructional programs to virtual platforms such as Zoom, Webex, and Microsoft Teams, accelerating the adoption of ILI asynchronous learning strategies, such as prerecorded tutorials, research guides, and vendor-hosted information literacy tutorials.

Though many librarians were already involved in digital pedagogy and online course creation, those with primarily in-person ILI experience rushed to fill gaps in knowledge and practice under emergency conditions, and, for some, with limited information technology support during lockdown. This pandemic-driven transformation has significant implications for library education. As ILI is an essential service, educating library students to develop and participate in these services increasingly means preparing them for a hybrid instructional world. This paper reports findings focused on ILI from 300 responses over two longitudinal surveys and 28 interviews with academic librarians to help understand post-pandemic implications for pedagogy in an increasingly digital instructional environment.

LITERATURE REVIEW

As institutions moved all classes online at the onset of the COVID-19 pandemic, there was an immediate shift to online content delivery in the short term and an ongoing need to cultivate agility and ensure quality. One of the significant challenges in moving online was a gap in instructors’ pedagogical content knowledge as instruction moved from emergency measures towards long-term online teaching (Hodges et al., 2020). Pedagogical content knowledge in transitioning to the digital environment includes knowledge of learners, educational contexts, and historical grounding in educational philosophies (Shulman, 1987). Rapanta et al. (2020) outline some of the broad challenges in transitioning courses designed for in-person instruction to the digital environment, namely the differences in the roles for instructors, students, content, and technologies in online learning. These differences are not superficial, but structural, and while the situation demanded an immediate transition from in-person to virtual instruction, sustainable online ILI delivery requires a more foundational approach.

Martzoukou (2020) delineates a vision for academic libraries that are actively engaged in digital pedagogy and support for digital instruction, and also highlights the differences between emergency course transitions and developing sustainable digital instruction. The instruction
skills gap in librarian education was explored by Julien and Genuis’s (2011) survey of Canadian librarians which found that while many librarians engage in regular and sustained ILI practice, only 39.7% (n=313) had formal instructional education. Most librarians prepared for instruction informally, through experience on the job and engaging independently with the professional literature and professional development. Saunders (2015) addressed this gap in LIS education through a study of syllabi from American Library Association-accredited institutions and found that the majority of institutions only offered one elective instruction-focused course. Of the syllabi reviewed 65% (n=19) included some information about technology integration, but overall were focused on in-class teaching practices, without directly including program administration, organization or outreach.

RESEARCH QUESTIONS

While the initial data collection focused on virtual reference chat, new research questions were developed to investigate how librarians transitioned ILI programs online during institutional closures in the existing data. For this exploration, the following research questions were used:

1. How did academic librarians experience the transition of ILI programs to online during the COVID-19 pandemic?
2. How can we improve librarian instruction education and preparedness, through exploring implications from the pandemic-driven ILI transition?

METHOD

This paper reports findings from a two-part longitudinal survey conducted with 300 academic librarians and preliminary results from 28 semi-structured interviews with reference and user services leaders of academic libraries. Survey and interview questions explored ILI practice during COVID-19 and librarian observations about user behavior changes in response to service changes. Surveys included multiple-choice and open questions. Phase 1 of the survey was offered via Qualtrics from July 22-August 5, 2020 and focused on the first period of the pandemic from initial closures through summer services. The Phase 2 survey ran from December 1-23, 2020 and collected data about service responses in late summer and fall. Hour-long video interviews with each participant occurred between September and December 2020. Survey participants were recruited through academic library email lists and participation was voluntary. Interviews were recorded using the Zoom or Webex video conferencing software and were transcribed by the authors prior to coding. Interview participants were compensated with a $30 gift card and survey participants were given the option to take part in a random drawing for one of four $50 gift cards. Interview participants were recruited via a combination of voluntary responses from a call sent to academic library email lists and purposive recruitment to integrate institutions of different sizes.

The authors analyzed demographic and quantitative data from the survey via Qualtrics and SPSS, and coded qualitative data from the survey’s open questions and interviews using the constant comparative method (Charmaz, 2014) and iterative open coding to develop themes and identify illustrative quotations. Coding for the interviews is ongoing and a coding scheme is
being developed and applied to the interview data using NVivo with plans to develop intercoder reliability as data analysis progresses. This paper reports on findings that specifically focus on ILI.

RESULTS

Survey results indicate that 42% (n=126) of participant libraries offered online ILI prior to the pandemic closures, though some participants specifically indicted in the open response section that these services were not well used before March 2020. Online ILI was the most popular service added in response to pandemic-driven institutional closures, with 49.3% (n=48) of respondents indicating that these were added after March 2020. Over time, results from the longitudinal survey indicate that participants became more confident in the virtual ILI they were providing. In Phase 1 of the survey, 22.4% (n=33) of participants listed online ILI as a service change that was going well, and in Phase 2 this increased to 35.9% (n=55). These survey results suggest trends in ILI as a result of the pandemic, while results from analysis of open survey questions and the interviews point to some of the organizational shifts and challenges that academic librarians encountered as instruction moved online.

Three major ILI-related themes were found during qualitative data analysis of both open survey questions and interviews: a) New Services, b) Organization and Adaptation to ILI Delivery Platforms, and c) ILI Volume Changes. Additionally, sub-themes emerged for: Increased ILI Responsibilities, Training Lag, Outreach and Marketing, and Increased Need for Support. Below these themes are described with illustrative quotations from participants.

Regarding New Services and Organization and Adaptation to ILI Delivery Platforms themes, respondents indicated that when in-person classes became impossible during the pandemic, they swiftly ramped up synchronous or asynchronous ILI instruction by adding new platforms (e.g., Springshare’s LibCal, LibWizard, Webex, Zoom) and relied on LibGuides as an asynchronous delivery method. Librarians conducting ILI struggled to transition content effectively and to keep students engaged throughout the pandemic. Interview participant (IP) 81 said that online content takes longer to prepare, and that the LibGuides sometimes do not show up well on the screen. IP 8 explained that they were “doing what we can, that’s all we can do,” and they were not worried about providing “Oscar awarding performances, but we were fine.”

With regard to ILI Volume Changes, survey participants reported that initially there was a drop in use of ILI due to classes moving online, eliminating scheduled in-person sessions, and changing usual research assignments to be “a little more pared down” (IP 8). This theme is also related to the sub-theme of Increased ILI Responsibilities. When prompted to respond to responsibility changes, survey participant (SP) 192 explained that they experienced a “huge increase in the responsibility for chat and online instruction coverage including building tutorials and modules for our LMS [Learning Management System].” Additionally, SP 226 revealed “I’ve also taught many more online ILI sessions and workshops” with the increase in ILI responsibilities as services migrated online. ILI and online instruction more broadly also required new content and formats for course materials including streaming media, e-books, and electronic

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1To protect participant privacy, each survey participant was assigned an SP number in order of receipt and each interview participant was assigned an IP number as interviews were scheduled.
reserves materials. Across the U.S., many instructors new to virtual course delivery sought technical help from the librarians, especially in COVID-19’s early days when some university support services were suddenly closed.

Related to the ILI Volume Changes theme, the sub-theme of Outreach and Marketing emerged in interviews and surveys. When sudden shifts were made to online learning platforms, there was a need to get the word out, amid severe disruptions in normal communication channels. Several participants indicated that they embarked on new engagement channels and found that there was a greater need to engage directly with students and instructors in virtual course spaces. As in the survey, some interview participants indicated that instructors cancelled in-person sessions rather than transitioning to online ILI. Interviewees indicated that they planned to reach out directly to instructors that had previously scheduled in-person ILI to market virtual sessions. IP 1 reported that the library has increased outreach for online instruction including building modules in LibWizard. Pre-pandemic, IP 1 described in-library instruction as the primary delivery model. ILI was required in introductory courses, with 317 instruction sessions in the last full year before the pandemic. IP 1 explained that one of the changes has been to migrate all those courses online. One "silver lining" to COVID-19 for IP 1 was a vindication of the efforts libraries have been making towards open educational resources (OER). IP 1 indicated that as a result of COVID-19, now there's a bigger push for online education and greater awareness of the issues around open access for educational content within their institution.

Outreach and Marketing improved during the fall of 2020, IP 8 indicating that “Instructors know that we are willing to zoom into a class if necessary.” IP 14 said that instructors were pleased that they could get online ILI, and loved the recordings, as the whole class could attend, but librarians were worried about demand for ILI instruction dropping over time if faculty reused recordings for future semesters.

With the sudden move to virtual services, Training Lag was another subtheme for interview and survey participants who reported that it was difficult to translate existing ILI curricula and competencies to the online environment. Participants were also obliged to develop on the spot expertise in the newly ubiquitous video conferencing realm. IP 14 explained:

Librarians who had never taught online had to teach ourselves, so we taught ourselves how to use Webex, [and] worked with each other to understand how screensharing works...we are faculty members, we taught ourselves what to do and we did what we did. Nobody died or screwed up too badly.

Several interviewees discussed efforts in their units to learn new technologies and to develop online content and skills through self-study. While some survey respondents indicated that ILI was offered online prior to the pandemic, insights from the interviews indicate that these efforts were not widespread within institutions. Rolling out virtual ILI as a core service presented many challenges, even for those libraries with pre-existing offerings.

Regarding the Increased Need for Support theme, librarians were also deeply engaged in supporting instruction across the university through significant content transitions and new integration strategies to reach often panicked students and novice online instructors via virtual spaces. IP 8 said that in some cases, “Classes turn into group therapy.” Additional collegial support was also needed for librarians, staff, and instructors amid increased ambiguity, contingency planning, and health concerns through the months of the pandemic.
DISCUSSION AND IMPLICATIONS FOR LIBRARY EDUCATION

These results indicate that while many academic libraries had some virtual ILI services in place, developing a comprehensive strategy for producing, integrating, and marketing online, ILI was one of the most central efforts during this swift, high-pressured, and dramatic transition. Survey and interview participants agreed that training in digital platforms for ILI delivery was lacking or insufficient prior to the pandemic. This situation created much stress as new systems and practices were being launched on the fly, with little time for a learning curve and no margin for error. The interviewees indicated that these efforts primarily involved self-study, mutual support, trial and error, and ongoing assessment.

Transitioning all instructional programs was a challenge for librarians working independently in remote environments, largely without formal training in managing and administering instructional programs beyond individual ILI. Developing programs that address instructional program management and assessment will be important as librarian instruction education courses continue to evolve in post-pandemic curricula.

This study revealed a learning curve associated with adapting educational practices to the web-based environment which could be addressed through education that goes beyond the basic Information Literacy course to include ILI planning with integrated digital pedagogical practices. Transitioning from emergency ILI strategies to true digital pedagogies presents significant challenges that might also be addressed through hybrid educational strategies in librarian education. While institutions are gradually resuming in-person instruction, the barrier to entry for more robust online instructional programs is much lower than it was before the pandemic. One implication of these results suggests that professors and instructors who previously used on-ground ILI, having made the shift online, may continue to demand hybrid ILI with asynchronous and synchronous options. Practicing librarians found that their skills needed updating and that library support staff were woefully unprepared to switch to remote work environments, often from home. These findings reveal that crisis planning and management strategies need greater emphasis in master’s degree curricula for librarians. Cross-training for nimble pivots is another critical component for library management and leadership education.

LIMITATIONS

Combining surveys and individual interviews ameliorates some limitations of each method by providing triangulated data (Connaway & Radford, 2021). In the Phase 1 survey, smaller organizations and community colleges were more prominently represented. Recruitment for Phase 2 and interviews achieved a better mix of organizational sizes and types. All survey and interview participants were self-selected, so no claims for generalizability can be made. Additionally, participants were able to take both surveys and could also volunteer to be interviewed, so some voices may have been amplified.

CONCLUSION

Results from this research indicate that the pandemic’s impact on academic libraries and instruction programs was instantaneously transformational. Many lessons were learned, some the
hard way, with some false starts or flops, but also with many successes. While there was a significant degree of difficulty in transitioning in-person ILI programs to the digital environment, there was also clear evidence of innovation, tenacity, creativity, and resilience in academic librarians. With updated curricula in library education, the next generation of professionals will be well-prepared to be agile in the face of unforeseen, but inevitable, crises to come. How many of the new ILI service innovations will continue in the long-tail of COVID-19 recovery remains to be seen.

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Rapid Resilience: Use of Discussion Circles in the time of COVID-19

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ABSTRACT

This paper describes the successful use of Discussion Circles to support student learning and promote continuing student engagement when our previously hybrid delivery MLS program courses were forced to move to entirely online delivery in Spring 2020 due to COVID-19. Although Discussion Circles, or literature circles as they are sometimes called, are not a new pedagogical technique, the use to which we put them in this unique situation is worthy of note, as are the outcomes of their use. Outcomes are described and observations are shared from the perspective of faculty both experienced in and new to hybrid course delivery and the use of Discussion Circles as well as the student experience of Discussion Circles.

ALISE RESEARCH TAXONOMY TOPICS

curriculum; education; online learning; pedagogy; students

AUTHOR KEYWORDS

discussion circles; literature circles; student engagement; synchronous discussion

INTRODUCTION

Emporia State University’s (ESU) School of Library and Information Management (SLIM) delivers its Master of Library Science (MLS) degree courses in a hybrid format to cohorts of students who move through required courses as a group. Instruction is delivered both online through the Canvas learning management system and in face-to-face class meetings, which occur twice per class per semester over a weekend in eight geographic locations. Faculty travel to the students in these locations and teach in classrooms at universities, colleges, or public libraries. In-person, real-time class meetings provide valuable opportunities not only for face-to-
face instruction but also for in-person interactions among students over the course of the two-year program. They promote the development of professional networks that span careers and have proven to be a successful pedagogical.

The COVID-19 pandemic’s interruption of SLIM’s weekend in-person class meetings during the Spring 2020 semester represented a big change for students used to regular face-to-face interaction with their classmates, regional directors, and SLIM faculty. Moving to fully online course delivery was accomplished by moving face-to-face real-time class meetings online using web conferencing tools. Several faculty were making use of Discussion Circles in their teaching at this time. In SLIM courses, Discussion Circles are an assignment in which small groups of 3 to 5 students are instructed to meet synchronously at a day and time of their own choosing via conferencing software such as Zoom to respond to assigned discussion prompts. By the end of the spring semester we realized that Discussion Circles were providing students with some of the real-time, synchronous learning opportunities with their classmates that they had lost when course delivery went fully online. Recognizing this, in Fall 2020 and Spring 2021, as courses continued to be delivered fully online, Discussion Circles were adopted by more faculty. In this paper we report our observations of the ways in which Discussion Circles can improve student learning, expected and unexpected, from the perspective of faculty both experienced in and new to hybrid course delivery and the use of Discussion Circles.

REVIEW OF LITERATURE

The Discussion Circle format grew out of the practice of literature circles, which have long been used as a technique to encourage students to engage with literature at a deeper level and to promote a student voice (Daniels, 2002). Although originally developed for traditional face-to-face learning environments, literature circles can be effective in online environments to encourage student interaction in discussion boards and can lead to improved quality of work and the development of collaborative skills (Kilbane & Milman, 2010). Literature circles in an online environment can also provide opportunities for students to practice an array of information seeking skills and to develop and hone technology skills in the course of preparation for the discussion (Bromley et al., 2014). They may be adapted and expanded to support deeper engagement with and understanding of the material (Cloonan et al., 2019) and may also prove effective in developing socioemotional skills (Venegas, 2019).

Online and blended teaching environments differ from face-to-face environments in many ways and issues such as faculty presence and student engagement assume larger roles in student success. Gurley (2018) provides an excellent overview of the intersection of faculty preparation and teacher presence in blended and online instruction through the lens of Garrison,
Anderson, and Archer’s Community of Inquiry framework, which was specifically designed to identify the essential components of asynchronous online learning in higher education. The importance of learner interaction and student presence to the quality of online learning has also been noted by several researchers who have sought to identify strategies for fostering student presence (Bolliger & Martin, 2018), student engagement (Farrell & Brunton, 2020; Galikyan & Admiraal, 2019), student interaction (Galikyan, Admiraal & Kester, 2021), and reflexive learning (Kahn et al., 2017.) The structure and management of online learning environments is also crucial to the students’ connectedness to each course and Shea et al. (2006) note the importance of directed facilitation of learning as well as sound instructional design in fostering a learning community.

DEVELOPMENT OF DISCUSSION CIRCLES AT SLIM

Discussion Circles is the term we use to describe small group discussions among a subset of students in a single section of a SLIM course, usually three to five students. Its use in SLIM originated in 2016 by a faculty member teaching an elective in young adult literature with the intention of encouraging students to engage with literature at a deeper level. Its successful use led to the technique being adopted in other courses and by other faculty. Since faculty experienced in teaching required courses tended to share course content as well as successful pedagogical techniques with less experienced faculty, the use of Discussion Circles expanded to at least three required courses taught by three faculty members by Spring 2020 and to six required courses taught by four faculty members by Spring 2021.

In practice, the use of Discussion Circles is intentionally similar across courses. Students are provided with instructional material describing the Discussion Circles in a variety of methods. First, there is a page that describes what the Discussion Circles are, how they factor into the students’ course participation scores, and explicit instructions on how to run the Discussion Circles. These instructions include descriptions of who comprises the Discussion Circles (i.e., that these groups are tied to the same group make-up of a core assignment), recommendations to exchange contact information for arranging meeting times, and information about how to share the Discussion Circle recordings and complete the Discussion Circle Feedback Forms using the Quizzes/Surveys function in Canvas. Instructors provide detailed instructions on how to record the meetings, how to sign on to a meeting, and how to mute video and sound. Students are also provided with “Rules for Discussion Circles,” which includes information about length (about 60 minutes), taking turns as facilitator, and the responsibilities of the facilitator (i.e., set up the meeting, decide the order of topics, keep the conversation going, ensure everyone has a chance to participate, etc.).
In each of the modules with a Discussion Circle, instructors include an assignment page with the topics that should be discussed in that module’s Discussion Circle. This is where students can upload the recording or link to the discussion that occurred. Finally, after each Discussion Circle, students are asked to complete a Feedback Form (using Canvas’ Quizzes/ Surveys function) that asks students to indicate their group membership, reflect on how they thought the discussion went, and list anything else that arose in the discussion about which they still have questions.

RESULTS: PROVIDING NEEDED FLEXIBILITY AND RESILIENCE DURING COVID-19

SLIM instructors have been using Discussion Circles for about five years. Evidence of their efficacy as a learning tool is collected in the form of instructor reflections and student feedback, both solicited and unsolicited. Some of the most outstanding observations we, as instructors, have made include:

- A significant reduction in the need to intervene in potential student group disputes and conflicts, due to improved group collaboration and communication.
- Positive reports from students about their experience of group work in this context (both in Discussion Circle feedback and feedback solicited at the end of group assignments).
- Unsolicited feedback from students about positive effects on their learning, understanding of course materials, and achievement of course learning outcomes (both in Discussion Circle feedback and in end of term evaluation responses).
- When the COVID-19 pandemic interrupted the in-person delivery of SLIM courses, they provided much needed live contact among students.

As Discussion Circles are often used in place of regular, weekly discussion boards, the Discussion Circles inject a bit of energy into that week’s content and are especially well suited for topics which students enjoy discussing at greater length. Because the assignment requires linking to a recording and completing a short survey, it also means instructors are able to observe students engaging at a different level in the material and not merely rely on reading and assessing yet another weekly discussion board post. Furthermore, since participation in Discussion Circles provides interactive opportunities for creating and sharing new knowledge, it helps foster in students a sense of a productive learning community, which is a notable pedagogical accomplishment in an online environment.

The increased use of Discussion Circles that occurred as SLIM courses transitioned to online only resulted in more students being exposed more often to resilience-building learning
activities. This reduced feelings of isolation created by the lockdown, increased feelings of belonging to a community of learners, and increased the sense of having made a positive contribution to a community. Assignment instructions were designed to teach students how to conduct a successful DC (e.g. staying on time, ensuring everyone has a chance to speak). Discussion prompts encourage students to solve problems collaboratively and develop inquisitive responses to challenges. Feelings of academic competence, belonging to and contributing to a community, and accomplishing collaborative problem solving are all key factors in developing resilience (Sagor, 1996).

Student reflections

In the required surveys following each Discussion Circle, students reflect on the helpfulness of preparing for the sessions, their ability to participate in synchronous discussion, and lessons learned from participating. It is gratifying for instructors to hear that students take preparation for the Discussion Circles seriously. One student respondent observed:

Each member of the group was prepared and had interesting points to make for each discussion point. It was helpful to have the discussion, simply for the fact that talking things out clarifies the topic and helps to strengthen and deepen understanding.

For some students working towards these Discussion Circles can help them be intentional and targeted in their preparation: “since I knew I was going to be having the discussion, I focused on learning how to communicate the objectives and that was a great motivator in helping me learn.”

The synchronous nature of the conversations are particularly helpful for students in clarifying key points and something that the Discussion Circles uniquely offer. As one student reflected, “being able to bounce ideas and get other viewpoints on things I was a little confused about helped.” Another student spoke about how this kind of conversation was helpful preparation for the future:

I also appreciated the opportunity to contribute to a live discussion as that's an area I feel I need practice in. Sometimes I have a difficult time formulating thoughts on the spot no matter how prepared I am, so more exposure to live group discussions on a small scale is a great benefit for me.

Sharing ideas helps students clarify their understanding of course material. “We helped each other contextualize and understand the material. This week's material was difficult, so it was nice to talk through what each of us didn't understand.” Students emphasized how this time for clarifying and reflecting even helps them set goals for the rest of the semester:
I think we took some major strides and came closer to better understanding some of the materials we all struggled on -- but also realized we had many of the issues in understanding other materials, which gives us all a collective goal to work on in future discussions.

This time for self- and group reflection on how to prepare more effectively for future Discussion Circles was a common theme among students. One student in particular reflected:

I should have devoted a bit more time to trying to parse through the reading more thoroughly; ...I think I would have benefitted from taking notes and spending more time with the reading. I'm going to ensure that I'm fully prepared for the next Discussion Circle in a couple weeks, especially since I have offered to be the facilitator.

Though the majority of feedback was very positive regarding the Discussion Circles, there is the occasional example of a student who does not find it as helpful (e.g., in one class, one out of 28 students). In the words of one student:

When it is something that requires a lot of focus to learn, I do not find small group discussions helpful. I appreciate that group work duplicates what happens in the workplace. Brainstorming, delegation, and project management with groups of people are tasks everyone finds in their work on some level. I prefer to work independently to study and learn.

DISCUSSION

While student feedback and observations from SLIM faculty point to a number of advantages of utilizing Discussion Circles to facilitate student learning and engagement in a predominantly online learning environment, there are several distinct challenges pertaining to group dynamics that need to be accounted for when designing and implementing instructional activities that rely on the use of Discussion Circles. The first consideration includes relatively limited opportunities for synchronous communication between the instructor and students, which is essential for clarifying the goals, objectives, and general logistics of participating in student Discussion Circles (McConnell, 2000; Smith, 2005). Second, because Discussion Circles are comprised of students with different backgrounds, communication styles, and learning preferences, some participants may feel skeptical about group work and reluctant to engage due to prior negative experiences or the presence of “difficult” group members. Ensuring active participation by all students is another concern that can, however, be at least partially addressed through instructor feedback based on their review of discussion recordings.
Additionally, other potential issues with online group work may include students' lack of skill and the “free rider and sucker effect” (Roberts & McInerney, 2007). The latter is frequently associated with the issue of social loafing that “arises when certain team members reduce their physical, perceptual, or cognitive effort in group-based activities” (Rajaguru & Gayathri, 2020, p. 484). As is the case with any type of collaborative work, participation in Discussion Circles requires social skills and an ability to compromise in order to function well in a team environment, as well as a substantial commitment of student time and energy, along with certain technology requirements and other resources.

There can also be drawbacks for the faculty, including an increase in time taken to grade the Discussion Circle assignments. While credit is awarded for the submission of the discussion recording and the completion of the post-discussion survey, there is a temptation to do more than spot check the discussions. As each discussion recording may be an hour in length, viewing of recordings can take large amounts of time, even if viewed faster than real time. Faculty must learn to compromise on obtaining a complete picture of the students’ understanding of course material and rely on the student-generated questions in the post-discussion survey.

CONCLUSION

Discussion Circles have proven to be an effective replacement of the face-to-face component in the SLIM curriculum and a worthwhile undertaking for coordinated, semester-long learning activities, such as core assignments of a course. Students have responded positively to the increased interaction with one another, and faculty have a better understanding of student comprehension of course material. While this instructional tool may not be as useful for shorter student interactions within individual learning modules, its use during the semester offers an effective way of promoting student engagement, fostering collaborative understanding, and increasing student learning.

REFERENCES


Changing the Mindset of Pre-service Librarians: Moving from Library Servants to Public Servants

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ABSTRACT

In the summer of 2020, we engaged in a participatory design process (also known as co-design) with 137 library staff from across the United States. These library staff provided insight into how public libraries built services to support non-dominant youth and families during crises. Through this work, we learned that these staff had a library servant instead of a public servant mindset. Public servants make decisions \textit{with} community members. Library servants make decisions \textit{for} them. We designed and published a Field Guide to help public library staff better understand how to work with and for communities during crisis times. We share our findings related to library staff mindsets in this paper.

ALISE RESEARCH TAXONOMY TOPICS

Public libraries; Community-led services; Community engagement; Young adult services.

AUTHOR KEYWORDS

Pre-service librarian training; Disaster preparedness; Youth and families; Librarians’ mindset.

INTRODUCTION

Between May 2020 and August 2020, we engaged in a participatory design process with 137 public library staff from across the United States (U.S). The focus of the project was to understand the needs of non-dominant\textsuperscript{1} youth and families during the pandemic and civil unrest

\textsuperscript{1} Instead of using terms like minority, diverse, or of color, we use the term non-dominant youth because it “...explicitly calls attention to issues of power and power relations...to describe members of differing cultural groups” (Ito, et al, 2013, p.7).
and how libraries were helping to meet those needs. Based on what we learned, we designed a Field Guide for public library staff to use when preparing and responding to current and future crises (Subramaniam et al., 2021).

We saw our work as an opportunity to reimagine and to center library services within an equity framework so that library staff have the skills and knowledge necessary to leap into equitably serving non-dominant members of their community. What we discovered through this work is that library staff were not prepared to take this leap and spent much of their time focused on acting in the role of library servant instead of public servant. Public servants make decisions with community members. Library servants make decisions for them (Yoke, 2020). In the library servant role, library staff determine resources, buildings, and marketing without community input. Library servants tell their community and partners about their programs and services and what the library can do for them. In the public servant role, library staff gather and analyze community data and work with local stakeholders to innovate solutions that would go beyond re-envisioning traditional services. Public servants demonstrate strong empathy and loyalty to their communities. Seeing this disconnect between the library servant and the public servant role in our work led us to ask the question: What was the mindset of library staff in serving their communities during the crises of 2020/2021?

By knowing the mindset of library staff and how they see their role within their communities, library educators are able to better understand what skills, knowledge, and mindsets pre-service librarians must have in order to craft a resilient future. Public library staff with the public servant mindset are those that will be able to lead and inspire their colleagues and their community. We delve into findings from our work and provide a set of ways that LIS educators can work towards instilling a public servant mindset in pre-service librarians.

RELATED WORK

“Public libraries are a natural gathering place for people after a disaster because of the multiple roles they assume and because they are located in practically every community” (Stricker, 2019, 13). Supporting their communities during crises is not new for public libraries. Libraries regularly step-up during weather emergencies and provide shelter, technology, warmth or cooling, and access to electricity ((Bishop & Veil, 2013; Stricker, 2019). Libraries embraced their community during civic unrest and remained open to serve as safe spaces during these challenging times (Alajmi, 2016, Cottrell, 2015). During these emergencies, library staff demonstrate a mindset focused on helping community members in ways that attend to easily recognizable needs such as shelter and access to information.

Prior to the crises of 2020/2021, library staff were able to quickly identify what community member’s short-term needs were: shelter, information access, safe space, etc. These responses did not require library staff to work with community members. They exhibited a limited public servant mindset in which their services supported obvious public needs but did not extend to engaging with the community to determine if there were more ways to provide service
beyond the traditional building-oriented approaches. With the crises of 2020/2021, libraries had to think differently about crisis responses. They needed to start asking questions such as: How do we serve the community when buildings are closed? How do we determine community needs when community members are in quarantine?

During the crises of 2020/2021, library staff tried these traditional approaches mentioned above but under the conditions of closed buildings, resulted in varied levels of success and often missed serving community members who needed services the most (Braun et al, 2021, Subramaniam & Braun, 2021). Responses were also often focused on serving community members who were already familiar with the ways in which libraries work - using online catalogs to borrow materials and services like grab and go and curbside services (Hughes & Santoro, 2021). As a result, many non-dominant youth and families were not adequately served by their public libraries and staff did not demonstrate a public servant mindset in order to build services that directly supported the needs of these youth and families (Subramaniam & Braun, 2020b).

METHODOLOGY

As mentioned in the Introduction section, this work is part of a larger study which led to the creation of a Field Guide (Subramaniam et al., 2021). We conducted seven virtual participatory design (PD) sessions (90 minutes each, using Zoom) with 137 youth-serving library staff2 in the U.S. between May 2020 and August 2020. We learned about library services and challenges faced during the ongoing crises. PD (also known as co-design) is derived from Scandinavian efforts to democratize the design process, featuring a strong focus on allowing those who are going to use the resulting product to have significant input throughout the design process, with participants as informants (informing the design) and design partners (participating in the entire design process) (Druin, 2002; Floyd, Mehl, Resin, Schmidt, & Wolf, 1989). Data gathered during our process includes audio recordings of co-design sessions and artifacts produced during and in-between sessions in the form of Padlets, Jamboards, Google Docs, Google Slides, homework assignments, word clouds, etc. In August 2020, we also conducted 30 minute semi-structured virtual interviews with 12 youth-serving library staff (selected from staff that participated in the co-design sessions) who shared their challenges and solutions for serving community needs during crises. Library staff that we interviewed served rural, urban, and suburban populations, and included those that were able to transition from a library servant to a public servant mindset during the co-design process (six participants) and those who were still unable to make that shift after the process (six participants). We observed this through the artifacts that they produced. Throughout the process of building the Field Guide, we published articles in School Library Journal (SLJ) that provided an overview of challenges that we

2 We use the term “library staff” to be inclusive of all library workers.
discovered (Subramaniam & Braun 2020a, 2020b; Braun & Subramaniam 2020a, 2020b). We extracted and analyzed public social media postings posted between July 2020 and September 2020 from library staff who responded to these published articles, through SLJ’s publicly-accessible Facebook, Instagram, and Twitter accounts.

To analyze the data collected, we used thematic analysis (Boyatzis, 1998), and created a coding scheme aligned with our research goal for our overall work. We ensured that the codes were applied accurately to the entire data set by conducting regular collaborative discussions throughout the coding process (Smagorinsky, 2008). We created a codebook consisting of 15 codes developed through a three-stage process. In the first stage of coding, each of the researchers separately coded a single interview transcript. We then met to discuss the codes applied and built an initial codebook. In the second stage of coding, we used the codebook we created and coded another additional artifact individually. We met afterward to discuss the results of the second coding in which we finalized the codebook. In the last stage of coding, two team members applied the final codebook to all data sources, with one researcher applying the codes, and another researcher checking to make sure they agreed on the codes assigned. We left memos for each other if there was a discrepancy in the coding, and discussed disagreements (if any) (Smagorinsky, 2008).

FINDINGS

Our analysis found the following salient themes that demonstrate the prevalence of the library servant mindset in responding to the crises of 2020. Some library staff pivoted towards the public servant mindset towards the end of our co-design work, possibly signaling that our discussions may have facilitated such change.

We’re the experts

We found evidence that administrators, decision makers, and library staff strongly believed that they knew what the community needed during the recent crises, without reaching out and learning about the community’s needs. Library staff made decisions for the community. Here, Interviewee 5 mentioned how her manager was convinced that books are what the community wants during a crisis, “[I] was like, I want to do all this technology stuff. And the city manager was like, Oh, well, hold on. That's not what the community wants. The community wants books, so we're kind of following her lead in that regard.” Library staff that responded to our articles via social media also made similar claims. For example, “Getting physical books into people’s hands IS valuable and we WERE listening to the needs of our community”; and incredulous questions were posed to us such as “When did the library’s mission become end homelessness and feed the community?”. After participation in our design sessions, we saw some evidence of the change in this mindset among our participants. For example, Interviewee 8 stated that “... I'm trying to get my staff on board for what that looks like and to take away some of the ownership...when they develop programs themselves... how do they co-develop it with somebody from outside the library who has expertise? Because I feel like the librarians for a
We’re here and we’re essential

Library staff perceived their service as essential. They felt that it was important to continue doing what they have been doing to remain connected with the community that they served before. The focus was not on the community needs and/or communities that are most impacted by the crises, but was more on tools that are needed to connect with community previously served such as figuring out how to do Facebook Live, setting up Discord servers to connect with teens, and obtaining Zoom accounts for library staff. Staff spent a significant amount of time learning these tools to offer the same programs that they did before the pandemic. Interviewee 2 shared the success of these programs through her lens, “We're going to do a bunch of programming and be satisfied with three people in attendance for all this work...”.

The curbside pick-up service was and still remains the most frequently offered service offered by public libraries nationwide during the 2020/2021 crisis. Our analysis revealed that the optics of demonstrating that the library was doing something, as opposed to offering the programs and services that the community needs was prevalent. Interviewee 2 described how this manifested in his library, “We all have to be active. We have to be doing stuff. I think there's a community political element to contactless holds meaning we're still here, and you see...we're working”. There was also a perception that this is what the funders and taxpayers wanted. Interviewee 6 stated this point eloquently, “There's just so many competing interests to balance, and optics is absolutely a part of that for sure.” Focusing on these optics and the inability of the library to be nimble did trouble some of the library staff such as Interviewee 11, who mentioned “We're not as nimble...We seem to have gone back 50 years to what the definition of library was...your white, middle-class whatever, and have not moved beyond that...”. After participation in our design sessions, we saw some evidence of the change in this mindset. In one of our visioning exercises as part of the homework following the discussion about the public servant mindset, one of our participants stated, “Change the definition of library in the community’s mind; we are not just the provider of books.”

We promote the library

During our initial co-design sessions, many ideas that we put forward such as learning about the community needs and co-creating programs with the community encountered pushback. Library staff were convinced that promoting virtual programs and services and convincing the community to use them would result in higher virtual attendance and use. We heard plenty of suggestions on how to market the virtual programs, from distributing flyers during curb-side pickups, at community’s farmers markets, or at meal pick-up sites. There was much less recognition of building community relationships needed to determine needs and assets in the community. Interviewee 9 captured this succinctly, “To be honest, they're not really looking at...what kind of relationships do[es] a... librarian have with the people in your
community? It's not relationship-based...I mean, some have relationships with their school districts...[but] it is transactional...”. After participation in our design session, we were able to capture some evidence of change in mindset, as exhibited by Interviewee 5, “.....do we focus our efforts, and our time, and our energy on providing readers advisory opportunities...or do we focus more on the partnerships and the equity that I've been learning about...?”.

CONCLUSION AND RECOMMENDATIONS

Throughout our work, we consistently encountered attachment to the library servant mindset. It became clear that some library staff came to the profession with this mindset, or were converted to this mindset after they entered the workforce. Our work did not illuminate where and how this library servant mindset was acquired, but what was clear was that it existed and hindered staff from serving their communities effectively during the recent crises. We argue that this public servant mindset is crucial when serving communities before, during, and after crises. Without being able to demonstrate the impact that they have through the essential services that they provide that meet community needs, libraries risk being admired as an iconic building in the community but will be the first public service to go when fiscal challenges arise. We have already seen instances where library staff were fired, furloughed indefinitely, or moved to other essential units within the city (Peet, 2020). As a result of continued building closures and limited services, some decision makers are starting to ask if we need libraries (see Flood, 2020). We plead the library educator community to begin consciously integrating the public servant mindset into their librarian preparation programs.

We conclude with a list of additions and revisions that LIS educators must embrace in their curriculum in order to build the public servant mindset in pre-service library staff:

- Highlight the public servant mindset in recruitment and seek evidence of this mindset in application materials;
- Infuse the public servant mindset into the design of all LIS courses;
- Incorporate service-based learning in the LIS core courses to allow pre-service librarians to work in communities and participate in real-life public servant oriented activities;
- Create courses that empower pre-service librarians to learn techniques to uncover community needs and assets and use what they learn in a co-creation process with communities;
- Emphasize assessment and evaluation in existing courses;
- Create courses that focuses on how to build and sustain relationships and partnerships with community anchors, leading to collective impact in communities served; and
- Create a course on serving communities during crisis, specifically on how to prepare for crises and how to respond to communities needs during crises.
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“A little kinder and gentler”: Archival Pedagogy, Affectivity, and the Ethics of Care During a Pandemic

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ABSTRACT

This qualitative case study breaks new ground theoretically and empirically by bringing affectivity and the ethics of care to bear on graduate LIS education. Drawing upon semistructured interviews with 33 leading archival educators, this research centers on educators’ and students’ affective reactions to the COVID-19 pandemic. Students struggled to complete academic work, to develop community, to stave off feelings of loneliness and isolation, and to attend to family or caretaking responsibilities or challenges. Educators meanwhile struggled with the transition to online education, with the loss of interpersonal connections with students and colleagues, and with the necessity of depending wholly upon technologically-mediated communication. Educators responded both sympathetically and empathetically by focusing on students’ wellbeing, by adding flexibility to deadlines, and by increased responsiveness and outreach. We contend that the pandemic surfaced a nascent feminist ethics of care, and we advocate for developing this into a full-fledged ethics of pedagogical care.

ALISE RESEARCH TAXONOMY TOPICS

Education; curriculum; online learning; pedagogy; students

AUTHOR KEYWORDS

Archives; social justice; data curation; records and information management
As we are cared-for and learn to care for others, we become more and more capable of asking the question, What are you going through?

INTRODUCTION

Declared a public health emergency in the United States on January 27, 2020 by the Secretary of Health and Human Services, COVID-19 caused a sea change in quotidian life.¹ Archivists leapt to document the pandemic. Nature observed a “global frenzy of COVID collecting” (Spinney, 2020). But scholars have yet to explore the impact of COVID on Library and Information Science (LIS)—specifically archival—pedagogy.

This paper contends that the affective responses of archival educators to the pandemic embody a nascent feminist ethics of care. We propose the need for and the value of a full-fledged ethics of pedagogical care. LIS educators and students should purposefully and explicitly integrate such an ethics of care into the curriculum post-pandemic to benefit archival and LIS pedagogy.

Building on Poole & Zhang (2021), our research breaks new theoretical and empirical ground by applying affectivity and the ethics of care to LIS graduate pedagogy. This paper first sets forth our methodological approach. Next, it discusses the onset of the pandemic, its impact on students and educators, and educators’ affective responses. Third, it emphasizes how findings enrich and extend the literature on affectivity and the ethics of care. Last, it suggests directions for future research.

METHODS

This qualitative research (Sutton, 1993; Westbrook, 1994) comprises a case study (Gorman & Clayton, 2005; Pickard, 2013a; Schwandt & Gates, 2018; Yin, 2009). Interpretivist and constructivist, it empirically seeks to understand holistically and in-depth a complex, contemporary, real-life social phenomenon. This research focuses on a revelatory case: archival educators during the pandemic.

In line with case study methods, we adopted a purposive sampling strategy, homing in on information-rich cases (Pickard, 2013b). Between December 2020 and July 2021, we conducted semistructured interviews via Zoom with 33 of the 46 full-time faculty listed as program contacts in the Society of American Archivists’ Directory of Archival Education.² Ranging from 50 to 115 minutes, our interviews helped us reconstruct events vividly and in detail from multiple perspectives, understand educators’ experiences robustly, and infer the nuance and richness of social processes and change over time (Charmaz, 2014; Rubin & Rubin, 2005; Weiss, 1995). We complemented this data with documentary evidence, namely peer-

² https://www2.archivists.org/dae. The authors are both program contacts; hence the pool of potential interviewees was 44.
reviewed journal articles, books, and book chapters procured through citation chaining and
database and journal searching and browsing (Hodder, 2000; Shenton, 2013; Wildemuth, 2009).
This exploratory research is heavily indebted to constructivist grounded theory
(Chandash, 2014). Our coding proceeded from initial to focused. We employed the constant
comparative method of analysis, which proceeded until saturation. Our analysis was inductive,
iterative, ongoing, and grounded (Chandash, 2014; Corbin & Strauss, 1990; Glaser & Strauss,
2009; Saldaña, 2013). Results are theoretically generalizable based on their contextual
applicability (Pickard, 2013a; Yin, 2009).

LITERATURE REVIEW

Affect

Embracing feelings and emotions, affect bridges mind and body, cognition and
sensation, reason and emotion, consciousness and unconsciousness (Cvetkovich, 2014). As
“embodied meaning-making” (Wetherell, 2012, p. 4), affect mediates the individual, the
collective, and the environment (Ahmed, 2004a, 2004b; Brennan, 2004). In other words, people
meld perception, reflection, judgment, and affectivity (Nias, 1996; Ruddick, 1980). Information
behavior researchers have explored affect in various contexts (e.g., Nahl & Bilal, 2007), but the
concept remains untouched empirically—if not anecdotally (e.g., Cooke et al., 2020)—in LIS
pedagogy.

The ethics of care

Affectivity underpins the ethics of care. Likely the most fundamental human need, care
constitutes both a value and a practice (Held, 2005; Noddings, 2013). Every person needs to be
“understood, received, respected, recognized” (Noddings, 1992, p. xi). Caring simultaneously
fulfils a need in the person cared-for and enriches the carer’s sense of self (Noddings, 2013).
A normative feminist moral theory, an ethics of care cultivates, maintains, and enriches
caring relations (Noddings, 2013). Eschewing the laissez-faire tenets of traditional moral
theories (e.g., Kantian or utilitarian), it surfaces interconnection and interdependence,
relationality and responsibility for others (Gilligan, 2003; Noddings, 1992). Cooperation and
social bonds characterized by direct person-to-person attention and response vanquish
competition (Held, 2005; Noddings, 2013). Instead of rights and rules, moral emotions elevate
sympathy, empathy, receptivity, sensitivity, responsiveness, attentiveness, trust, solidarity, and
mutual concern (Held, 2005; Isenbarger & Zembylas, 2006).

Pedagogy, the ethics of care, and emotional labor

Saturated with affectivity, optimal primary school pedagogy embodies an ethic of care
work; their self-esteem may rely on their perceived level of caring competence (Isenbarger &
Zembylas, 2006; Nias, 1996, 1999). Educators manifest caring by fostering engaged dialogue
and by empathizing with students’ hopes and needs (Isenbarger & Zembylas, 2006).
Caring teaching demands much emotional labor, however (Isenbarger & Zembylas, 2006). Emotional labor involves managing one’s personal feelings to project a particular countenance that produces a desired state of mind in other individuals such as students (Hochschild, 2012, 2013). As Hochschild (2013) contends, “Emotional labor implies directionality, intention, and effort; it is real work” (p. 31). Caring teaching is therefore demanding, but also quite potentially enjoyable and fulfilling (Isenbarger & Zembylas, 2006). Scholars have yet to extend these findings concerning the ethics of care and emotional labor in teaching empirically to graduate LIS education.

FINDINGS

Interviewees fastened on the pandemic’s sudden onset, its impact on students, its impact on faculty members, and faculty members’ responses and lessons learned.

The pandemic’s onset

The onset of COVID ruptured archival educators’ everyday lives profoundly. Overseeing a million-dollar digitization project funding fourteen students, P22 recalled, “one day we were scanning, the next day we were shut down.” “We were all shell shocked,” P20 remembered of her first class meeting, “so I made that class really about connecting with my students and letting them speak.” “We just had to acknowledge this huge elephant in the room, of our worlds completely changing.” P13 praised her students’ resilience—and their generosity. “When the pandemic hit and people were really, really stressed out at work,” she noted, students “were sometimes called on in order to tell help others get used to working online.”

Impact on students

Twelve educators discussed the pandemic’s traumatic impact on their students. P26 commented bluntly, “things have been really bad for some people.” A survey of P10’s program revealed that 39% of students had dealt with mental health issues during the fall of 2020. Participants discussed students’ travails in completing academic work, developing community remotely, grappling with loneliness and isolation, and fulfilling family responsibilities. First, P27 thought it more difficult for students to concentrate academically. P10’s students also struggled to complete their work, and to complete it on time, as did P3’s, P12’s, P16’s, P18’s, and P26’s.

Second, as P10 reported, students struggled to connect with their peers. According to P30, “the great loss of the pandemic has been less around the teaching and almost entirely around the students’ ability to connect with each other, the kind of chatting before class, hanging out chatting outside the building after class disperses, getting a coffee together, that kind of relationship-building.” P15’s students also struggled to develop community. They missed the camaraderie engendered by “hanging out in the lab together working on projects.” Like P15, P24 also found a sense of community well-nigh impossible to replicate online. She recalled of the fall 2020 semester that students were neglecting the weekly online discussion assignments. When P24 contacted these students, they responded, as she phrased it, “I’m so
overwhelmed, I’m having a really hard time getting started, the semester it’s been really tough.”

Third, students were swamped with loneliness and isolation. “Students were in varying levels of crisis of just needing more attention and connection and navigating,” recalled P30. P21 reflected poignantly, “some students are sick and some who have moved here to go to school are just living in a little one bedroom apartment and they’re away from their families.” One such student “was all alone and…they didn’t have funding to even get their student ID, which they needed to access our [food] pantry on campus.”

Fourth, students negotiated potentially devastating personal and familial circumstances. P15 reflected, “you can’t believe…what’s happening in their life.” Students were “stressed about their projects and then they’ll be like, ‘oh my aunt has COVID.’” Some of P15’s students also had childcare responsibilities. P16 related, “People have lost family members, they’ve lost friends, they’ve taken on additional responsibilities and caretaking.” “Everybody’s just worried…about their loved ones,” she noted.

Amid the pandemic, however, the virtual classroom could provide a refuge. Most of P12’s students found the classroom a sanctuary, “a space where they could talk about things that they were passionate about and cared about, and…were somewhat isolated from the stressful things going on in their life and in the world.” Similarly, upon her university’s resuming in-person classes in the spring of 2021, P32 found her students excited to be back in the classroom and interacting with their peers.

**Impact on faculty**

Twelve educators reflected on the pandemic’s impact on their work. These challenges included transitioning to online or socially distanced education, the loss of interpersonal connection with students and colleagues, and the mediatory role of technology.

First, acclimated to lecturing in person, P4 deemed online teaching “so depressing.” “I hate it,” she insisted flatly. Others similarly struggled to acclimate to online teaching. Both P7 and P24 confessed to feeling disconnected from their students and P15 was “worried about my students in a way that I wasn’t before.” In this vein, P5 invested an unprecedented amount of time to advising during the pandemic. Still teaching archives in person, albeit under socially distanced and masked conditions, P23 described it as a peculiar experience. “When you can’t read everybody’s faces, it’s challenging,” she clarified.

Second, the loss of interpersonal connection with colleagues as well as students proved deeply unsettling. As P33 summed up, “[Covid has] not necessarily changed in terms of how we teach, but it impacts us in terms of how we interact with students and how we try to support students’ learning.” P19 meanwhile found it well-nigh impossible to be as engaged with her program’s pedagogical community. Bereft of co-location, communication among P18 and her colleagues plummeted. P23 recalled lacking the wherewithal even to attend virtual conferences.

Third, with online pedagogy, P1 found herself more critical about course delivery technology, namely in terms of accessibility, a point echoed by P24. Reliance on technology also disconcerted P20: “the office hours, the meetings, the student advising—it’s all through Zoom now.” Preparing a new online class, P15 admitted to a “constant feeling of failure.”
Affective responses

Ten educators discussed their affective responses to students’ pandemic-related travails, responses that involved substantial emotional labor. Four educators described softening their stances. “I think of myself as a hard ass,” P16 chuckled, but “holding hard a hard line isn’t really feasible or doesn’t really pay right now.” She characterized her pedagogical approach as far more empathetic and flexible because of COVID. “Last spring,” P26 noted, “we were all on a knife’s edge of tension all the time, and I think we’ve just got to be a little kinder and gentler and figure out how to express that to students.” Describing her teaching philosophy as student-first, P3 found herself “even more…wanting to make sure their well-being is okay.” In dealing with students, especially adult learners and career changers, P18 counseled, “be empathetic.”

Educators also responded sympathetically and empathetically to their students’ angst. P20, for example, undertook “a lot of extra communication with students to let them know I was thinking of them,” and P33 made a concerted effort to respond as quickly as possible to student emails. In the fall of 2020, P30 even hosted weekly “Zoom lunch[es]”: “We didn’t talk about school,” she clarified, “[it] was just like shoot the breeze, talk about whatever.” Seeking to palliate students’ feelings of loneliness and isolation, P21 explained, “I’ve been really spending time…like, ‘Oh, I know this group, and this group, and how can I connect these folks?’ and they can do like a socially distanced walk or something.”

Empathy spilled over into the virtual classroom. P24 responded innovatively, beginning each class with a check-in. “Some days [students are] really emotional and some days they’re really light and some days it’s a mix of all of those things, but it helps create a sense of being responsible for one another.”

Other educators such as P12 advocated for “compassion and flexibility.” She therefore prioritized students’ health and wellbeing over rigid learning outcomes or assessment deadlines. In similar spirit, P3 reflected, “I am much more cognizant of understanding they’re going to be stressed… like, ‘let’s be flexible, yes, we have the syllabus and yes, we have these due dates, but nothing is rigid.’” P33 followed suit in terms of deadlines, viz., being “more generous and…relaxed”; she, too, tried to alleviate student stress when “the world is going crazy.” P26 likewise concluded, “I don’t care when [students] pass in their assignments, as long as they at least go to the trouble with telling me why it’s going to be late.” “At the end of the day,” P16 summed up, “just care that they learn.”

DISCUSSION

During the pandemic, affectivity saturated graduate archival pedagogy. More important, it stimulated a nascent ethics of pedagogical care. Educators and students endured an intellectual and emotional sea change, wrenching if not traumatic, in their personal and professional lives. Stress, anxiety, angst—all pervaded pandemic life as both groups faced adversity and summoned resilience on multiple fronts.

Students were challenged to complete their academic work on time. They grappled with a lack of interpersonal contact and community with their peers and their teachers alike; some faced new caretaking or child-rearing responsibilities.
Educators necessarily adapted to online teaching. Denuded of interpersonal contact and connection with both students and colleagues, many adjusted to an unprecedented reliance on technology as a pedagogical helpmate. Embracing empathy and flexibility, generosity and mindfulness, educators focused on the end goals of learning, not so much on the processual minutiae of getting there. They augmented their prosaic communication and advising efforts, they employed specific strategies such as check-ins, and they sought innovatively to stimulate new ways of learning and new forms of community-building. In short, they undertook an immense—and unforeseen—amount of emotional labor.

Respectful of and receptive to student voices, educators engaged with students, embodying what Nias (1999) called “answerability” (p. 69). Their experiences bridged the emotional and the intellectual, the professional and the personal, the local and the global, and the individual and the community—the hallmarks of affectivity. Similarly, educators and students rejected abstract, laissez-faire, independent, and obdurate ethical approaches, instead nurturing relational, particularistic, and experiential bonds (Gilligan, 2003).

Educators evinced direct recognition of and respect for students, thereby prioritizing—and modeling—interdependence and solidarity. This laid the foundation not only for resilience, but also for future connection and community development. Care was conveyed through empathy and sympathy, sensitivity and flexibility, and responsiveness and engagement. For these archival educators care represented both value and practice (Held, 2005). Facing the pandemic, educators modeled an embryonic, deeply moral feminist ethics of pedagogical care. This ethical approach offers inspiration and direction for pedagogy in archival and Library and Information Science education alike.

CONCLUSION

The pandemic elucidated immense resilience from archival educators as they invested in their students’ well-being and parlayed this work into lessons learned. “We have to be mindful,” P20 asserted. “I want students to bring their whole self to the classroom and I try to do the same, I try to model that behavior and bring my whole self and be willing and be an open book.” P3 meanwhile underlined her newfound appreciation for empathic teaching and pledged to continue it. Due to the pandemic, P1, too, had “a lot of time to think about how the values of the profession as a whole are reflected in the classroom.” Such mindful introspection augurs well for the future of archival pedagogy.

This paper suggests five directions for future research. First how might the student perspective enrich this study’s faculty perspective on grappling with the pandemic affectively? Second, in what other areas of LIS education besides archives might an ethics of pedagogical care be applied fruitfully? Third, how might educators leverage affectivity explicitly in their pedagogy? Fourth, how might educators develop durable best pedagogical practices based on their empathetic and caring pandemic responses? As P21 mused, “how do you still challenge [students], but create a space of care, a community of care in the classroom and outside?” Finally, how might educators promote an ethics of care in online learning?

An ethics of pedagogical care would encourage educators to maintain caring relations with one another and with students whether in ordinary or turbulent times. What is more, it would encourage the development or buttressing of institutional structures in which caring will
flourish (Noddings, 2013). As P20 put it, “it’s okay to be sad and to grieve.” She insisted sanguinely, “it will help us move forward.” Ultimately, an ethics of pedagogical care may impel educators to lead—indeed, to inspire—just such efforts.

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Exploring Civic Data Work in Libraries: An Opportunity for LIS Curriculum and Community Empowerment

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ABSTRACT

Despite the focus in LIS programs and professional development programs on open research data, there has been less work directed at preparing librarians and other information professionals to engage their communities through services and roles connected to open civic data. This paper reports the results of a survey sent to library workers regarding civic data knowledge and services in their workplaces. Survey respondents identified their expertise and the importance of open civic data competencies, revealing opportunities for LIS educators to better prepare their students for emerging library roles with civic data.

ALISE RESEARCH TAXONOMY TOPICS

education of information professionals; community engagement; community and civic organizations; data curation.

AUTHOR KEYWORDS

open data; civic data literacy; library services; LIS education

INTRODUCTION

Globally, open data policies and initiatives are leading to the publication of datasets that provide insight into our governments and communities (Charalabidis et al, 2018). At the same time, these data, which are termed “civic data” in this paper, are being used to design services, resources, and tools that support community empowerment, education, and entrepreneurship
One of the core values of libraries is to facilitate information access and use (American Library Association, 2019). Libraries are thus well-positioned to serve as intermediaries to civic data and to assist community members in leveraging this data (Twidale, 2013; Bertot et al, 2014; Robinson and Mather, 2017; Zhan, 2018; Civic Switchboard Project Team, 2019; Ahmad, 2020; Elis, 2020; Palmer et al, 2021). In this paper, we present findings from a survey of library workers that explored their civic data literacy competencies and the existing and desired ways that libraries are engaging with civic data. The survey was designed to address the following questions:

- What are library workers’ current civic data literacy skills and competencies?
- What civic data services do library workers currently offer and what new services do they want to deliver?
- What civic data literacy skills and competencies do library workers want to grow in order to support desired directions for civic data services?

We propose that LIS programs have an important role to play in building library workers’ civic data literacy skills and competencies and, in turn, libraries’ capacity to develop and deliver services that support patrons’ access to and use of civic data.

BACKGROUND

The massive growth of civic data during the last decade has opened up a window of opportunity for communities to take advantage of this data. However, in order to understand and use civic data effectively, the broader public needs support. Because of their connections to local communities and their expertise as information professionals, library workers are well-positioned to facilitate civic data literacies among their users (Twidale, 2013; Bertot et al, 2014; Robinson and Mather, 2017; Zhan, 2018; Civic Switchboard Project Team, 2019; Ahmad, 2020; Elis, 2020; Palmer et al, 2021). In fact, several libraries across the U.S. have recently implemented civic data literacy programs with success (Robinson and Mather; Civic Switchboard Project Team; Enis; Throgmorton, 2020). At the same time, the role of libraries as civic data intermediaries is still emergent; many workers are not familiar with civic data work (Coward et al, 2018; Civic Switchboard Project Team).

In the 2017 IMLS forum on LIS education, Carole Palmer observed that civic agencies “are great at opening up the data, making it available on platforms, but not at making it usable to the public. And that is where our [library] expertise really comes in” (Sands, p. 10). Recent writings and projects have conceptualized libraries as important “civic data intermediaries”: organizations that help community members to find, understand, and use civic data (Civic Switchboard Project Team, 2019). Robinson and Mather (2017), for instance, observe a close alignment between the mission of public libraries and local government’s open data initiatives. Citing the examples of Edmonton Public Library and Chattanooga Public Library, they assert that libraries are well-suited to be “civic data infomediaries” or a “a person or organization that connects community members with open data so that public value can be derived from the data (p. 31). Having access to civic data and knowing how to use it can bolster social justice efforts,
especially among marginalized communities (Lewis et al, 2018; Hintz et al, 2019; Actionable Intelligence for Social Policy, 2020).

In their 2018 report “Public Libraries as Platforms for Civic Engagement,” Chris Coward, Colin Maclay, and Maria Garrido identify numerous barriers to public libraries’ involvement in civic engagement, noting that it “typically is not a part of library and information science curriculum, and most working librarians are unlikely to have had classes” (p. 11). Similarly, in the Pittsburgh-based Civic Switchboard Project, library workers related that “feeling unqualified” prevented them from full participation with civic data in their communities (Civic Switchboard Project Team, 2019). While LIS curricula and professional development programs have prepared individuals to design and deliver open research data services, we can better equip LIS students for services and roles focused on engaging their communities with civic data (Palmer et al, 2021). By offering a curriculum that positions library workers as active and valuable players in their civic data ecosystem, LIS programs can prepare students for work, both in and out of traditional library settings, that empowers local communities for equitable goals.

METHODOLOGY

This survey of library workers was designed to inform the design of civic data literacy instructional materials that can be adapted for LIS coursework and professional development programs in libraries. We chose an online survey format, using the tool Qualtrics, because it would be the most effective way to collect the data needed for achieving our goal: to have a better understanding of the relationship between library workers and civic data work. The survey asked respondents to indicate their level of comfort with civic data work, to identify civic data roles they are currently performing at their institution, and to share which roles they would like to develop at their library. It also inquired about their current expertise with civic data competencies, and the importance of these competencies for their particular library.

The research team created the survey in November 2020. We received IRB approval from our university in December 2020 and disseminated the survey in January 2021. Because our target population was library workers of all types, we decided to distribute the survey through a wide variety of library networks. The research team emailed the survey to public library workers in the Allegheny County Library Association (our local country library association) and to the listservs of several library groups: the Civic Data Operators Group, Public Library Association (PLA), Association of College and Research Libraries (ACRL), the Digital Library Federation’s (DLF) Pedagogy and Records Transparency/Accountability Interest Groups, and others. Our respondent pool thus included different types of library workers from a variety of institutions across the United States.

There was no incentive offered for participation, and the survey took about five minutes to complete. All questions were optional and respondents were able to skip those that they did not wish to answer.
FINDINGS

There were 91 responses to the survey. Of these responses, 57 participants reported an affiliation with a public library, 27 with an academic library, 1 with a school library, 1 with a government library, 3 with another type of organization, and 2 unanswered responses. The high representation from the public library sector is a result of targeted survey outreach to the Allegheny County Library Association; this overrepresentation from the Pittsburgh region (44 responses) is a limitation of this study.

Because civic data work and services can be located in many parts of a library (see the Case Studies in Civic Switchboard Project Team, 2019), we invited survey participation from anyone who holds a role in a library. Respondents reported a wide range of positions – from library directors, youth service librarians, and library assistants to data and digital scholarship librarians.

Civic Data Competencies

As a foundational question, respondents were asked to rate their “current level of comfort with civic data work,” with 5 being very familiar with civic data practices and 0 not aware at all of civic data practices. Respondents indicated that their overall comfort with civic data practices had room for growth, with a mean of 2.7. Responses ranged from 0 to 5, indicating that some librarians felt they had no knowledge of civic data practices at all (with 5 respondents reporting a 0), while others felt that they were experts (with 7 respondents reporting a 5).

Drawing from the literature on data literacies and civic data (Weber et al., 2018; Ridsdale et al., 2015; Okamoto, 2017), the survey identified a series of competencies associated with civic data literacy. We asked survey respondents to, first, measure their existing experience level with these civic data literacy competencies and, second, indicate the importance of these competencies for their library.
Figure 1
Library Workers’ Reported Civic Data Competencies and Assessment of Importance

Librarians indicated their degree of expertise for specific competencies on a scale of 0 to 5, with 5 being highly experienced. “Data communication and visualization” was highest, at a mean of 2.77, and “data preservation” was lowest, with a mean of 2.16 (see Table 2). For desired competencies, where 5 indicated most important for one’s library and 0 indicated not important at all, “data communication and visualization” was ranked as most important for respondents’ libraries, with a mean of 3.53, and “data policy and copyright” and “data publication and communication” were ranked lowest for respondents’ libraries, with a mean of 2.81 each. More librarians responded that each competency was of some importance, important, or very important for their library compared to those who selected not important, of very little importance, or of little importance.
Table 1

Mean Values of Library Workers’ Reported Civic Data Competencies and Assessment of Importance

<table>
<thead>
<tr>
<th>Competency</th>
<th>Current Expertise</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Acquisition and Collection</td>
<td>2.50</td>
<td>3.01</td>
</tr>
<tr>
<td>Data Management and Organization</td>
<td>2.68</td>
<td>3.28</td>
</tr>
<tr>
<td>Metadata</td>
<td>2.48</td>
<td>2.87</td>
</tr>
<tr>
<td>Data Security and Privacy</td>
<td>2.32</td>
<td>3.33</td>
</tr>
<tr>
<td>Data Preservation</td>
<td>2.16</td>
<td>3.05</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>2.64</td>
<td>3.06</td>
</tr>
<tr>
<td>Data Policy and Copyright</td>
<td>2.17</td>
<td>2.81</td>
</tr>
<tr>
<td>Data Publication and Dissemination</td>
<td>2.38</td>
<td>2.81</td>
</tr>
<tr>
<td>Data Communication and Visualization</td>
<td>2.77</td>
<td>3.53</td>
</tr>
<tr>
<td>Data Ethics</td>
<td>2.61</td>
<td>3.36</td>
</tr>
</tbody>
</table>

Civic Data Services

This survey asked participants to report on the current ways their library is engaging with civic data and desired future directions for work. We employed the Civic Switchboard Project’s identified set of library civic data roles in the instrument (Civic Switchboard Project Team, 2019).
Table 2
*Library Civic Data Roles*

<table>
<thead>
<tr>
<th>Civic Data Roles</th>
<th>Current</th>
<th>Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing patrons’ civic data literacy</td>
<td>28</td>
<td>57</td>
</tr>
<tr>
<td>Advocating for ethical, responsible, and accessible civic data</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td>Making civic data more usable (through user studies, LibGuides, or other means)</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>Providing expertise on data management</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Creating and sharing civic data on a data portal</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Connecting data users with civic data</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Using civic data for library needs or services</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>Publishing civic data</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Archiving civic data</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>No current civic data roles</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the survey, the most frequently identified current civic data roles were “Connecting data users with civic data,” with 42 of the respondents saying their library was fulfilling that role, and “Using civic data for library needs or services,” with 39 of the respondents indicating that their library currently uses civic data themselves to understand the communities they serve.

In regards to roles the respondents would like to see in their libraries, 57 respondents indicated “Developing patrons’ civic data literacy” as a role they wished their library would take on, and 45 selected “Advocating for ethical, responsible, and accessible civic data.” As seen in the table, nearly all the most frequently selected desired roles have a community engagement component - connecting patrons with civic data, using data to understand community needs, and empowering patrons to use civic data.

Notably, when asked what barriers exist to conducting civic data work in their libraries, the most common response was “Lack of expertise” (n=66). The second most common response was “Engaging the community about civic data” (n=50). These responses indicate a need for professional development that increases civic data competencies in ways that allow librarians to connect with their communities.

**DISCUSSION**

Our findings indicate that while the library workers included in our study see value in civic data competencies, they feel that their experience with such competencies is somewhat limited. Beyond these skills, they need the strategies to engage their communities in working with civic data; it is not sufficient to identify what civic data is and where it can be found. Library workers need to work alongside their communities to use civic data to uncover structures of oppression and fight for justice, and to empower people to leverage their talents and knowledge to contribute to equitable civic data creation.

We also must recognize that civic data needs to be placed into context to be meaningful to our communities. As Ruha Benjamin (2019) illustrates in her book *Race After Technology*, “Data, in short, do not speak for themselves and don’t always change hearts and minds or policy” (p. 192). Instead, narrative techniques and storytelling are necessary strategies for justice work in civic data. Our communities can use civic data to tell their own stories, to counter dominant narratives that seek to oppress, and to uncover the ways in which data is political and politicized.

This survey is informing the creation of civic data literacy instructional materials that LIS and libraries can adapt for coursework and professional development. Because of the range of civic data literacy, we advocate for a holistic approach to education, believing that civic data literacy can best be integrated across a program rather than in a discrete course. We should address within LIS coursework that the data lifecycle, data management, data communication and visualization, and data ethics are valuable competencies and skills for working with civic data, but these must be framed in the ways in which they can be leveraged into creating meaningful relationships with the local community and serving local interests.

This paper provides a lens into library workers’ desired civic data competencies and areas in which support may be needed to grow existing comfort levels, knowledge, and skills. We can
infer that growing these desired competencies will help to equip libraries in shaping a civic data service area that would be meaningful to their communities. There is an evident gap between the current comfort, skills, and roles and the desired directions for civic data work, and this presents an opportunity for on-the-job upskilling and graduate-level education. LIS programs can fill this space and prepare library workers and other information professionals for these transformational roles in their communities.

REFERENCES


How MLIS Programs Prepare Students to Serve Diverse Populations

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ABSTRACT

According to the American Library Association (ALA), organizational sustainability requires social equity. Preparation to serve diverse and marginalized populations is a key ingredient to creating the type of resilient leaders needed to promote and sustain systematic and lasting changes in LIS. This study analyzes courses that prepare students in ALA-accredited Master of Library and Information Studies (MLIS) programs to serve diverse populations. All programs’ websites were examined to identify relevant courses and 28 syllabi were analyzed for the study. The authors employed descriptive statistics and content analysis to describe course offerings and identify themes emerging from the syllabi. Overall, the study found that course rotations vary considerably across programs and more than half of the codes emerging from the content analysis focus on access, equity, and diversity and professionalism in LIS. The findings from this study add to previous research on MLIS curricula on diversity.

ALISE RESEARCH TAXONOMY TOPICS

specific populations; curriculum; education programs/schools.

AUTHOR KEYWORDS

diverse populations, syllabi, LIS education, descriptive statistics, content analysis.

INTRODUCTION

In 2018 American Library Association (ALA) Annual Conference, the ALA Executive Board accepted the final report of the Special Task Force on Sustainability. In the report, the task force adopted the “triple bottom line” framework of sustainability which specifies “To be truly sustainable, an organization or community must embody practices that are environmentally sound AND economically feasible AND socially equitable” (ALA Special Task Force on Sustainability, 2018, p. 4). ALA has always believed that libraries and librarians must recognize and help solve social problems and inequities. To accomplish this, MLIS students, the future librarians, should be well prepared to serve diverse populations that include users with various ethnic, cultural, differently abled, and gender and sexual identities, especially those are traditionally non library users, or underrepresented and marginalized population groups. They hold the key to creating the type of resilient leaders needed to promote and
sustain systematic and lasting changes in LIS.

The push to create a pipeline of culturally competent librarians is not a new one (Cooke, 2017; Overall, 2009). Efforts have been devised on many fronts but ultimately are rooted in the need to diversify the field, though such efforts have resulted in marginal success (Overall & Littletree, 2010). In the 2018-2019 academic year, white students accounted for 60% of the total ALA accredited master’s degrees awarded (ALISE, 2020). Josey’s speculation from 1993 may still be operative:

One possible hypothesis is that there are some people in our library organizations and library schools who are members of the majority white population and who believe that racism or discrimination has been eradicated in the workplace; therefore, further effort at achieving diversity is unnecessary. (Josey, 1993, p. 303)

To combat this mindset much has been written about the role a diverse faculty plays in the recruitment of minority students to library and information science (LIS) programs (Abdullahi, 2007, 2008; Adkins & Espinal, 2004; Balderrama, 2000; Bonnici & Burnett, 2005; Jaeger et al., 2010; Josey, 1993, 1999; Kim & Sin, 2006, 2008; Neely, 2005; Randall, 1988; Subramaniam & Jaeger, 2010; Wheeler, 2005; Winston, 1998; Winston & Walstad, 2006). But how does this translate to where we are now? And, what happens when we manage to recruit students from diverse backgrounds and mindsets? Some point to programs, such as Spectrum Scholars and Knowledge River, which specifically target the recruitment and retention of BIPOC (Black, indigenous, people of color) students as shining examples of recruitment and retention (Overall & Littletree, 2010).

What do we have to offer the rest of the students who do not have the benefit of the lived cultural experience students from diverse backgrounds bring within them in library school to help navigate the ever-increasing multicultural populations they are tasked to serve? Diversity in the LIS curricula have been discussed for many years, from whether the content should be contained in standalone courses, or be infused across the curriculum, or a mixture of both to how the courses should be named (Alajami & Alshammari, 2020; Al-Qallaf & Mika, 2013; Cooke 2017, 2018; East & Lam, 1995; Irvin, 2016; Pawley, 2006; Subramaniam & Jaeger, 2010). But the bottom line is that LIS programs must support students in obtaining the knowledge and skills they will need to develop inclusive library collections, services, and programs that reflect diverse patrons’ lives and needs and help them understand the experiences of people whose lived experience differs from their own (Cooke, 2018).

Alajmi and Alshammari (2020) note the increase in the number of ALA-accredited schools offering courses on serving diverse populations. But will a sprinkling of elective courses that focus on serving marginalized and overlooked groups lead to the type of resilient and robust librarians, and by extension resilient and robust library organizations, that acknowledge patrons as whole beings with complex interests and needs of their own? The study reported in this paper aims to add to the conversation by exploring the offering status, frequency, and content coverage of such courses with an eye to what this will mean for LIS educators and for the future landscape of libraries with addition of more culturally competent information professionals amongst their ranks.

**METHOD**

This exploratory research was designed to answer three research questions:
RQ 1. To what extent do MLIS programs offer courses on services to diverse populations?
RQ 2. What are the characteristics of MLIS courses on services to diverse populations?
RQ 3. What topic areas do MLIS courses on services to diverse populations cover?

To answer the research questions, the websites of the 64 ALA-accredited MLIS programs in North America were examined in early 2019 to identify courses that prepare students to serve diverse populations. Forty-five courses (from 37 programs) were identified mainly from examining the course titles and descriptions that cover at least one of the following topics:

- Information services and/or resources to diverse populations
- Multicultural resources and services
- Library services to marginalized, and traditionally underserved population
- Library services to users with disabilities

Because this study is focused specifically on courses on services to diverse populations, several types of topic-adjacent courses were out of scope for this study and were excluded: those that specifically focus on introducing the multicultural materials, services, and programming for children and young adults to promote their understanding and respect for diversity and inclusion; courses on special needs students in K-12 Libraries; courses that generally focus on diversity in the profession; and courses that focus specifically on social justice but not services to diverse populations.

The syllabi for the 45 identified courses were collected during the period from August 2019 to April 2020. A number of the syllabi were available through the program websites. For those that weren't, emails were sent to the instructors; when the instructor was not identifiable the program head was contacted. Thirty-three syllabi were obtained. After a careful examination of the 33 syllabi, 5 courses/syllabi were excluded from the study for not focusing on services to diverse populations directly. This is not surprising because the original selections were made based on reading only the course titles and descriptions. At the end, 28 syllabi from 23 MLIS programs were determined to be germane to the study objectives. Table 1 lays out the types of courses examined based on the keywords in the course title, the distribution of the course syllabi by those key concepts, the number of collected syllabi, and the number of syllabi for further analysis.

Table 1
Course Categories by Key Concepts in Titles

<table>
<thead>
<tr>
<th>Categories</th>
<th>Counts</th>
<th>Collected</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for diverse populations</td>
<td>17</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Multicultural resources and services</td>
<td>14</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Services for people with disabilities and critical disability theories</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Services for marginalized, underserved, impoverished communities</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Special topics (Cultural competencies for information professionals)</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Service for immigrant and migrant</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Social justice in information services</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Multiculturalism, information, and social integration</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>33</td>
<td>28</td>
</tr>
</tbody>
</table>
Two methods were employed to analyze the syllabi: descriptive statistics and content analysis. Descriptive statistics were utilized to build an overall picture of the situation, including the following factors: if the course is required or an elective, whether the course has prerequisite, whether the program resides in an iSchool, course delivery mode (online, face-to-face, or hybrid), and how often the course is offered. The content analysis was utilized to understand the focus of the courses. To that end, course descriptions, student learning outcomes, and course topics were examined. The authors employed an inductive thematic analysis method to develop a codebook and coding procedures (Charmaz, 2014; Strauss and Corbin, 1998). The codebook and coding procedures were developed over three rounds of coding (Dickey et al., 2007; Kazmer et al., 2016). A random sample of syllabi was developed for the first round of coding with two coders assigned to each syllabus; the coders used open coding rather than starting with pre-defined categories. Codes that emerged from this round were compiled into an initial codebook and additional syllabi were randomly selected for the second and third rounds of coding (with two authors coding each syllabus). After each coding round the authors met and employed an inductive process to resolve disagreements about the use and definitions of the codes. A fourth round of coding was then employed to calculate intercoder agreement. The goal of an interrater agreement between each pair of the coders of 80% or higher was reached with both Cohen’s Kappa and Krippendorff’s Coefficient, and all syllabi were then coded and analyzed using an inductive process to identify categories that emerged from the data.

**FINDINGS**

**Program and course description**

Among the 23 programs, 15 are housed in North American schools that are members of the iSchools Organization (https://ischools.org) and 16 programs are offered completely online. Listed below are some of the features identified from the 28 courses examined:

- The courses are predominately electives, with only one listed as core eligible. Three quarters of the courses (21) are offered online, six are offered face-to-face, and one course is offered face-to-face in fall semesters and online in spring semesters.
- Half of the courses (50%, 14 courses) have prerequisites.
- One quarter of the courses were special topics courses that change the offering of topics based on resources and demand.
- Course rotations vary considerably. Thirteen courses (46.43%) are offered at least once per year: One course is offered in every semester (spring, summer, and fall), two are offered twice a year, and 10 courses (35.71%) are offered once a year. Four courses (14.28%) are offered every other year. On the other hand, eight courses (28.57%) are offered irregularly, and four of these have not been offered for at least two years although the courses are still listed on the departmental website. Information was not available to determine the frequency of three courses.

**Content analysis**

Over the 28 syllabi analyzed, 504 instances of 45 codes emerged during the coding process. Of the 45 codes, more than 15 emerged from 11 syllabi, 10 to 15 emerged from 13 syllabi, 5 to 9 emerged from 15 syllabi, and fewer than 5 emerged from 6 syllabi (Figure 1). Slightly more than half (53.33%) of the 45 codes were found in 10 or more syllabi.
Three themes emerged from the content analysis: access, equity, and diversity and professionalism in LIS; information organizations and library services and programs; and diverse users, information needs, and outreach. The access, equity, and diversity and professionalism in LIS theme represents more than half of the codes (51.11%), the information organizations and library services and programs theme represents slightly more than a quarter of the codes (26.27%), and the balance of the codes fell into the diverse users, information needs, and outreach theme (Table 2).

Table 2

<table>
<thead>
<tr>
<th>Category</th>
<th># of Codes</th>
<th>% Codes (n=45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access, equity, and diversity and professionalism in LIS</td>
<td>23</td>
<td>51.11%</td>
</tr>
<tr>
<td>Information organizations and library services and programs</td>
<td>12</td>
<td>26.27%</td>
</tr>
<tr>
<td>Diverse users, information needs, and outreach</td>
<td>10</td>
<td>22.22%</td>
</tr>
</tbody>
</table>

The themes can be broadly described in this way:

- Access, equity, and diversity and professionalism in LIS: Focuses on cultural competence; access and inclusion; policy, power, and structural issues; and how diversity affects LIS organizations.
- Information organizations and library services and programs: Focuses on how information organizations support diverse users, including developing and evaluating library services and programs and collection development activities.
- Diverse users, information needs, and outreach: Focuses on a wide range of diverse populations and their information needs, and on outreach to communities and community organizations.
This analysis suggests that, while it is important to understand the demographics covered by such courses (Alajmi & Alshammari, 2020), course content speaks to broader areas on which scholars of diversity in LIS focus.

DISCUSSION

The study found that the glass is half full (or half empty depending on one's philosophical orientation). More than half of the ALA-accredited MLIS programs in North America (37) offer one or more elective courses that prepare MLIS students to serve diverse populations. Most of the courses cover collection development, programming, and services for a wide variety of population groups, although only a small number focus on a specific or distinct population groups such as people with disabilities, immigrants, or indigenous people. While most of this is good news, a large percentage of courses analyzed for this study are offered irregularly, with some last offered five years ago (according to the program websites). There is a clear need for future research in this area, including further exploration of the competencies librarians in all types of libraries and information centers need to successfully support the needs of diverse patrons.

This study has a number of limitations. The course title and description from the websites of ALA accredited MLIS programs or departments were used to determine the courses that should be included for analysis. It’s possible that some courses that cover serving diverse populations were not selected either because they were not listed on the websites or because the coverage was not reflected directly in the title and the course description (such as special topics or seminar courses). The content analysis relied on the coders’ interpretation of syllabus content and the intent of syllabus items (such as course topics) was not always clear. A future survey of the MLIS programs on their course offering on this subject will provide more comprehensive descriptions of the courses preparing MLIS graduates to serve diverse populations and more clarity on course content.

REFERENCES


A GIS-Based Analysis for Transportation Accessibility, Disaster Preparedness, and Rural Libraries’ Roles in Community Resilience

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ABSTRACT

Outreach to rural communities is always challenging, but in disasters, connecting with vulnerable communities becomes nearly impossible considering widespread destruction and lack of resources to travel obstructed distances. We used a geographic information system (GIS) framework to gather, analyze, and compare two rural county public library systems’ accessibility during Hurricane Michael’s devastating strike on the Florida Panhandle in 2018. This approach helped us explore the connections among public libraries, their communities, and the built environment (e.g., population densities, transportation infrastructure). Our findings identified access issues for libraries in each county which can inform disaster preparedness, response, and recovery efforts and improve delivery of valuable resources to all community members. Implications for library directors, librarians, county emergency management officers, and affected communities using travel times between population block groups are provided.

ALISE RESEARCH TAXONOMY TOPICS

Public libraries; Specific populations; Data visualization; Information use.

AUTHOR KEYWORDS

Rural libraries, GIS, natural disasters, vulnerable populations.

INTRODUCTION

To support resilience, community leaders must develop and maintain vital disaster preparedness, response, and recovery plans. Critical facilities, including hospitals, fire stations, police stations, and public libraries, support communities all in phases of disasters (Federal
Emergency Management Agency [FEMA], 2010), and effective disaster plans detail how these facilities’ staff and first responders can best serve residents. In Florida, however, public libraries are also critical facilities and public librarians are contractually obligated to serve as essential personnel (Stricker, 2019); therefore, thorough disaster plans reflect public librarians’ capabilities and libraries’ facilities’ accessibility to vulnerable populations.

**Purpose of this study.**

The purpose of this study was to explore the ways in which geographic information systems (GIS) can inform the ways in which public libraries can function in crisis management. We reviewed public librarian and public library emergency service roles and concluded that, in emergencies, public librarians function with few community disaster management resources and public libraries receive little recognition as critical support facilities. As a result, public librarians are often excluded from disaster planning, though communities rely on access to libraries in adverse events. Armed with this clear oversight and opportunity, we applied a geographic information system (GIS)-based framework to assess the spatial distribution of vulnerable populations (e.g., senior citizens or highly rural populations) relative to public library branches, in conjunction with available transportation networks and regional traffic characteristics. The research focused on two rural counties, one inland and one coastal, devastated by Category 5 Hurricane Michael. The question of how GIS data analyses can inform critical facilities planning by improving public library access for vulnerable populations in natural disasters guided our work.

**LITERATURE REVIEW**

**Public libraries as critical disaster response facilities.**

Public libraries are a critical community facility before and after a hurricane event (Brobst et al., 2012; Stricker, 2019). During disasters, public libraries function as aid distribution points, community information hubs, and meeting places; public librarians extend normal hours, aid evacuees, provide improvised on-demand services, and ensure library service continuity and restoration. Through these activities in and beyond library buildings, public librarians exercise disaster preparedness and response service roles ranging from institutional, community, and government supporters to collection managers to information disseminators to educators/trainers to community builders (Brobst et al., 2012; McClure et al., 2009). In the aftermath of disasters, public librarians, particularly in rural areas, improvise services and collaborate with local community initiatives to fulfill crucial emergency functions (Celedón et al., 2012).

**Public librarian roles in disaster planning and response.**

Library disaster planning studies have primarily focused on larger libraries located in more urban settings, resulting in less guidance on the specifics of disaster planning for smaller
public libraries, particularly in rural areas (Green & Teper, 2006). Despite lacking robust emergency preparedness resources, public libraries with public librarians working at the forefront of disasters have served a pivotal role in community disaster response by meeting critical community needs (Young, 2018), although small and rural libraries have tended to be “less likely to be prepared for emergencies and disasters than their large and medium counterparts” (Institute of Museum and Library Services, 2019, p.3).

Public librarians produce trust and social capital through information services; equitable distribution of community goods; and spaces that support knowledge-building, community-building, and social investment (Caidi, 2006; Hertel & Sprague, 2007; Vårheim, 2014). Public libraries utilized social media platforms, such as Twitter, to spread important information to their population before, during, and after the disaster event (Han, 2019; Yang & Ju, 2021). Public libraries also offer shelter and physical aid, while public librarians provide emergency information, care for community members in need, collaborate with partner government and relief organizations, and provide continuity of traditional library and other services to restore normalcy (Bishop & Veil, 2013). Unfortunately, these critical contributions are not always well recognized by emergency responders (Bayraktar & Yilmaz, 2018).

**Library services for older populations in rural areas.**

The “rural” locale designation specifies that all population, housing, and territory is not included in urbanized areas of 50,000 or more people (U. S. Census Bureau, 2020). Approximately 15.6% of public libraries in Florida are defined as rural (Swan et al., 2013), and many of those libraries were in Hurricane Michael’s path. Public libraries and librarians have incorporated multiple services, programming, and outreach initiatives to better serve their rural populations. Even when faced with challenges to community engagement, librarians have optimistically and effectively served their communities with limited resources (Reid & Howard, 2016).

Vulnerable populations face unique access barriers to accessing public libraries during normal times, especially senior populations in rural areas in our own analysis. Senior citizens are one of several vulnerable populations directly impacted by natural disasters. While preparing for hurricanes directly impacts elderly individuals, they also experience psychological trauma as a result of the adverse event (Bayraktar & Yilmaz, 2018). Information assistance following a hurricane often includes instruction and completion of relief forms, yet elderly individuals often seek support from familiar individuals versus public assistance. In order to combat this, public librarians are actively working to support elderly individuals by increasing the geographic footprint (Alajmi, 2016; Horton, 2019). Compared to urban libraries, rural librarians have higher demand for support services for elderly individuals over programming services (Lenstra et al., 2020).
GIS

GIS has been incorporated into successful disaster recovery planning (Craner, 2019; Grottenberg & Nja, 2017; Imran et al., 2018; Ledraa & Al-Ghamdi, 2020; Miller et al., 2006; Nur et al., 2018). GIS makes use of geodatabases, which allows the integration of diverse information sources for spatial data (Nur et al., 2018). This technology provides a means for identifying important planning information, such as residents’ locations. GIS also helps to facilitate communication, which increases the chances of a successful contact with responders (Miller et al., 2006; Nur et al., 2018). GIS has also been used as a decision-making system (Feizizadeh et al., 2021; Ledraa & Al-Ghamdi, 2020), particularly in spatial planning (Nur et al., 2018) and in emergency management (Grottenberg & Nja, 2017). Research on GIS and its effectiveness has been improving over the years (Grottenberg & Nja, 2017; Nur et al., 2018). However, some areas of improvements are needed (Ledraa & Al-Ghamdi, 2020) and experts have proposed models to improve GIS planning in emergency situations (Rahman et al., 2021) and a system to bridge the gap between urban sustainability assessment and spatial analysis (Pedro et al., 2019).

Library siting and GIS.

GIS mapping is an invaluable tool in all phases of an emergency (Craner, 2019). Several studies showed that GIS use in libraries could prove beneficial if used for disaster planning (Kong et al., 2017; Lim & Park, 2015; Veil & Bishop, 2014). Ideally, public library facility placement maximizes all citizens’ access to and interaction with information (Gibson & Kaplan, 2017; Koontz, 2007). Public librarians have utilized GIS to not only manage their collections and facilities, but also to analyze the population served (Bishop & Mandel, 2010). Considering the needs of the immediate community when planning services and programs is of utmost importance for librarians, as it has been shown that distance plays a large part in decisions to attend these services (Park, 2012). Alternatively, GIS gives public libraries information on population and neighborhood data phenomena (Bishop et al., 2011).

METHOD

To understand how transportation-based data can inform key community stakeholders’ hurricane disaster plans and disaster recovery efforts (Patterson et al., 2010), we used GIS to analyze two rural counties in rural Northwest Florida. Both counties were seriously impacted by Hurricane Michael in 2018. Bay County is 758 square miles and with a population of about 180,000, of whom 16% were 65 years and older (U. S. Census Bureau, 2016). Bay County’s public librarians staff five public library branches, located in rural and non-rural areas of the county; highly rural Calhoun County is 567 square miles with a population of 14,500, of whom 17.7% were 65 years and older. Calhoun County includes six public library branches. The illustration of the study’s geographical case area is shown in Figure 1.
As Figure 1 suggests, Bay and Calhoun counties provided an insightful case area to study and make comparisons using GIS-informed accessibility data in terms of rurality, total population, and vulnerable rural and elder populations; Calhoun County is more rural and less populated and Bay County is slightly more urban and populated.

To assess the accessibility of population block groups to public libraries in Bay and Calhoun counties, we obtained the congested travel times for each roadway from the Florida Standard Urban Transportation Model Structure model (2014). We used these data to conduct two GIS assessments: 1) unique qualities that shaped transportation accessibility-based community disaster planning and responses; and 2) accessibility of population block groups to each public library site located in each of the two counties.

We used the Network Analyst module in the ArcGIS mapping software to find the optimal path between origins and destinations. Here, origins are the centers of the census population block groups and destinations are the facilities. Based on the obtained congested travel times between each origin-destination pair, using GIS-based maps, we visualized the
accessibility of each census block group to public libraries. In this analysis, we identified the population block groups with the highest and lowest accessibility to libraries. To document the extent to which rurally located and senior populations could access libraries, we calculated the county weighted average total congested travel time for population groups in each county for each public library. This calculation was used to rank counties in terms of accessibility to libraries for population groups. In the context of this study, congestion not only reflected likely traffic density, but also likelihood for roadways to have been blocked by storm-caused debris and flooding.

**FINDINGS**

**Library facilities and roadways.**

The location of these public library facilities, as well as the roadway network in the case area, are shown in Figure 2. In the case area, there are 11 public libraries (FGDL, 2015). Librarians staff six library facilities within the Calhoun County Public Library System and five in Bay County. These facilities constitute the destinations for the trips.

**Figure 2**
*Public library branches in Bay and Calhoun counties*

Figure 2 also illustrates roadways that connect the origins and destinations, based on the FSUTMS model provided for the Northwest Florida region (FSUTMS, 2014). The data depicted in Figure 2 can assist in determine important and alternate routes to library sites.

**Population blocks.**

As Figure 2 showed, Bay County’s public library facilities are primarily centrally located within the county, with the exception of one coastally sited public library. In Figure 3, geometric
centers of population block groups are considered as travel origins, and the population block groups along with their geometric centers.

**Figure 3**
*Population Blocks in Bay and Calhoun Counties*

Figure 3 demonstrates Bay County’s centrally located population blocks, whereas Calhoun County hosts public library facilities that sited throughout the county. Calhoun County also demonstrates un-clustered population blocks throughout the county.

**Total population.**

Figure 4 shows that the largest populations were found in the northwestern areas of Bay County, but not necessarily where the library branches were located, as Figure 2 depicted.

**Figure 4**
*Total Population of Bay and Calhoun Counties*
As Figure 4 also showed, Calhoun County has three major pockets of population, predominantly spread across the north and northeast of the county, where four of the six public library facilities in the county are located, according to Figure 2.

**Aging Population.**

Senior populations are not always in populous areas. Although most of Bay County’s seniors are located in the urban areas of the county, as Figure 5 shows, senior populations are also in the highly rural northeast and southeast areas of the county, far away from Bay County branches, but close to Calhoun County library branches. Therefore, Bay County has to take into account seniors living in a variety of settings, and cooperative relationships with the adjacent counties’ disaster planning strategies.

**Figure 5**

*Senior Citizen Population in Bay and Calhoun Counties*
Figure 5 also highlighted the need for services for senior citizens who live closer to another county than their home county. As Figure 5 suggested, Calhoun County’s seniors were, in some instances, actually located in very rural areas, some of which were unserved by a public library branch depicted in Figure 2.

**Congested Travel Time.**

In Figure 6, the highest levels of congested travel time to public library facilities were aligned with the large total populations and elder populations in the northwestern areas of Bay County.

**Figure 6**  
*Congested Travel Time*

![Map of congregated travel time](image)

Overall, Calhoun County demonstrated less severe population-induced congested travel time to public library branches when compared with Bay County; low population usually means higher natural environment density.

**DISCUSSION**

How can GIS findings be used by public librarians to improve critical facilities planning for vulnerable populations in natural disasters? When disaster strikes, public libraries play a significant role in the communities they serve (Ayre, 2019; Ghorbanzadeh et al., 2020; Veil & Bishop, 2014). Thus, the disaster preparedness officials have slowly started to include libraries into the planning phase in emergency situations (Ayre, 2019). Use of GIS methodology with Census, library, transportation, or other pertinent data can provide information about rural counties’ vulnerable residents who are challenged to access public library services in a disaster.
(Hertel & Sprague, 2007). Because public librarians provide much-needed outreach programs and services in and beyond their library buildings, GIS analyses help them better prepare for all kinds of outreach and directly inform disaster planning activities (Featherstone, 2012).

Public librarians can use GIS mapping and information to update and create disaster plans, if no formal disaster plan exists. As many public librarians are contractually obligated disaster responders, these data can assist library directors in collaboratively creating library emergency response plans to determine which public librarians are to report which public library facilities as well as to increase collaboration between adjacent counties. Public library directors, public librarians, and emergency community planners can use travel accessibility as a part of their decision-making process as to what library facilities to open.

The results of this study indicated that the more populous Bay County faced longer, and potentially more time-consuming, routes between vulnerable populations and public library branches, which Calhoun County’s library branches were located closer to high-need users. However, as illustrated in Figure 5, the shorter distances of Calhoun County may not result in shorter travel times when the likelihood of flooding and debris from the denser environment. Regardless of the type of potential complication, this study’s results suggested that public library systems need to be attentive to the citizens’ needs to access public libraries that may be closer, but not in their home county’s library system.

The inclusion of community travel accessibility data during a crisis can assist librarians in preparing for the unique barriers to reaching their most vulnerable users. Travel accessibility data can inform public librarians of the travel challenges faced by community members during a crisis and aid in collaborative disaster planning processes. Data-informed recommendations are especially useful in cases where the closest library facility might not be the most accessible library facility to travel to during a crisis, especially so in considering travel-accessibility barriers faced by vulnerable populations (e.g., the aging populations in Bay County’s Northeast boundary are closer to neighboring Calhoun). Accessibility travel time during a disaster might also inform decision makers as to where to site future libraries and/or where to create cooperative agreements, such as the need to increase branch library services in northeast Bay County.

CONCLUSION

In this paper, we explored how GIS might be used to understand how to enhance public librarians’ responses to natural disasters. The method we used to conduct this community analysis will enable public librarians to tailor programing and services to serve their communities’ needs, especially for vulnerable populations. GIS will also help public librarians to prepare, assess, and revise disaster plans in ways that are consistent with planning processes that may already be underway in county government. Future research might incorporate additional public library facility site data, such as specific resources available at each public library branch to ascertain which services can be delivered directly to citizens in need. Continued collaborative
and interdisciplinary research is critical to address these knowledge gaps and translate this work into the preparation and professional development of library professionals.

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Refining LIS Curriculum:
Engaging Communities through Resilient Relationships

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ABSTRACT

The community-based participatory research approach (CBPR) permits researchers and institutions to partner with communities with the intention of developing solutions for community issues. Therefore, CBPR has the potential to allow libraries to become more connected to the community by providing relevant support that is unique to local needs. This paper aims to describe the potential applicability of the CBPR approach to LIS research and practice as a rationale to include it in LIS curriculums. Our hope is that libraries can remain resolute entities in their communities during times of crisis by establishing resilient relationships with the community; for instance, providing safe services while adhering to social distancing guidelines due to the COVID-19 pandemic. These unparalleled times present an opportunity for libraries to enhance engagement with communities, specifically to assess community needs, and design and deliver services. We propose that librarians embrace methods of community engagement used by community-based researchers, particularly for health and wellness investigations. Thus, the future of LIS education should include learnings from engaged research. We argue that lessons learned from CBPR about building relationships that transcend projects can improve community assessments and program development done by public libraries for the communities they serve.

ALISE RESEARCH TAXONOMY TOPICS

Public libraries; Community engagement; Curriculum; Pedagogy; Social justice

AUTHOR KEYWORDS

CBPR; Community Engagement; Public Libraries; LIS Curriculum
INTRODUCTION

Public libraries have been well-positioned to play a leading role in helping individuals and communities adapt in rapidly changing environments (Jones, 2020). They represent a human and structural asset in the communities in which they serve. Thus, they have the unique opportunity to help craft the future for their patrons’ communities through their leadership, training resources, and example. Enhanced community engagement can help public libraries reinforce their foundational role in communities. While public libraries have always been among leading institutions that take novel, creative steps to engage with the communities they serve, the public safety guidelines associated with the COVID-19 pandemic, budget cuts, and social justice demonstrations (i.e., BLM), to name a few, have affected how libraries to engage with their communities. Thus, additional approaches have been implemented to assess and respond to community needs. We posit that appropriately applying community-based, engaged research approaches, like community based participatory research (CBPR), can be used to allow public libraries to become more connected to their communities and to provide relevant support that is unique to local needs. This approach includes developing and nurturing persistent relationships that transcend projects and further bolster the library as an integral piece in a community setting. And LIS curriculum should consider these approaches in their curriculums.

CBPR: REACHING THE COMMUNITY WHERE THEY ARE

CBPR is an as an approach to conducting research which is designed to create reciprocal relationships between academic researchers and community partners. Historically, CBPR, has been used to improve both engagement and representation of underserved groups in health informatics research and practice (Unertl et al., 2016). However, we argue that CBPR principles used in LIS research can be applied to public library efforts as they attempt to assess and respond to community needs. Therefore, training in these areas should be incorporated into LIS programs at the masters and doctoral level. CBPR is grounded in strong, trusting relationships between researchers and the community of interest. When applying the approach, community members are included at the launch of the research process because community members may provide vital insights for crafting research questions, research design, analysis, and dissemination (Unertl et al., 2016). The focus of this paper is to describe the potential applicability of CBPR to LIS research and practice as a rationale to include it in LIS curriculums. Applying the CBPR research approach, which is used in various health and wellness contexts including health informatics, we suggest that this approach can be useful to engage public librarians and community members to work toward a resilient future, creating programs and resources with the community for the community. We have adapted the key principles of CBPR in a health informatics context by Unertl et al. (2016) to fit the context of a public library in Box 1.
CBPR AND ACTION RESEARCH VS COMMUNITY ENGAGEMENT

CBPR is a form of action research which is used to understand the problems associated with social systems in hopes of positively impacting them (Culhane-Pera et al., 2010; Troppe, 1994). Action research is a major type of applied research which seeks to solve problems and generate change in communities and organizations (Togia & Malliari, 2017, p. 48). Researchers like Isaac and Michael (1995) postulate that the objective of action research is “to develop new skills or new approaches and to solve problems with direct application to the classroom or working world settings” (i.e. library communities). Here, Isaac and Michael (1995) characterize action research as practical, systematic, flexible, adaptive, and pragmatic which lays a strong foundation for librarians to integrate action-based approaches into their skillset.

Librarians have a history of assessing their communities and collections to identify existing gaps which allude to new resources and programs. Knowing their community is an imperative component of a public librarians’ obligation to serve their community to the best of their ability (Sung et al., 2013). Table 1 delineates the core differences between CBPR and community engagement (Sung et al., 2013; Unertl et al., 2016). By applying CBPR principles, a research paradigm that identifies meaningful engagement among librarians, intended end users, and other stakeholders throughout various stages of the project, librarians have the opportunity to understand their community directly from their community members through their lenses and experiences. However, community assessment and engagement efforts, in the time of the COVID-19 pandemic, for instance, will involve technology due to social distancing guidelines. Therefore, in addition to assessing community needs and delivering said needs sufficiently and appropriately, librarians must also be aware that public health circumstances require a more advanced technological skillset to connect (e.g., video conferencing). Under these conditions,

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**Box 1 – Key Principles of CBPR in a Public Library Context**

(adapted from Unertl et al.)

1. Seek to understand the existing strengths and weaknesses of resources within the library community.
2. Establish and nurture reciprocal relationships at the very inception of the potential research idea, through the dissemination of findings or potential programs. This is often an iterative process, which requires negotiation across project phases.
3. Begin with the notion that research findings or potential programs will have mutual benefit.
4. Empower both librarians and community members while being cognizant of the inequalities inherent in most community-research partnerships. The librarian has access to institutional resources. The community member possesses social capital and trust.
5. Be aware of strength-based approaches to communities and individuals. Seek to understand and promote ecological explanatory models of behavior in library contexts.
6. Disseminate findings and insights to all relevant parties. This can be in the form of creating useful, engaging library programs for community members. Co-develop and co-select approaches, format, and language to ensure those of all information literacy levels can access the results.
librarians need to consider that patrons may not have access or skills to participate in these assessments and or engagement activities, especially the programs that are born from them.

Engagement is fundamentally about both parties (librarian and community) intentionally learning from one another, and learning is a core characteristic of CBPR. A rationale for using the CBPR approach is when a community is engaged with the project, empowerment and community buy-in increases, which in turn helps to ensure the long-term success of programs through stable, resilient relationships (Huse, 2020). Empowerment, in this sense, is beyond supporting recruitment or mere participation dissemination meetings. But it is an integral process in which community members offer their input on a variety of factors that influence their everyday lives. Therefore, because social distancing guidelines, for example, have necessitated access to and use of technology in order to connect to social services, using the CBPR approach for assessment and program development can shed light on issues that individuals from marginalized groups face when needing to access library resources (Sixsmith, 2020).

**Table 1: CBPR vs Community Engagement**

<table>
<thead>
<tr>
<th>CBPR</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Israel et al., 2020; Unertl et al., 2016; Wallerstein et al., 2017)</td>
<td>(American Library Association, 2017; Coward et al., 2018; Sung et al., 2013)</td>
</tr>
<tr>
<td>CBPR is about research, which, in turn, is about creating new knowledge which can inform practice. It involves research questions, data collection, analysis, and results dissemination.</td>
<td>Librarians leave the building to conduct outreach. By going into the community, librarians see what needs there are and become more responsive to the people they serve.</td>
</tr>
<tr>
<td>CBPR is a collaborative initiative between researchers (professors and/or graduate students) and community members. It engages university faculty, students and staff with diverse community partners and community members at the inception of the research process.</td>
<td>Generally, community engagement is an initiative between libraries and librarians with the community in which they serve. It involves decision making which provides opportunities for communities to contribute to improved decision making and potential programs.</td>
</tr>
<tr>
<td>CBPR creates and nurtures reciprocal relationships that transcend specific initiatives and projects.</td>
<td>Community engagement focuses on relationship development to build new relationships or improve existing relationships with the community.</td>
</tr>
</tbody>
</table>

**LIS CURRICULUMS MUST REFLECT NEW APPROACHES TO ENGAGEMENT**

LIS graduate programs across the country need to consider these vital engagement skills to ensure that LIS graduates consider barriers to technology use, consider diverse needs, and how technology can be both a barrier and a facilitator in the use of CBPR depending on the community. In order to address the above, librarians may find it useful to learn about what the community needs directly from the community members themselves. To do this, MI, MLIS, and doctoral graduates need to learn how to engage and assess their communities to address gaps and fill them with necessary information resources and programs. While many LIS curriculums are already swollen with required courses, an elective course that focuses on community
engagement, which delves into applied, action research, and CBPR, can offer students the tools they need to incorporate CBPR at their future library. It is imperative that CBPR, as an engagement approach, is taught to LIS students so that they can apply them to enhance engagement with communities. CBPR-informed projects are only successful when researchers engage effectively with community members by building equitable, trusted relationships at the earliest stages of a collaboration (Senteio et al., 2021). These principles are consistent with models and guidance for effectively conducting CBPR (Wallerstein et al., 2017).

However, applying CBPR principles is not easy. Disconnects can occur between CBPR theory and practice. And lessons learned should be included in the training. Senteio et al. (2021) articulate several reasons for the disconnect between theory and practice and the reasons why projects may be unsuccessful. Senteio and the author team was comprised of LIS researchers, along with community partners who shared their experiences working with academic researchers. While CBPR is not a new concept, it is still being underutilized and is sparse in LIS literature, particularly in a public library context. Box 2 details several potential challenges that may arise when implementing a CBPR approach in efforts to assess community needs and design programs to address them.

**Box 2 – Potential Challenges to Implementing a CBPR Approach**

- Projects can be led by those who exert their power as defined by access to resources or status in the institution.
- Project leaders can be intolerant to input from community partners. These leaders tend to disregard what the community may have to offer.
- As racial bias and stereotypes continue throughout society, but specifically in the public library settings (Cooke, 2019; Hathcock, 2015), these same prejudices can influence research activities because research is not protected from larger societal dynamics.
- Marginalized communities are viewed as in need of eternal “help.” They are perceived to profoundly lack the capacity to design, implement, and evaluate sustainable interventions that merit serious consideration in scholarly work. These communities are too often viewed as categorically deficient.
- Researchers and library leaders may view marginalized communities as the cultural “other.” Literature describing work across cultural, economic, and educational differences includes that doing so can result in developing broad-stroke notions which can diminish the opportunity to observe, listen, and evaluate individual concepts evenhandedly.
- There are often disconnects on timelines for equitable incentives which are a persistent issue in community-academic partnerships. Community needs can be pressing and literally cost lives given the context. The project may be perceived as successful from the perspective of the community partners (e.g., designing and conducting technology improvement sessions), but unsuccessful from a research standpoint (e.g., insufficient preliminary data) (Senteio et al., 2021).
may be beneficial for librarians and community partners to nurture sustained relationships to assess community needs and design programs to address them. The CBPR approach successful when the initiative has the support of an institutional leader (e.g., librarian) who is knowledgeable and experienced in community-based projects and is also willing to learn about more nuanced aspects of communities. CBPR-informed projects are at risk when the institutional leader is unwilling to recognize or disclose gaps in their own skillset and disregard how their community partners may help them grow and develop as researchers.

Senteio et al. (2021) offers some guidance for researchers who lead CBPR projects and efforts:

1. Look beyond the numbers to focus on individuals’ stories.
2. Be willing to engage with community members throughout the effort.
3. Be transparent about what you do and do not know.
4. Consider that collaborative partners are working in communities where they grew up, or where they may have raised their own families. They have personal ties.
5. Personality matters.

By incorporating these CBPR approaches into LIS curriculums, future librarians can learn new methods for community assessment while ensuring that they are reaching representative populations of their communities.

CURRENT AND CREATIVE ENGAGEMENT

A current movement towards enhanced community engagement is gaining traction in public libraries nationwide. For example, the burgeoning collaborations between social work (specifically social work interns or “field placements”) and librarians stem from the shared foci on social justice and attention to marginalized populations. Therefore, the public library, which has always been an informational hub, is now also serving as a location for social workers to offer services to populations in need (Luo et al., 2017) and this emphasis on engagement has been especially salient during the pandemic.

One collaboration between Rutgers University and the East Brunswick (NJ) Public Library (EBPL) is currently assessing community needs and developing strategies to support this community through engagement. The EBPL and Rutgers have partnered to make the EBPL a field placement site for the Rutgers MSW program. A second MSW student is currently earning her fieldwork hours at EBPL. After experiencing difficulty reaching patrons in this digital environment in the early stages of the pandemic (i.e., summer through fall 2020), the MSW intern, in collaboration with the first author (a LIS PhD student and librarian), under the supervision of the field placement supervisor and LIS professor, Dr. Senteio (second author), are engaging with older adult community members via Zoom to learn about the gaps and needs that the EBPL community. They are interested in how patrons are experiencing this environment of social distancing which increases risk for isolation (Koma, 2020; Vahia et al., 2020). The team is utilizing the CBPR approach to launch a research project “Community Assessment and
Engagement During the Pandemic: Working in Tandem with Older Adults Experiencing Isolation” that has the potential to improve community engagement and ensure that the needs of underserved groups (i.e., older adults) are included in any programming. Applying a CBPR approach has the potential to provide libraries with insight to engage with communities to better understand their needs. This project aims to create meaningful programming for the older adults of the EBPL community in a time of isolation in which they may be experiencing a greater need for social support.

The Rutgers University and EBPL partnership continues to provide a safe space for the community to express their grievances, seek support, and share their voices about their needs. Using the CBPR approach affords the research team with the opportunity to perform research in partnership with a public library by establishing and nurturing relationships in the community that we plan to continue beyond the project itself. Similarly, by having the training to apply a CBPR approach, LIS programs can better prepare librarians to work with their communities through relationship building and reciprocal learning which extend beyond issues associated with the COVID-19 pandemic, budget cuts, social justice protests and other events. Applying this approach has the potential to serve as the foundation to craft a resilient future for the community as society learns to understand the lasting effects of the pandemic.

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Facilitating Ethical Enactment: A Survey of the Communication of Core Values in Alabama Public Library Online Policy Statements

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ABSTRACT
Professional ethics are often presented in the LIS classroom as satisfying normative and constitutive goals. This paper argues for considering how professional ethics can build trust relationships between public libraries and patrons, using the enactivist model of cognition, and the intersubjective ethics of Emmanuel Levinas. These explain how communicating professional ethics may help inform the sense making processes of patrons experiencing affective vulnerability as they determine whether to trust the library. A quantitative stratified sampling of thirty public libraries in Alabama revealed that libraries serving smaller, more rural communities were less likely to share professional values on their web sites. Values such as intellectual freedom, diversity, and sustainability were particularly underrepresented. This paper concludes with a recommendation to emphasize values communication, particularly in the construction of policies, when teaching professional ethics. These communications will aid those experiencing affective vulnerability, such as during a pandemic, in making informed trust decisions.

ALISE RESEARCH TAXONOMY TOPICS
information ethics; public libraries; community engagement; information policy; pedagogy.

AUTHOR KEYWORDS
enactment; sense making.

COMMUNICATION OF VALUES
Two prevalent ways of introducing professional ethics to learners in the Library and Information Science (LIS) classroom are through discussing normative and constitutive modes of ethics. The normative mode of ethics presupposes that one of the goals of education on professional ethics should be to standardize, as much as possible, practitioner responses to ethically challenging
circumstances. From a sociological standpoint, normative professional ethics are a means to mitigate abuses of professional authority on the societal level and promote attitudes of responsibility in individual service (Abbott, 1983, pp. 855–856). Presenting professional ethics in the constitutive mode, through codes, statements, and values documents, aids in defining and defending the scope of practice. Professional ethics in this mode provides a sense of collective identity. Members of a profession are the people who share certain normative beliefs about ethical standards and may take pride in that fact. For LIS, these would include values such as intellectual freedom, privacy, access to information, etc. This is useful in professions where individuals are able to practice without the consent of standards bodies. Here constitutive professional ethics function like a recognizable boundary marker denoting which practitioners do or do not operate under the banner of a profession (Singer, 2015, p. 21). Not everyone in a public library environment will be educated in both modes of professional ethics. Individuals with an MLIS can be expected to have been exposed to these ideas; the same cannot be said of all para-librarians, volunteers, community partners, and patrons.

If professional ethics have value beyond their status markers, extending awareness of them beyond MLIS-holders would seem to be a beneficial goal, but one with time and interest limits for doing so. Operational policies, which standardize institutional practices, normalize everyday decisions. Policy statements, documents which communicate policies to stakeholders, can help set observable boundary markers. Policy statements could provide a useful space to witness what values are communicated. This leads to the central research question, are professional values being communicated through publicly available policy statements and related communications, and if so, which values? The current research analyzes a sample of public library websites and social media pages in the U.S. state of Alabama, seeking professional ethics language communicated in policy statements. This is in order to determine which values are communicated most frequently and get a sense of how detailed they are in presenting underlying norms. This sample was taken during the early stages of the COVID-19 pandemic in the United States, a period when public librarians and their patrons were responding to unprecedented challenges and other means of communication were limited by library closures.

**ETHICAL ENACTIVISM**

Understanding which ethics are being conveyed is important because LIS professional ethics are a distinctly social and service-oriented form of applied ethics. While professional ethics are internally useful, the need for service decisions and boundaries implies the existence of community as served by the public library. If LIS professional ethics are derived from decisions about how best to serve, then libraries have an obligation to express those ethics to those they would benefit. Following from the tradition of 20th century philosopher Emmanuel Levinas, the researchers recognize the affective and empathetic elements of ethics over the regulatory ones. Levinas sought to establish ethics as a first philosophy, where intersubjectivity would serve as the basis for all phenomenal experience, not only the underlying basis for moral decision-making. Instead of imagining the world as a collection of tools to be grasped as with Heidegger, Levinas offers an alternative image of the world as an “ensemble of nourishments,” the presence of which provides delights, but in their absence can lead to deprivation and death (Levinas, 1987, pp. 62–63). For Levinas the point of ethics is not to achieve one’s self interests, but is instead to recognize and respond to the ultimate fragility of the Other. Here, the Other is simultaneously singular and plural, representing shared human frailty, but always finding expression in the form of a person. Levinas emphasized the act of witnessing the face of a fellow human being and, in a way that transcended other phenomena, this witnessing affirms the dignity of the Other (Levinas & Bernasconi, 2001, p. 38). From this perspective, communicating one’s professional ethics is a way of responding authentically to the recognition that a person operates from a vulnerable position whenever using library resources. This
vulnerability is not an abstraction but a lived experience, particularly so for members of historically
disadvantaged groups, immigrants, or those suffering economic hardships. The ethical response to the
Other includes an empathetic engagement with affective needs. Since it is not possible to know the needs
of every Other, it becomes all the more important to communicate LIS professional values clearly so that
patrons can autonomously and subjectively determine if libraries can be trusted, even in light of the
vulnerability inherent in that kind of trust. Without professional self-disclosure, from librarians there can
be no true basis for requesting this kind of trust.

Respect for patron autonomy and empathy for their affective needs are long-standing elements of
supporting information seeking behavior, as articulated in the body of sense-making literature by Brenda
Dervin (Dervin et al., 2003). In participatory sense making, a person makes decisions about the best
actions to take, often reaching a conclusion about what to do by interpreting communication from others,
including affective communication (De Jaegher & Di Paolo, 2007, p. 489). This creation of an
understanding about the world through an individual’s embodied interpretive interactions is called
enactivism (Di Paolo et al., 2007, p. 36). A person does not discover an understanding, but instead enacts
one bodily through interactions with the environment, including intersubjective interactions.
Many versions of enactivism exist, but the one of interest here is autopoietic enactivism: cognition that is
self-creating and self-sustaining and emphasizes the need for autonomy in the sense-making process. The
theory of enactivism has been applied to ethical decision making in general (Colombetti & Torrance,
2009) and to the ethics of Levinas specifically (Métais & Villalobos, 2021). The key to how this line of
thinking relates to the public communication of values is this: people create their own understanding of
something they encounter in their world, for example a public library, while simultaneously creating the
part of their self that stands in relationship with the thing they have encountered. LIS professionals cannot
and should not control what their patrons think of the library, but if they want vulnerable patrons’ trust, it
is insufficient to provide ethically informed services. Instead, librarians should create opportunities for the
patron to conclude that trust is warranted by emphasizing the respect librarians hold for their patrons,
recognizing their affective vulnerability, and disclosing how the library’s policies address relevant needs.
This is critical in times of crisis, when services may be impacted and patron vulnerability intensified.

METHODS

A quantitative stratified sampling procedure was used to select a sample of thirty Alabama public
libraries. Stratified sampling was used to ensure a sample that accurately reflected the population of public
libraries in Alabama. To represent geographic diversity, five libraries were selected from each of the six
Alabama Public Library Services (APLS) consultant districts, and all thirty libraries were selected from
different counties. Additionally, the APLS Statistics Summary of 2018 splits all Alabama Public Libraries
into six groups according to the size of the population each library serves: less than 2,000; 2,000 – 4,999;
5,000 – 9,999; 10,000 – 19,000; 20,000 – 49,999; and 50,000 and greater. These groups are not equal in
size, so a proportionate number of libraries in each section were selected for this sample to ensure a group
of thirty libraries that accurately reflected the size diversity of Alabama Public Libraries. With these
sampling requirements in place, the libraries were randomly selected.
Table 1
Selection of Library by Group

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Libraries</th>
<th>Approximate Breakdown for</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1,999</td>
<td>43</td>
<td>19%</td>
<td>6</td>
</tr>
<tr>
<td>2,000-4,999</td>
<td>35</td>
<td>16%</td>
<td>5</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>53</td>
<td>24%</td>
<td>7</td>
</tr>
<tr>
<td>10,000-19,999</td>
<td>42</td>
<td>19%</td>
<td>6</td>
</tr>
<tr>
<td>20,000-49,999</td>
<td>28</td>
<td>12%</td>
<td>3</td>
</tr>
<tr>
<td>50,000+</td>
<td>23</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>224</strong></td>
<td><strong>100%</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

After assembling a sample of thirty Alabama public libraries, each library’s online presence was examined. To standardize the procedure, specific attention was paid to library websites, catalogue websites, city websites for the library, and library Facebook pages. Each of these was examined in July 2020, and Facebook posts made between January 2020 and July 2020 were taken into consideration.

Because “ethical language” is a broad and subjective search, the researchers focused on coding the use of the twelve ALA Core Values, as these provide “an essential set of core values that define, inform, and guide our professional practice” (American Library Association, 2019). Each online presence within the sample of thirty libraries was examined for use of the twelve ALA Core Values, and each core value was then coded with a number between zero and four. A zero was given to a library for a specific value if there was no reference made to that value in any online presence. A value was coded with a one if the library broadly alluded to the value without using the language of the ALA. For example, many libraries in the sample provided links to continuing education resources without communicating the importance of “Education and Lifelong Learning.” These libraries thus scored a one for the value of “Education and Lifelong Learning.” A score of two was given when the value was implied and expounded upon without the value itself being explicitly named. The value of preservation was frequently coded as a two, as many of the libraries examined wrote on the importance of local history without using the word “preservation.” This specific category allowed a way to credit libraries who did more than link resources or make a broad allusion even if they did not use the value-oriented language of the ALA. The score of three was awarded in instances in which the ALA core value was mentioned outright. “Access” and “Service” scored a three in many libraries, as these exact words were often used by libraries to describe their missions. Finally, the score of four was provided when a core value was explicitly written about within a policy document or policy FAQ. These explanations are encouraged because they should be use by “librarians as the foundations of their practice” (American Library Association, 2019). If these values are written into policy language, then they are being used to communicate and justify library practice, which is why such instances scored a point higher than other uses of the values. In instances in which a
core value was used multiple times by a single library, the highest individual score was counted towards the library. Thus, each library had a potential maximum score of 48 (all 12 core values coded at a four) and a potential minimum score of zero. Before coding, the researchers read documents meant to clarify the core values. Special care was given to internally define values with apparent overlap, such as public good and social responsibility, for consistency. A reconciliation of the portions of web sites and social network posts examined increased confidence that the researchers identified all policy-related areas.

RESULTS

The highest value recorded for a public library in this survey was 37/48 and the lowest was 1/48. The identities of these libraries are not being shared as part of this proposal, because the authors do not want to present these findings as a public critique of any library or system, rather as a broader snapshot of the degree to which values are being expressed in policy statements. As expressed in figure 1 below, libraries serving larger population centers tended to have higher average value communication, with the greatest jump occurring between population size groups four and five. Public libraries representing smaller communities, often with smaller budgets, and fewer FTE’s worked by employees with the MLIS or equivalent are less likely to communicate their values online. Another noticeable factor was that policy documents of any kind were more likely to be present when a library was part of a system instead of being a stand-alone library. One possible explanation for this is that policy documents are more needed when policies are to be standardized between libraries in a system. This may indicate that policy statements in these instances are for constitutive ends rather than externally communicative.

Figure 1

Overall Score Average by Group

![Overall Score Average by Group](image)

Figure 2 shows the total number of times core values appeared in policy statements on web sites, noting the range of representation in professional ethics in these communications. This is not the
degree of detail, just the total occurrences. Access and preservation both occurred on 22/30 web sites, while sustainability did not occur in any policy statements. Most notable here are the values for privacy, diversity, and intellectual freedom which all occurred five or fewer times. The relatively high occurrence of democracy as a value may be a result of our data being collected during a hotly contested U.S. presidential campaign season. Public good likely occurs frequently as a result of a coding decision to count instances when the library’s statement indicates it provides services that patrons would otherwise have to pay for free of charge.

Figure 2
Total Invocations of Cove Vales

CONCLUSIONS

In times of crises, such as the ongoing global pandemic, the vulnerability experienced by patrons may be intensified, increasing barriers to trust. This makes it even more important to use LIS normative and constitutive ethics to guide practice decisions and to use policy statements to communicate the values behind those decisions. As the decision to trust is often an affective one rather than the result of active persuasion, the presentation of values in policy statements do not need to be didactic. Instead, they should aim to be empathetic, demonstrating how the public library can help patrons meet autonomy goals, particularly as they relate to lived experiences of vulnerability. The survey of policy statements for public libraries in Alabama described above paints a picture of a need for LIS educators who teach topics of professional ethics, whether in
foundations courses or stand-alone information ethics or information policy courses, to include modules on the importance of communicating values, particularly for practice in rural libraries that are not part of a larger consortium or system. The lack of expression of values like diversity, intellectual freedom, and sustainability is particularly troubling, and while these topics may be challenging to share in rural areas, it is unreasonable to expect vulnerable patrons to use library services without expressing these ethical convictions.

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   http://www.ala.org/offices/oif/statementspols/corevaluesstatement/corevalues


Examining the Impacts of the COVID-19 Pandemic on Library Makerspaces and LIS Makerspace Curricula

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ABSTRACT

This paper outlines two synergistic analyses that engage with the themes of resilient futures and education related to the COVID-19 pandemic. First, we describe the results of a research study on how makerspace information professionals in higher education adapted their services in response to additional safety protocols and needs of their user communities. Second, we illustrate how preliminary findings from this research were incorporated into a case study on transitioning LIS makerspace course curricula from face-to-face to remote learning. By presenting both analyses together, this work contributes to conversations surrounding LIS curricula as it pertains to teaching and training information professionals for careers in makerspaces, while also contextualizing these adaptations within the larger changes implemented by academic library makerspaces in North Carolina.

ALISE RESEARCH TAXONOMY TOPICS

pedagogy; online learning; curriculum; academic libraries; critical librarianship

AUTHOR KEYWORDS

makerspaces; critical pedagogy; STEM learning; maker culture

INTRODUCTION

The transition from face-to-face to remote instruction upended collaborative learning services in library makerspaces in higher education (Herker & Bingham, 2020). While this transition was distressing, it was equally illuminating as it exposed the vulnerabilities of library services that were designed to privilege users who can physically visit the space (Code et al., 2020). Specifically, the pandemic revealed the inaccessibility of many library makerspace services and prompted makerspace leaders to reexamine the needs of their users. This included new considerations for people without access to resources and technologies commonly available in makerspaces and the use of makerspaces to produce personal protective equipment (Coghill & Sewell, 2020; Smith, 2020). Moreover, LIS educators who teach courses to prepare students for careers in makerspaces were confronted with an interesting challenge: How do they teach a remote class on makerspaces without hands-on instruction, in-person collaboration, and without physically visiting a makerspace (Crawford et al., 2020)? In addition, and more importantly, pandemic stressors attributed to loss of life, isolation, and sickness were prevalent – the classroom space was no exception.
This paper outlines two analyses that collectively engage with the themes of resilient futures and education. The first investigates how makerspace leadership in higher education adapted their services in response to safety protocols and the holistic needs of their user communities. The second is a case study of the pandemic’s impact on the revision of an LIS makerspace course curricula from face-to-face to virtual instruction. This work contextualizes adaptations implemented by statewide academic library makerspaces while also contributing to conversation of LIS curricula as it pertains to teaching and training information professionals for careers in makerspaces.

COVID-19 & HIGHER EDUCATION MAKERSPACES IN NORTH CAROLINA

Methodology & Preliminary Findings

The first analysis examined the response and efforts of university makerspace leaders in North Carolina during the first six months of the COVID-19 pandemic. These preliminary findings emerged from of a larger five-year qualitative research program more broadly focused on equity and inclusion in academic makerspaces currently underway. This initial phase centered on a deceptively simple question, “What are the defining features of a makerspace?”

Researchers conducted 15 semi-structured interviews during fall 2020 for this phase of the research process. Two additional interviews from a previous pilot study was included. All 17 participants occupied leadership roles in their university’s makerspaces in North Carolina-based institutions. The interviews (conducted over Zoom) averaged 30 minutes in length. To gain an understanding of the COVID-19 related influences on their makerspace, the researchers asked participants to describe changes, if any, they experienced since March 2020. These responses were documented to get a sense of the extent that the public health crisis impacted thoughts and efforts around makerspaces.

The data analysis for this project was informed by grounded theory (Charmaz, 2014). Each interview was transcribed and imported into the MaxQDA software program for line-by-line coding. Researchers produced memos and discussed emergent themes on a weekly basis. Preliminary findings and examples of participant responses are outlined in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Preliminary Finding</th>
<th>Example from Participants’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shifting from the collaborative, hands-on, and in-person features of their makerspaces’ services, with a focus on safety and</td>
<td>“…I’m paranoid about this virus. I know the students are paranoid and so if we have to sacrifice some of the excitement…or the ambiance of the service in order to keep people safe, then that’s something I’m willing to</td>
</tr>
</tbody>
</table>
adaptable.

Decreasing user attendance or completely halting in-person use of the makerspace.

Spacing out equipment and/or integrating a reservation system to control the number of users in the space. This includes a pivot to a production services model where makerspace staff print and cut user projects.

Developing programming outside of the space that can be done safely in the user’s home (e.g., creating and distributing maker kits, developing online workshops).

“…[W]ith the restriction right now, we have a limited capacity in the room, so the number of students that come to the makerspace is about…one tenth of what [I was] used to. And also…only students granted access before [the pandemic]…have access to the building in order to get [in]to the makerspace right now… I would say the atmosphere now is very empty compared to what it was in 2019.”

“…[T]he amount of time we spent setting up our space when the pandemic hit – I had to go back in and redo everything in terms of creating socially distanced spaces [and] putting up barriers to create defined zones so that the students aren’t next to each other.”

“We are trying to increase engagement by building what we call [make and take]…normally we would have people come into the lab and do things…but now we can’t do that anymore, so we created these kits that they can kind of pick up and go to wherever they go and do it there.”

COVID-19 & LIS MAKERSPACE COURSE CURRICULUM

The preliminary findings on the impacts of COVID-19 on higher education makerspaces in North Carolina provided critical guidance for the curricular changes of LIS makerspace courses. There were multiple and compounding curricular challenges triggered by the pandemic. In the following case study of a spring 2021 graduate-level makerspace course, immediate complications included translating a curriculum centered on the fundamentals of in-person tinkering, collaboration, and movement across a shared physical makerspace; raising course enrollment to accommodate more students; and leaving students without access to materials and technologies commonly available and free of cost through their university’s makerspace. The distribution of course materials warranted careful thought and ongoing consideration of students’ safety, including their distribution. The instructor was confronted with numerous variables to consider and decided to simplify the decision-making process. The impacts of COVID-19 on course curriculum was not isolated to assignments and learning objectives, but also influenced the morale and safety of students. Like the adaptations of library makerspace information professionals, the instructor pared down the learning outcomes of their makerspace course to two main themes: adaptability and connection. These two values served as anchors to rebuild the course objectives, assignments, and the cadence of the overall course.
Adaptability

The instructor emphasized the notion that the home was, and continues to be, the original makerspace for humans. As such, students were encouraged to extend their capacity for creativity and curiosity from their homes and into the virtual classroom space. Adaptability was both a core value and a coping mechanism for the students and instructor to navigate a semester under the duress of uncertainty and fear. For example, midway through the semester both students and the instructor were experiencing a heightened level of Zoom fatigue. In response, synchronous class time was shortened while additional off-screen learning activities were implemented. The syllabus was modified regularly to meet the needs of the classroom community. Deadlines were extended. Assignments were removed or modified as needed.

Connection

A fundamental value of maker culture is connection through communal learning and creation. Connection between students during the COVID-19 pandemic was of utmost importance, as many experienced heightened levels of isolation and mental health crises (Saltzman et al., 2020). In this context, connection served as a framework to design classroom experiences for meaningful and authentic engagement with colleagues. Examples include the following curricular changes, which sought to foster connections through the course:

- Zoom-based text chat check-ins were integrated throughout the course. Inspired by Dr. Amelia Gibson, the instructor asked students to change their Zoom names to “X” to provide anonymity. The students and instructor spent designated class time expressing how they were doing. This use of synchronous chat provided space to recognize shared grief and challenges confidentially.

- The curation and delivery of “maker kits” for students. Kits contained all the materials required for electronic textiles, macramé, sewing, virtual reality, and augmented reality course projects. Although students were not physically together, these materials provided a shared set of experiences. The kit also included a variety of snacks for added morale.

- Each synchronous class began with a low-stakes making project where students were prompted to create for 15 minutes. For example, one assignment prompted students to compose a fake marketing flyer on a topic they were passionate about. Students presented images and descriptions of their creations on a shared Google document.

DISCUSSION AND CONCLUSION

The importance of these preliminary findings is abundant but can be distilled into two nodes. Collectively, these findings provide a sense of the material implications the COVID-19 pandemic imparted onto in-person library services such as makerspaces. The pandemic urged
makerspace information professionals to articulate the key values of their makerspace and how their values aligned with, and departed from, the demands of the pandemic. Specifically, one central feature and value of makerspaces was threatened: face-to-face collaborative learning within a STEM-rich learning environment. This was a difficult realization because a pared down or halted in-person environment undermined key values expressed by the majority of research participants, who highly valued peer collaboration, learning through discovery, and hands-on guidance from makerspace staff. However, makerspace leaders adapted these values to align with virtual delivery modes. Practices that were developed in response to the pandemic – such as virtual consultations and the creation of maker kits for users who cannot visit the makerspace – are practices that can be sustained post-pandemic to ensure greater accessibility to services.

These preliminary findings provide urgent information in their own right; they offer curricular guidance for LIS instructors to consider when building out their makerspace courses during (and post-) pandemic. While not reflected in the interview participants’ responses, the topic of using makerspaces in times of crisis to produce personal protective equipment and to provide emergency services was included in the class curriculum as well (Smith, 2020). The researchers conducting this study began to apply the burgeoning findings to the re-development of an LIS makerspace course, “Information Professionals in the Makerspace.” The emphasis on the gap between resources needed and course project requirements in the findings highlight the importance of leveraging materials that may be sourced from the user’s own home (Melo, 2020). This paper placed two analyses into conversation with another to impart a fuller understanding of the impact that COVID-19 continues to present to library makerspaces and LIS makerspace curricula.

REFERENCES


Sustainability as Moral Obligation for LIS Practice in Light of Global Catastrophic Risks

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ABSTRACT

The COVID 19 pandemic was a global catastrophe that could have been even worse without the massive deployment of medical research and the implementation of public health policies. Global catastrophes are a challenge to societal resilience and adaptability. Experts predict that climate change will likely result in more frequent catastrophes, so many risk management experts favor prevention and mitigation strategies for sustainable practices instead. Sustainability is the newest core value for librarianship, and as with other core values, it does more than set a priority. It establishes moral obligations for practice. This paper describes some boundaries for new ethical ground presented by sustainability as a core value and considers an edge case of global catastrophic risks as a justification for moving towards the more expansive interpretation of these new moral obligations.

ALISE RESEARCH TAXONOMY TOPICS

information ethics; information policy; risk management; social justice.

AUTHOR KEYWORDS

sustainability; professional ethics; catastrophic risk.

SUSTAINABILITY AS MORAL TERRITORY

At the time of writing in July 2021, according to the World Health Organization global dashboard in excess of four million people have died as a result of the COVID 19 global pandemic (WHO, 2020). In addition to the human toll and suffering caused by the pandemic, the world is experiencing the ongoing impact from measures meant to reduce the spread of the virus, as well as the expenditures made to prevent even greater financial harm to the global economy. In no way minimizing the devastating loss and hardship experienced by those impacted by the
pandemic, it is at the same time important to recognize that the death toll for COVID 19 is much smaller than three others occurring since 1880, all of which exceeded ten million lives lost: the Third Plague (12M), the Influenza of 1918 (40M+), and HIV/AIDS (25M+) (Pitlik, 2020). Pandemics happen, and when then do they have the potential to be devastating. It is a testament to the response of the global research community, along with public health officials, and policy implementers that the effects of COVID 19 have begun to be curtailed. At the same time, we can see the selective effects, both positive and negative, that the choice whether to rely on evidence-based policy can have on nations worldwide. Having access to timely and trusted information is not everything, but it is an important part of the puzzle when coordinating massive responses to global catastrophes such as pandemics. How we respond to catastrophes matters in terms of both efficacy and ethics.

Sustainability ethics begin with the assumption that some relationships with the environment are more ethical than others, and that it is possible to develop systems to help us choose the more ethical option when presented with a challenge to the current relationship. Catastrophes such as pandemics are a dramatic but resonant example of a disruption between lived experience and our environment. Sustainability is a complex inter-and multi-disciplinary concept, but in times of catastrophe to speak about sustainability is first and foremost is to consider how to hold on to one’s life, loved ones, and way of life. The idea of sustainability in a crisis can be divided into resilience, the best way to withstand hardship, and adaptability, how to recover from it. Sustainability ethics necessarily complicates and refines these ideas by adding obligations to seek approaches that are fair and just. Resilience is the ability to collectively withstand shocks to established economic, social, and political equilibriums, either as a measure of how steady those equilibriums are or as a measure of how easy it would be to shock an already unstable system of those types into a steady state (Holling, 1996, p. 33). The ethics of resilience then would be concerned with what behaviors we are obliged to carry out or avoid in order to promote necessary levels of resilience, as well as who gets to benefit from the protections of resilience and who does not. Adaptation is any strategy designed to avoid future shocks of a similar nature. To be adaptable is the capacity to deviate from prior behaviors or practices that were once effective, but now are shown to promote significant vulnerability. The global, just-in-time commercial infrastructure and dependence on low-wage labor in front line service positions is an example of a system that functions efficiently as long as the system is not subjected to major stress. Hording behavior in the early stages of the pandemic, closed international borders, and the need to declare who was or was not an essential employee are all signs of this approach breaking down under stress. From a sustainability ethics perspective, once one is aware that a current system is vulnerable to catastrophe, what obligations do we have to update vulnerable systems and who bears the moral burden of those obligations?

Pandemics are not the only kind of catastrophe for which we should consider sustainability ethics. Climate change is leading to significant increases in severe weather events such as heatwaves, drought, and extreme precipitation events (Keim, 2008, p. 509). For this reason, sustainability is becoming less about dealing with shocks to equilibrium after they have already occurred and more about preventing them from happening and lessoning the damage that they do. Along these lines, geographers Schipper and Pelling discuss the rise of disaster risk management, and the importance of balancing prevention, preparedness, and mitigation as part of economic development plans alongside humanitarian efforts (Schipper & Pelling, 2006, p. 24). While resilience and adaptability are capabilities deployed in response to known shocks, prevention, preparedness, and mitigation are carried out on the basis of anticipated challenges. This uncertainty makes it all the more important that experts in associated fields be able to share data, communicate findings with one another, and disseminate knowledge to policy makers at all levels.

When sustainability was added as a core value of librarianship in 2019 (American Library
Association, 2019) it expanded the territory covered by Library and Information Science (LIS) professional ethics. By introducing sustainability as a core value instead of just a matter of concern, ALA created a responsibility for those concerned with professional ethics to consider what obligatory limits librarians and other LIS professionals have in regard to constituent concepts like resilience, adaptability, preparedness, and mitigation. A value is more than just a statement of priority, it marks out a boundary of moral responsibility. By introducing sustainability as a core value instead of just a matter of concern, ALA created a responsibility for those concerned with professional ethics to consider what obligatory limits librarians and other LIS professionals have in regard to constituent concepts like resilience, adaptability, preparedness, and mitigation. A value is more than just a statement of priority, it marks out a boundary of moral responsibility. In reflecting on the many failures surrounding the events before and after Hurricane Katrina, Msgr. Charles J. Fahley described how morals work together to form a topography, a map that provides guidance through decision making processes and which allows others to judge one another’s decisions with a shared understanding of those moral maps (Fahey, 2007, p. 62). Narrowly construed, this responsibility may be confined to only practices that take place on the grounds of a library, archive, or other information center. However, other values explicitly extend this boundary to overtly social concerns. Democracy, diversity, and social responsibility are examples of values that extend beyond the immediate operations of the library. This implies that it is at least in some circumstances appropriate for librarians to bear moral obligations for our relationship with broader society. Even for values that focus on library services such as professionalism, preservation, and service, it is worth noting that these are values of librarianship, meant to guide the professional whole, as well as inform decision making in any particular library. One of the benefits of professionalization is being able to work collectively in order to address issues of greater significance and scope than could be managed by even the largest library. Libraries, archives, and museums do not exist autonomously, instead they are products of the communities that host them, and as such are just as vulnerable to catastrophe. So, it is worth asking, what does adding sustainability as a core value do to the boundary of librarianship’s moral obligations? Put another way, what territories that were previously seen as operating outside of the proper domain of LIS practice are now open to librarians and other LIS professionals?

What precedents exist for sustainability ethics obligations in a higher education setting? No standard definition for sustainability exists in the context of higher education in America (Weisser, 2017, p. 1076), so efforts to work with sustainability conceptually must first construct one from contextually relevant sources. Development was defined as being sustainable by the United Nations’ World Commission on Environment and Development if that development “meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 1987, Chapter 2, part 1, item 1). In the educational context, the Association for the Advancement of Sustainability in Higher Education (AASHE) defines sustainability, “in an inclusive way, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations” (Association for the Advancement of Sustainability in Higher Education, n.d.). In explaining why sustainability is a core value, the ALA points to the triple bottom-line formula of sustainability, consisting of “practices that are environmentally sound, economically feasible and socially equitable” (American Library Association, 2019). So even in this brief selection of relevant definitions, each with a slightly different focus, some commonalities begin to emerge. Sustainability has something to do with humanity’s relationship with the environment. This relationship involves a concept of time that is not limited to the present but expresses obligations to the future as well. These obligations are not coterminous with the current generation either, but also include people who have not yet been born. Sustainability also has some relationship to the allocation of funds and resources. Lastly, it involves issues of justice and equity, meaning that this is seen as an explicitly moral matter.

Considering which of these territories are already addressed by existing values should paint a clearer picture of which of these areas are continuations of existing obligations and which are new with the introduction of sustainability. Social responsibility creates moral obligations for librarians to seek equity and justice in practice. Valuing democracy and education establishes a relationship between librarianship and preserving people’s ability to meet their own needs. Preservation captures obligations
to the persistence of memory and the ability of ensure the persistence into the ongoing future. The public good presents the idea that librarians should look for ways to meet the needs of as many people as possible with as few financial restrictions as possible. These existing values cast overlapping shadows which cover much of the territory identified in the selected definitions above but leave one significant exception: the environment. Formulations of sustainability contain a recognition that the decisions people make affect not just the human species, but the broader biosphere. This opens the possibility that the moral obligations introduced by sustainability as a core value include an inclusive role as environmental steward. A more conservative formulation of this contracts this role to decisions made about library planning and the implementation of services. For example, this is the essence of the literature surrounding the greening of the library, making the best managerial decisions to limit the environmental impact of library practices (Ephraim, 2003, p. 160). This alone would be a significant achievement for a core value to accomplish, but what could a more expansive interpretation of obligations to the environment express, particularly when ideas above associated with other values are reclaimed?

**GLOBAL CATASTROPHE AS EDGE CASE**

It can sometimes be useful to consider an edge case, an extreme example of a premise or concept as a way of amplifying issues surrounding a particular ethical concern. In presenting an edge case, no claim that the chosen case is the most relevant, most likely case to occur. It is instead selected solely for the rhetorical space it provides. The edge case for interpreting librarianship’s obligations to the environment explored in this essay is a global catastrophic event. According to economist Richard Posner a global catastrophe is “an event that is believed to have a very low probability of occurrence but that if it does materialize will produce a harm so great and sudden as to seem discontinuous with the flow of events that preceded it” (Posner, 2004, pp. 5–6). This paints a relationship with maintaining the environment that is less about making small, local decisions and more about enacting significant steps to maintain the continuity of human technological and social infrastructures of resilience. If the conservative case for sustainability’s obligations is adopted, librarianship is unlikely to make significant contributions to these efforts.

Organizations such as the Lifeboat Foundation, the Center for the Study of Existential Risk, and the Global Catastrophic Risk Institute all aggregate resources for the study of catastrophic risks from this large scale, infrastructural perspective. Avin and colleagues established a detailed categorization scheme for catastrophic risks (Avin et al., 2018) while Bostrom and Cirkovic created a widely used taxonomy that plots a global catastrophe based on axis of intensity, scope, and probability (Bostrom & Cirkovic, 2011, p. 2). In general, catastrophes may either be naturally occurring or anthropogenic. Naturally occurring catastrophes of a cosmic nature like encounters with primordial black holes or nearby supernovae are obviously beyond the scope of human intervention. But anthropocentric events can be almost as devastating. Classic examples include nuclear war, runaway climate change and resulting collapse of the biosphere, artificial superintelligences, bioterrorism, and any number of other events that are well established ground in science fiction stories. The low probability of these events and the devastation that would result from them act as barriers to taking them seriously as elements of planning. Yet other collective organizations of researchers and practitioners like the ones mentioned above have made it past the scope of the issue and have begun to advocate for changes that will promote the mitigation of anthropogenic events and foster resilience should one happen. If these organizations, with significantly fewer resources than the collective capabilities of the LIS profession are able to make contributions in this
area, then LIS practitioners should at least consider the implications of adopting the broader conceptualization of sustainability obligations.

IMPLICATIONS FOR RESILIENT LIBRARY PRACTICE

Even if global catastrophe as outermost boundary limit of proves not to be persuasive that LIS professionals should take up the cause of catastrophe mitigation, the exercise may still be useful in advocating for a less conservative interpretation of sustainability practices as LIS professional behavior. Insights from intergenerational justice, resilience, and adaptability have the potential to provide the same kinds of constitutive ethical guidance that values of privacy and intellectual freedom currently provide. It should also be noted, acceptance that librarians may make contributions to the mitigation of catastrophic risks is not an all or nothing proposition. Even if librarians and allied information professionals collectively choose not to assume moral responsibility the mitigation of or recovery from global catastrophic events, many of the scholars and policy advocates are researchers. Librarians may contribute to these efforts without straying too far from existing professional obligations. Future consideration on this topic opens up a number of research questions relevant to resilient library practice. What do librarians have to offer in the mitigation of catastrophic risk? How do these offerings differ from the library’s role as recovery hubs during community crises? Another key concern is whether it is in the best interest of librarians to involve themselves in an endeavor that seems to be outside the core professional activity when mission creep is already an established issue. If librarians do have something individually or collectively to offer in the prevention, preparedness, and mitigation of catastrophic risks, where should that rank in terms of other, more traditional core LIS activities? While some of these questions may be answered logistically, they all remain ongoing ethical questions shaped by the principles of sustainability.

REFERENCES


Supporting Online Courses: The Impact of Covid-19 on Academic Librarians and Online Education

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ABSTRACT

In 2020, the COVID-19 pandemic pushed the number of college students in the United States learning virtually to an all-time high, leading the services that academic librarians provide to students enrolled in online courses to become more crucial than ever before. According to EducationData.org, some estimates show that 3,278 higher education institutions and 22.3 million students have been impacted by a switch to online courses. In addition to the students impacted, faculty not previously familiar with teaching online were impacted as well. This has led to a growing concern with the quality of online education versus traditional classroom education.

With this rise in online education and concerns over quality, library services to faculty and students in online courses are becoming increasingly important. However, different views exist regarding the appropriate role an academic librarian should play in an online course. The proposed study will utilize an online survey of faculty, students, as well as academic librarians at The University of Southern Mississippi, located in Hattiesburg, Mississippi, regarding the use of a librarian in an online course. Questions will focus on strategies for using librarians in online courses, which strategies were successful and which were not, and gather perspectives from faculty, students, and librarians themselves in order to better establish best practices for providing the growing number of online students with the library services they need.

ALISE RESEARCH TAXONOMY TOPICS

academic libraries; curriculum; online learning; students; teaching faculty

AUTHOR KEYWORDS

academic libraries; COVID-19; embedded librarianship; online education; virtual learning
Representation of Interactive Objects in Knowledge Organization Systems

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ABSTRACT

Description and representation of non-linguistic characteristics of interactive information objects in digital libraries are underdeveloped for all forms of manipulation. These types of objects range from that of a tool (hammer) to that of sophisticated multimedia (video games). There is not standard subject description method on how describe object manipulation or interaction. For many information objects their primary purpose is to be manipulated by the user and this description needs to be clear and follow common guidelines so knowledge organization system users can understand the description without being an expert in the field. It is important to make sure these descriptions are accessible to a wide range of users and do not rely on images and videos alone. This project will look at multiple digital libraries connected with the Library of Congress to compare how these types of objects are being described and propose a standard for one type of object.

ALISE RESEARCH TAXONOMY TOPICS

ontologies; classification; cataloging; multimedia information retrieval.

AUTHOR KEYWORDS

digital libraries; knowledge organization; interactive media; interactive objects
Virtual Knowledge Spaces: A Call for Research

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ABSTRACT

Davis (1989) authored the widely acclaimed book titled “Future Perfect” prescribing that, in a “future perfect, anyone in an anytime – anyplace mode would be able to communicate to anyone else in the world.” The year 2020 provided clear affirmation that the knowledge workforce of the future is poised to not only communicate anytime – anyplace, but to create workplace environments that thrive across time zones and unlimited virtual locations. Knowledge management (KM) is “a systematic and integrative process of coordinating organization-wide activities of acquiring, creating, storing, sharing, diffusing, and deploying knowledge by individuals and groups, in pursuit of major organizational goals” (Rastogi, 2000, p. 40). Information scientists and knowledge management scholars must reexamine models of organizational learning, competency development and organizational culture to harness the collective capability of not only a virtual workforce, but a virtual organization. The researchers’ “work in progress” poster presents a preliminary systematic literature review and offers guiding questions to scholars and scholar practitioners exploring this rich area of KM research in a virtual organization. The three primary research areas are organizational learning, knowledge archiving, and knowledge system modeling. The final systematic literature review will define the topic and will utilize scholarly research methodologies (e.g., Torocco, 2016) to critically analyze and synthesize existing knowledge management literature and present virtual workforce implications that give direction for future research. In this growing research area, this poster poses the questions: (1) What are the obstacles of storing and deploying knowledge in a virtual organization? (2) How does the virtual organization impact the social nature of knowledge (namely sharing and creation)? (3) How must knowledge systems evolve to accommodate a virtual workforce?

ALISE RESEARCH TAXONOMY TOPICS

knowledge management; scholarly communications; administration; sociology of information

AUTHOR KEYWORDS

information science; literature review, workforce innovation; knowledge economy
Improving Research Techniques for Categorical Predictors for Multiple Regression in Information Science Publication

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ABSTRACT

This poster discusses strategies for incorporating categorical predictors into regression analyses. It will conduct a systematic literature review, on Information Science (IS) articles published in the last five years, to assess how researchers in the field handled categorical predictors in their multiple regression analyses. Researchers often use categorical variables, such as gender, ethnicity, religion, regions, etc., as probable predictors of various outcomes. For example, a researcher may be interested in examining whether ethnicity (categorical) influences individuals' online information seeking behavior. While the analysis of variance (ANOVA) can be used to compare the means between groups in such a case, researchers can opt to use multiple regression analysis. The ability of multiple regression analysis to subsume other univariate analyses, such as ANOVA, has increased its popularity over the last couple of decades (Davis, 2010; Thompson, 2015). Multiple regression, however, requires all variables entered in the model be continuous, unlike other analysis techniques. Therefore, whenever categorical variables are employed in a study, they need to be coded before incorporating the variables in the regression model. This research will be the first attempt to analyze how information science (IS) academic researchers utilize categorical predictors for regression analyses, and 2) it will guide researchers in converting categorical data to quantitative data and best interpret the regression coefficients.

ALISE RESEARCH TAXONOMY TOPICS

research methods, bibliometric; informetric; education

AUTHOR KEYWORDS

information science; categorical variables; regression analysis; coding
The Role of Cognitive Authority in Social Media

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ABSTRACT

This poster discusses the role that cognitive authority may play in the context of social media. A term coined by TD Wilson, “cognitive authority” refers to the authority that someone or some sources may have over the thoughts of an individual. When a person gives another person cognitive authority, they give them the opportunity to influence their thoughts without hesitation. This poster aims to see how cognitive authority can be used in the realm of social media. In an environment where people “follow” or “friend” other people or news sources that they trust enough to have a connection with, is cognitive authority influential factor? If cognitive authority is an influential factor, how does it affect the information seeking process and what potential influence can it have on information literacy? Information literacy requires critically thinking about information and determining its validity; when cognitive authority is at play, how much thought and effort is put into validation the information encountered?

ALISE RESEARCH TAXONOMY TOPICS

Information Literacy; Information Seeking; Social Media; Political Economy of the Information Society

AUTHOR KEYWORDS

Cognitive Authority; Social Media; Information Science;
Working with Immigrant Communities to Promote Social Justice: Careers in Libraries for Immigrants

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ABSTRACT

This poster presentation is a summary update of the recent 2020 ALISE Conn@ct mini-grant project: Integrating Immigrants into the LIS Workforce: A Pilot, Collaborative Project received by the REFORMA Education committee in collaboration with REFORMA Mid-Atlantic Chapter, Prince George's County Memorial Library System, and Montgomery County Library System. This grant offered an opportunity to develop and integrate a social justice oriented approach for advancing education for future LIS professionals through research and development of a self-paced mini course, Careers in Libraries for Immigrants (CILI), on the introduction to librarianship for highly skilled immigrants. The online CILI program offers: self-paced lessons, short modules & activities, four different language translations (English, Spanish, Amharic, French) language translation, a behind-the-scenes public library tour and observation opportunities, and participant stipends. In response to gaps within current practice, this pilot recruitment project serves as a model for progressive community action within the library and information science field. There are currently limited avenues or resources for immigrants and refugees to deeply learn about U.S. librarianship as a career path. The project encourages LIS faculty and library professionals to include substantive content on how globalization, self-actualization, and immigration are intertwined through use of a specific framework.

ALISE RESEARCH TAXONOMY TOPICS

social justice; pedagogy; community engagement.

AUTHOR KEYWORDS

immigrants; pedagogy; social justice; community engagement; LIS workforce.
Learning Through Experience: Reflecting on Community-Engaged Scholarship

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ABSTRACT

We are living in a time of unprecedented change and upheaval. Not only are we in the midst of a global pandemic, but American society is also facing racism, police brutality, and discrimination in ways that have not been this overtly visible since the civil rights movements of the mid 20th century. As such, it is imperative that LIS students are given ample opportunities for unique learning experiences that engage with the complexities of current events. This poster provides an overview of one such learning opportunity in which the presenter worked collaboratively with a local community archive to develop an interactive exhibit showcasing the history of the queer community of a Southeastern American city. Using the presenter's experiences in a course focused on Community-Engaged Scholarship, the presenter will reflect on the process of completing a project of this nature and discuss the affordances and challenges of community engaged scholarship in the limited time frame of a semester.

ALISE RESEARCH TAXONOMY TOPICS

Community engagement; Pedagogy; Social justice; Archives; Specific populations.

AUTHOR KEYWORDS

Community archives; Experiential learning; Participatory archive theory; Queer archives; Shared inquiry.
Designing Quantitative Data Representations to Support People's Understanding of the Risk of COVID-19

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\textbf{ABSTRACT}

This project aims to support people's informed- and evidence-based decisions about the severity of COVID-19 and their behavioral choices by assisting their productive assessment and interpretations of quantitative structures in data representations. In such an effort, this research team has developed interactive applets (available at www.covidtaser.com) with three data representations: Risk Comparison, Projection, and Log scaled Graphs of COVID-19. These representations are based on empirical research designed to investigate and promote people's understandings of: a) chances of facing the risks from the virus in comparison to those from daily activities (e.g., driving), b) impacts of preventive measures (e.g., social distancing), and c) interpreting linear and log scaled graphs. The project representations are designed in a way that better facilitates people's quantitative reasonings based on the cognitive models of mathematical thinking found in the project and models from prior research. The project results contribute to the literature in STEM education and promoting data literate society.

\textbf{ALISE RESEARCH TAXONOMY TOPICS}
Information literacy; information use; sociology of information.

\textbf{AUTHOR KEYWORDS}
Data representation; risk information; data literacy.
Current Research Trends in the User Experience of Mobile Augmented Reality: Content and Bibliometric Mapping Analysis

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ABSTRACT
The aim of this work is to highlight research trends between 2015 to 2020 in the study of mobile augmented reality’s user experience by conducting a content analysis and bibliometric mapping analysis of MAR research literature. This study dissects the different research design types chosen by mobile augmented reality (MAR) authors. In addition to illuminating design types, this study also uncovers trends in data collection, sampling, and analysis. In recent years, the benefits of MAR applications have been lauded due to their ability to present information in different learning experiences. MAR applications enable the combination of virtual and real-world objects by way of superimposing digital objects and auditory triggers onto reality, providing the user with real-time interaction and feedback opportunities. MAR is unique in comparison to other augmented reality technologies in that MAR leverages an already ubiquitous hardware: the cell phone. This aspect of MAR is increasingly utilized by both educators and cultural heritage institutions to package material through interactive and innovative approaches. However, researching the user experience in MAR applications is particularly difficult due to its broad reach into many disparate fields of study. This research highlights the diversity of disciplinary perspectives and methods used in mobile augmented reality research in order to exhibit the subject areas in which its impact is greatest.

ALISE RESEARCH TAXONOMY TOPICS
augmented reality; data visualization; mobile systems; user interfaces

AUTHOR KEYWORDS
mobile augmented reality; multimedia systems; user experience
Rethinking Participatory Design Research in Virtual Environments: A Case Study

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ABSTRACT

After the COVID-19-related closure of most institutions, including public libraries, in March 2020, there arose a need for significant modifications to research methods for an ongoing three-year IMLS-sponsored project investigating the use of participatory design techniques, specifically, Bonded Design (BD), to enable meaningful collaboration between public librarians and older adults in development of targeted programming and services. The foremost modification involves converting face-to-face design sessions to virtual, to allow older adults to participate from their homes. Shifting to a completely virtual environment actually benefits the participatory goals of this research; for example, by going virtual it is surmised that the possibilities for greater solicitation of non-library users for participation will broaden the perspectives and expertise of the design team and allow for the inclusion of the older adult participants in all aspects of the research design. However, this new reliance on technology to host low-tech activities within the shared space of the design team, and inherent in BD, has also introduced new complexities for planning: 1) the focus of investigation must remain on the efficacy of the BD methodology and not the hosting technologies; 2) as BD emphasizes equity among its members in recognition of the unique expertise each team member brings, librarian-researchers must devise ways of avoiding teacher-student hierarchies when helping those older adult participants who may experience difficulties using the technology; and 3) methods will need to be developed to support any participants not comfortable engaging in virtual environments due to issues such as privacy concerns.

ALISE RESEARCH TAXONOMY TOPICS

information needs; information use; specific populations.

AUTHOR KEYWORDS

action research; older adults; participatory design; public library programming; research for social justice.
Creativity and Arts-Based Expression: Building Resilience in the Pandemic and Beyond

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ABSTRACT

This poster reports on our continuing work with arts-based pedagogy. Though our work in this area began long before the 2020-2021 pandemic, we discovered during the early stages of the pandemic that “providing students with opportunities for creativity and arts-based expression lead to a welcome and positive disruption of traditional teaching and learning; increased student engagement, meaning-making, and real-word connections; and collaborative risk-taking that decenters traditional pedagogical systems.”\(^1\) In such abnormal circumstances, this creative decentering was a welcome change for students who were often struggling to keep up in classes with more traditional pedagogical strategies. The continuation of the pandemic and the need for alternative modes of instructional delivery support the need to foster and maintain resilience in our pedagogy and in our students. Creativity and arts-based expression offer a way to do just that by focusing attention not only on the curriculum, but also on students’ affective processes. Students bring their whole selves to the classroom (whether virtual or land-based) and creative activities offer them the opportunity to engage fully with course content. Our poster will offer examples of how we have incorporated creativity and arts-based practices into our courses.


ALISE RESEARCH TAXONOMY TOPICS

online learning; pedagogy; curriculum; students; teaching faculty.

AUTHOR KEYWORDS

arts-based expression; creative pedagogy; student engagement; innovative assessment; peer learning.
SCREAM for Strategic Planning

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ABSTRACT

Employee surveys indicate that a large majority do not fully engage in strategic planning because they believe it is a waste of time. Therefore, analytic instruments must be easy to understand and provide information that can be implemented within the organization without increasing the workloads of employees. Identifying a method of strategic planning that encompasses the key factors of the SCREAM evaluation tool (Brun, 2014) in conjunction with Blanchard’s (2019) ‘quadruple bottom line’ within a framework that organizations can efficiently and effectively deploy.

The study’s methods are still in development. An initial survey has been distributed to potential participating. The survey asks about the participants knowledge of the various strategic planning tools such as SCREAM, SOAR, and SWOT. Initial results indicate that the majority of libraries, museums, and non-profit have no knowledge of the SCREAM framework.

ALISE RESEARCH TAXONOMY TOPICS

Political economy of the information society; Public libraries; Community and civic organizations; Administration

AUTHOR KEYWORDS

Strategic Planning; SCREAM; Service; Leadership; Quadruple Bottom Line
Youth's Interest-Driven Learning and Information Seeking during COVID-19

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ABSTRACT

Interest can be an important motivator that helps youth be resilient for their learning. Youth can participate in interest-driven learning and information seeking activities across libraries, makerspaces, museums, schools, and home. However, COVID-19, as well as state regulations to prevent its spread (e.g., online classes for K-12 schools, limited services for informal educational environments), may have influenced youths' interest development and their ways of information seeking and learning. In the unique situations with COVID-19, some youths may have lost their interests in some areas or cultivated creative ways to pursue their interests. Adopting the situative perspective to conceptualize theories of interest and learning, this qualitative research proposal aims to investigate (a) if and how COVID-19 changes youths' existing interests and/or brings new interest, (b) what challenges youths experience when pursuing their interest during the pandemic, (c) how youths find and create new ways to pursue their interests in unique situations with the pandemic. For a collective case study, 7 youths from diverse cultural backgrounds were recruited. Remote interviews through Zoom are being conducted 3-4 times for each participant to gather narratives and information about changes in their interest-driven learning and information seeking activities amid the pandemic. Interviews will be video recorded, transcribed, and then analyzed through narrative analysis and thematic analysis. This study will deepen the understanding of interest-driven learning and information seeking and resilience in relation to the unique situations and regulations with COVID-19.

ALISE RESEARCH TAXONOMY TOPICS

pedagogy; information seeking; online learning; education; community engagement.

AUTHOR KEYWORDS

digital youth; informal learning; interest development.
Rarely Acknowledged and Often Unrecognized: Exploring Emotional Labor Across Library Work Tasks

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ABSTRACT

In the seminal work on emotional labor (EL), Arlie Hochschild defines EL as “the management of feeling to create a publicly observable facial and bodily display.” EL is “sold for a wage”. To date, there have been a few studies on emotional labor in librarianship. Julien and Genuis found EL to have a central place in the experiences of instructional librarians. Shuler and Morgan interviewed reference librarians, finding they are expected to perform EL yet are not formally trained to do so. Matteson and Miller surveyed librarians nationwide, with statistical analysis confirming EL present in librarianship. Matteson et al. asked MLIS holders to reflect via diary entries on performed EL. The results of these studies have clearly demonstrated EL as a part of librarianship.

To further advance the study of EL in librarianship, our work offers a quantitative perspective on EL across different types of library labor. We used a nationwide survey, recording types of library work performed, EL labor relative to task performed, with a section for open-ended comments. We sought to include all library workers, with a shorter questionnaire that still covers the established components of EL, such as hiding negative emotion. We will discuss how EL happens across the librarianship, with specific attention to differences to EL amongst various library tasks and between academic and public libraries based on the results of the survey, and implications for future studies.

ALISE RESEARCH TAXONOMY TOPICS

critical librarianship; academic libraries; public libraries.

AUTHOR KEYWORDS

emotional labor; invisible labor; soft skills.
ABSTRACT

This poster presents the preliminary findings and observations of developing the undergraduate Applied Data and Information Science (ADIS) Bachelor of Science program. The ADIS program incorporates competencies and skillsets from Library and Information Science and Data Science and is an interdisciplinary collaboration between an LIS Department and a Human-Centered Computing department. The LIS courses in this program are online asynchronous courses. This poster presents the preliminary findings and observations regarding program development, curriculum development, course development, and online course delivery to undergraduates. This poster will present the LIS and data science models and frameworks that were utilized to develop the program learning outcomes from the program development perspective. This poster will discuss the specific LIS and data science competencies embedded into the curriculum from the curriculum development perspective. This poster will present examples of how specific data skill sets and competencies are incorporated into the course from the course development perspective. Lastly, this course will discuss best practices for delivering hands-on data-related curriculum to undergraduates in an online environment from an online course delivery perspective. Although this poster focuses on undergraduate program development, similar models can be used for the creation of masters-level data-related program development, as well as the lessons learned from the delivery of online asynchronous hands-on data-related courses. Strategic partnerships, data-related curriculum, and online course delivery are highly relevant for all levels of current and future LIS education and program development.
“It’s Definitely Different”: Investigating First-Generation Students' Paths to Graduate School and the Impacts of COVID-19

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ABSTRACT

As the first in their families to pursue an advanced degree, first-generation graduate students (FGGS) often face a number of challenges that are different than those of their continuing-generation peers, including challenges related to knowledge of what educational opportunities exist and how to navigate a degree program. To date, no studies have specifically examined the information behaviors and needs of FGGS around two crucial areas of decision-making: 1) decisions to pursue graduate education, and 2) decisions related to their careers following graduation. These are areas where FGGS are unlikely to be able to rely on family members as sources of firsthand information. The global COVID-19 pandemic has affected the educational and career trajectories of many in higher education, and due to the factors noted above, may have particular impacts on this population as they begin their education and early careers. This poster presents preliminary results from research interviews conducted in early 2021 with FGGS enrolled in either a doctoral or terminal master’s program. Using the information horizons framework, the study examines who, what, and where FGGS go to when seeking information for graduate education and career decisions, as well as how the global pandemic has impacted these processes.

ALISE RESEARCH TAXONOMY TOPICS

Students; Education programs/schools; Information needs; Information seeking.

AUTHOR KEYWORDS

First-generation students; Graduate students; Information horizons; COVID-19.
Defining Data Literacy: An Empirical Study of Data Literacy Dimensions

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ABSTRACT

Data literacy has become a core component in higher education as it encompasses a range of data skills and the knowledge necessary to deal with data, which are critical in our social and work lives in the advent of big data. Multiple perspectives to define data literacy have emerged from multiple disciplines, including information science, computer science, business, and education. Along with this, there have been efforts to develop a data literacy competency model to enhance our understanding of the required skills for data literacy. But each model has a different focus, context, and target audience - for instance, some efforts are intended to address the data literacy needs of citizens in today's society because they see data literacy as a life skill, whereas others are intended to define data literacy as one of the essential skills required to perform tasks in a specific career. Although the importance of data literacy is increasingly recognized, there is no consensus about the definition of data literacy. Further, the constituent dimensions of data literacy remain disputed. As such, this presentation will illustrate the preliminary results of a bibliometric analysis of data literacy literatures in recent ten years. Through citation analysis and topic analysis, this study aims to identify the central dimensions of data literacy and develop an integrated model for data literacy.

ALISE RESEARCH TAXONOMY TOPICS

Big data; Information literacy; Standards.

AUTHOR KEYWORDS

Data literacy; Bibliometric analysis; Topic analysis.
Sustaining an ethical digital learning environment: Perceptions of student privacy among faculty, librarians, and instructional designers

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ABSTRACT

Despite educators’ eagerness to return to “normal,” the pandemic has demonstrated the importance and usefulness of online learning and its accompanying technologies, especially in times of crisis. No one wants to re-experience the chaos of the Spring 2020 transition to online learning, so taking care to plan ahead and make deliberate choices is important. In the rush to convert courses to the online format, the increased student privacy risks that result from online learning technologies were likely not at the forefront of educators’ minds. But with time to reflect and make rational decisions, educators can consider their values about student privacy and whether or not their instructional choices reflect these values. We surveyed instructors from a variety of disciplines and institutions in the United States and found that educators highly valued student privacy. Although privacy can be defined in many ways, most defined personal privacy and student privacy in the same way, generally with a focus on limiting information access. Instructors’ discipline, rank, and personal demographics did not influence their views of student privacy. We are currently interviewing instructors, librarians, and instructional designers to provide context for the survey findings and to explore how these groups can productively discuss student privacy issues and make informed decisions. By sharing the results of the ongoing project, our aim is to stimulate conversation among library and information science educators about student privacy values and actions, and to discuss how we prepare future academic librarians to support faculty in ethical decision-making about student privacy.

ALISE RESEARCH TAXONOMY TOPICS
Information privacy; education; information ethics.

AUTHOR KEYWORDS
Student privacy; learning analytics; higher education; online learning.
How do Public Library Boards Work?: An Exploratory Study

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ABSTRACT

A public library board is a governing body of a public library, which has wide-ranging obligations such as developing a library mission or plan, managing a library director, securing funding, evaluating library services, and connecting a library with its community. Despite the fundamental governing roles given to public library boards in the U.S., there is little empirical research on how public library boards work. In this preliminary study, I explore the interactions in public library board meetings and the relationships that public library boards maintain within and outside of their library. Considering the exploratory nature of this study, I conducted observation in a series of online public library board meetings without setting a specific focus of the observation. Then, I began the analysis of the fieldnotes with open coding. Preliminary findings from the open coding highlight the tasks given to the board members, the topics discussed in the meetings, and the interaction between library staff and board members. The next steps include an analysis based on different theoretical lenses such as resource dependence theory and/or critical race theory. Further, I plan to interview the board members and proceed with observation and interview with other public library boards. This study will help to initiate a discussion of public library boards among library researchers and understand public library boards and governance of public library better.

ALISE RESEARCH TAXONOMY TOPICS
public libraries; community and civic organizations; social justice

AUTHOR KEYWORDS
library board; library governance; public libraries; library management
Design for the Clarion Free Library: A drawing activity for the local youth

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ABSTRACT

Public libraries have a long history of providing services to teens; however, research has shown contemporary youth have mixed feelings towards libraries. While teens have a positive impression of public libraries, they consider public libraries irrelevant to their everyday lives and do not use libraries frequently. Situated in this background, this project aims to study how teens perceive their public library and how they would design it differently. A total of 27 teens participated in a drawing activity, through which they expressed public library experience and designed their ideal public library space for teens. Teens’ explanations of their drawings were coded inductively among three researchers. Preliminary findings showed three themes that teens cared about the most in designing their library space - affordances, emotions, and visual impact. They desired a library space that could afford them to hang out, to learn, to do free-choice activities, and to have books of their interests; they desired a library space that afforded convenience and comfort through amenities; they desired a library space where they could have positive affective experiences; they desired a library space that appeared to be colorful, bright, and open. This presented project is timely and necessary as libraries face an increasingly uncertain future due to the pandemic and lack of funding. Understanding teens' perspectives on what they wish to see in public libraries may help practitioners and researchers envision building a resilient future for the library community.

ALISE RESEARCH TAXONOMY TOPICS

Public libraries; Young adult services; Community engagement.

AUTHOR KEYWORDS

Library design; Teen space; Drawing activity; Teen services; Youth services.
True Value: Calculating and Communicating the Value of Library Labor

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ABSTRACT

We have seen a multitude of methods used to calculate and communicate the value of libraries to society. However, most of the existing techniques—such as return on investment or individual receipts that provide cost savings information to patrons—focus on the value of resources and services: that is, the products provided to library users and related stakeholders. None of these calculations quantitatively consider the value inherent in the labor necessary to provide those resources and services and make them available. This project draws on critical design (Dunne 1999; Bardzell and Bardzell 2013)—a specific form of activist research inquiry that uses the creation of provocative artifacts to challenge established assumptions, shift perspectives, and think in new ways—to uncover and communicate the value of library labor. Using the results of a nationwide survey distributed to librarians and library workers in varying contexts, we are creating an interactive website that will allow library users and other stakeholders to calculate the value of library services, including the value of labor. Without this fundamental consideration, librarianship will always lack successful communication of true calculation of value—one that may lead to increased understanding of the full range of what libraries offer society.

ALISE RESEARCH TAXONOMY TOPICS

public libraries; information system design; critical librarianship

AUTHOR KEYWORDS

library workforce; labor; critical design
AVID about Library Instruction:
Integrating a college-readiness instructional framework to library instruction during Covid19

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ABSTRACT

In Summer 2019, several Texas Tech University librarians attended a training seminar offered to faculty and staff instructors by the AVID First-Year Experience (AFYE) program under the Division of Diversity, Equity, and Inclusion. Advancement Via Individual Determination (AVID) is a college-readiness coaching program designed to facilitate active and inquiry-based learning in student-centric learning environments. As a result of this training, librarians left with an AVID framework called Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn (WICOR) and an instructional-design toolkit for active-learning and production-based approaches that are not necessarily a part of graduate-level coursework in librarianship. This poster will present the initial stages of a case study conducted by an instructional librarian early in their career with little formal pedagogical training who implemented these strategies into a library instruction course, LIBR 1100: Essentials of Scholarly Research. As the novel Covid-19 virus became a reality, this course had to transition from face-to-face to an asynchronous online format midsemester as a global pandemic ensued in March 2020. This research will illuminate the potential integration of AVID teaching strategies with the commonly used Association of College and Research Libraries (ACRL) Framework in library instruction. It will pay particular attention to learner-centric methods that will create highly flexible learning environments that extend beyond the physical classroom and into online or hybrid learning arenas.

ALISE RESEARCH TAXONOMY TOPICS

Academic Libraries; pedagogy; Education programs/schools; information literacy; online learning.

AUTHOR KEYWORDS

First Year-Experience; AVID; coaching; covid19; college-readiness
Mining Users’ Interests in Discussing Books on Social Media

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ABSTRACT

Libraries have used book reviews to support their decision on book selection and collection building. Many researchers proved that online reviews are helpful for the decision on product or service purchases. However, little research has been done on online book reviews about their usefulness in selecting books. This study is part of a larger research project aiming to examine whether online reviews would represent significant factors in selecting appropriate books for children. This study investigates users’ interests in discussing books by analyzing sentiments of online book reviews on the two platforms and examines a relationship between two different platforms regarding users’ rating scores of the same book. The null hypotheses and the alternative hypotheses are developed based on the research problems for the Pearson correlation coefficient (r) measure. This study’s findings identify the values of online reviews in selecting books for children. Future research will take further steps in investigating the relationship between word frequency and the features of books.

ALISE RESEARCH TAXONOMY TOPICS

social media; metadata; data mining; natural language processing.

AUTHOR KEYWORDS

online reviews; social behaviors; social discussion; social reviews.
Care as a Motive for Parents’ Information Work

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ABSTRACT

This work in progress poster presents the results of a pilot study performed with a small group of parents of transgender and nonbinary youth of various ages. Data were collected in semi-structured interviews and revealed that while parents found their child's gender identity disclosure challenging, acceptance grew when families prioritized their shared humanity and focused on caring for their trans/nonbinary loved ones. Care was an important motive for information behavior that influenced parents' (1) attribution of cognitive authority and source selection; (2) their decisions to take on roles as information mediaries; and (3) their continued scanning of information related to transgender issues. Care also inspired the creation of information objects that mediated information exchanges between parents, children, and extended family members. Beyond illuminating the information needs of transgender and nonbinary young people and their supporters, this project seeks to examine the potential that feminist care ethics offer as a LIS research framework. There are several challenges. The study sample was small and lacked meaningful diversity. Consequently, it is unknown what environmental or social circumstances affect information-seeking in the service of care. Can care as an information motive be transposed to other non-family contexts? What constitutes an appropriate unit of analysis? How can dissertation research be designed to capture evidence of care?

ALISE RESEARCH TAXONOMY TOPICS

information seeking; information use; information needs.

AUTHOR KEYWORDS

Care ethics; transgender youth; nonbinary youth; families; collaborative information behavior;.
Resiliency Through a Social Practice Approach to Information Literacy: Exploration of a Threshold Concept in LIS Education

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ABSTRACT

This poster builds upon work presented at the 2020 ALISE conference that attempted to answer Todd's call for future research to create a sustainable future of information literacy. The author's proposed grounded theory emerged from 87 survey responses and 17 participant interviews which explored Lloyd's concept of information landscapes in the context of postsecondary education. The proposed grounded theory found that viewing information literacy as a social practice was a threshold concept for librarians, and by extension library and information science education. Once in-service librarians crossed this threshold, they acknowledged that they could no longer view information literacy as skills-based. A social practice approach to information literacy positioned in-service librarians to recognize the strengths and resiliency in their students, actively shunning a deficit mindset. This in-progress dissertation study aims to build credibility for the proposed grounded theory by collecting additional data through both focus groups and participant diaries. Together these data hope to crystallize the affordances of the author's theory, provide a thorough examination of the theory across multiple contexts, and refine the theory so that it may inform LIS education going forward. Specifically, this poster will provide emergent findings from the first set of focus groups as well as explore how this theory can help LIS educators inspire resilient in-service librarians.

ALISE RESEARCH TAXONOMY TOPICS

Information literacy; Education; Curriculum; Sociocultural perspectives

AUTHOR KEYWORDS

Information landscapes; social practice; grounded theory; focus groups; diary method.
Evaluation of online database selection criteria in electronic scholarly online database: A case study of online databases for business disciplinary in UW-Milwaukee

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ABSTRACT

The academic library has been supported students', and faculties' research works by increasing collections and adding online resources or databases. However, a budget of an academic library has struggled with a shortage. There are hundreds of databases globally, and they have a tremendous number of records, but it would be hard to say that those are a proper database for faculty and students. In this environment, providing a suitable database with limited budget restrictions is very important in the academic library. This study aims to analyze online database criteria such as the data elements in bibliographic records and search features of the online database website for finding proper selection criteria by disciplinary. The study will examine traditional factors of online dataset selection such as size, subject coverage, time span, currency, title query test, searching feature of the website, and also data elements in bibliographic records. Those criteria will apply current business online databases in UW-Milwaukee and extract the similarity and differences among databases. As a result, this poster will report on a pilot study to understand which criteria are valuable to use and how academic libraries can apply selection criteria for finding a proper online database by disciplinary.

ALISE RESEARCH TAXONOMY TOPICS

Academic libraries; Database systems; Information system design.

AUTHOR KEYWORDS

Online Database design; Evaluation; Academic libraries.
Exploring the core: After almost a decade of IT integration into LIS education

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ABSTRACT

This research will investigate the status of the information technology knowledge and competencies being taught in required courses in LIS programs. The goal of required courses in LIS programs is to ensure that students who graduate from the program earn core knowledge in the field regardless of various career paths. In such a view, LIS required courses provide an overview of librarianship and information professions, introductions to fundamental concepts including shared understandings and values in the field. The required courses in some programs focus on LAM (Library, Archive, Museum) contexts while those in other programs focus on general information problems expanding the scope to the outside of vocational training. Still, as many LIS programs use the competencies document (e.g., ALA’s core competencies for librarianship) to plan their curriculum, ALA-accredited LIS programs keep a robust general core curriculum with their required courses. LIS education has long embraced the impacts of IT, from faculty’s different knowledge backgrounds and competencies to the preparation of LIS students for the expanded job markets and career opportunities. Hall’s study in 2009 presented that the LIS core curriculum has grown to include both research and information technology in addition to the more traditional subjects. This research will be conducted in multiples steps, starting with a literature review, data collection, and content analysis of the required courses descriptions on the ALA accredited MLIS programs’ websites in relation to information technology and competencies. The research will discuss what comprises ‘the core’, regarding information technology and competencies in LIS programs.

ALISE RESEARCH TAXONOMY TOPICS

curriculum; education programs/schools; information Technologies.

AUTHOR KEYWORDS

Required courses; LIS education; information technologies; IT competencies; core knowledge.
There’s a Standard for That: Aligning Academic Aspirations, Professional Standards, and ALA Accreditation

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ABSTRACT

The Syracuse University library and information science (LIS) program has committed to a new focus on INFormation Justice, Equity, and Community EngagemenT (INJECT) that will guide a redesign of our program and redefine our commitment to our students, our coursework, and our impact on the information profession and broader community. While INJECT concepts form the bedrock of our new curriculum, our program is committed to being responsive to library professional standards as well as the ALA Standards for Accreditation of Master’s Programs in Library and Information Studies. Professional standards produced by library associations including ALA, IFLA, ACRL, SLA, RUSA, and YALSA reflect the needs of the library profession and impact the knowledge, skills, abilities, and dispositions librarians need to learn. In designing professional curriculum, LIS faculty must respond to and design for existing standards and competency lists in order to create a program that correlates with the ideals held by various library organizations. At the same time, LIS programs must demonstrate alignment with ALA Standards for Accreditation. So, how do the various competency lists compare to accreditation standards? How do the competencies and standards support INJECT topics, including critical librarianship, social justice, and equity and where do they fall short? This poster reveals an analysis and alignment of professional standards, accreditation standards, and our aspirations to better represent information justice, equity, and community engagement in LIS. This work can enable faculty to transform LIS curricula and create a resilient future for our programs, our student, and the broader LIS profession.

ALISE RESEARCH TAXONOMY TOPICS

accreditation; curriculum; standards.

AUTHOR KEYWORDS

professional competencies; accreditation; curriculum redesign; information justice; equity.
Resilience through Action: Academic Library Response to COVID-19, the Leadership Perspective

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ABSTRACT

COVID-19 has dramatically changed the day-to-day operations for academic libraries, causing major interruptions to traditional library workflows. This poster delineates the outcomes of a mixed-method study that explores how medium-sized academic libraries across the United States have responded to the challenges of the pandemic and managed to sustain the accessibility of their resources in a significantly altered educational environment. In particular, the poster details the results of Phase II of the project, an online survey of library leadership administered in winter 2021 at forty-nine participating libraries. The libraries were selected from the U.S. News and World Report rankings of best regional academic institutions with enrollment of over 10,000 students. Built on the data obtained from Phase I, library website content analysis completed in fall 2020, the survey addressed adjustments in library operations since the onset of COVID-19, including collections, access services, and research support. Results demonstrate that academic libraries cope with these challenges better when they rely on personnel ready to act with resilience in the face of emerging threats and meet the evolving needs of both in-person and online library visitors. The findings unveil issues of employee well-being, robust technology infrastructure for digital access and learning, and adopting a nimble approach to resetting priorities, repurposing resources, and rewarding the ingenuity of staff and users. Therefore, the broader implication of the project is that it highlights a pressing need to conceptually re-imagine the current LIS curriculum to make it more responsive to the complexities of today's teaching and information landscape.

ALISE RESEARCH TAXONOMY TOPICS

Administration; academic libraries; online learning; community engagement.

AUTHOR KEYWORDS

Library services; library leadership and management; LIS education; COVID-19.
College Students' Ability to Discern Fact from Opinion in News Articles, Critical Thinking, Locus of Control, and Need for Cognition

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ABSTRACT

The news plays an important role in democracy and informing self-governing citizens, yet there is a growing concern that people are not able to critically read the news. In this age of "fake news," it is essential to find what contributes to college students' susceptibility to fake news. The purpose of this study is to investigate variables that may affect college students' news evaluation, with the emphasis on their critical thinking skills, and to suggest models that can explain the relationships between those variables. The study will measure two independent variables: college students' perception of control over their situations or experiences (locus of control) and the degree to which they engage in and enjoy thinking (need for cognition). The study will statistically examine how these variables influence the students' abilities to differentiate between fact and opinion in news when critical thinking is involved. In addition, the study will interview students to explore their news reading and media literacy practices. The results of this study will have academic and practical implications across many disciplines, such as higher education, library and information science, and media studies, by highlighting areas to teach to prevent students from falling for fake news.

ALISE RESEARCH TAXONOMY TOPICS

information literacy; education; academic libraries.

AUTHOR KEYWORDS

fake news; misinformation; critical thinking; media literacy; news literacy.
Impact Factors for the Humanities

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ABSTRACT

Compared to natural sciences and engineering disciplines, scholars in the humanities tend to have much more modest profiles on Google Scholar, ResearchGate, or Academia. This poster presents a study of research/scholarship impact factors in the humanities comparing the parameters included in the IF calculation and their “fit” with different fields of humanistic inquiries. The study pays particular attention to altmetrics that go beyond citation-based metrics and asks what works, efforts, and scholarly activities in the humanities remain invisible and unaccounted for. Based on the findings, the author makes suggestions about the role and contribution of scholarly communication librarians in assisting humanities scholars with interpreting IF and selecting those that would allow them to better communicate their research to various stakeholders, to fine-tune their publication strategies, formats, and dissemination channels that would best highlight their achievements and their contributions to the discipline and their value to their institutions and larger communities.

ALISE RESEARCH TAXONOMY TOPICS
bibliometrics; altmetrics; scholarly communication.

AUTHOR KEYWORDS
scholarly communication; research productivity; citations; impact factors; altmetrics.
Factors Influencing Privacy Control Practices of Users of Mobile Devices and Smartphones

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ABSTRACT

Mobile technology has accelerated the pace at which people access, acquire, and generate data. Users’ cell phones are now rich repositories of memories and content that chronicle their lives. A staggering archive of personally identifiable information exists about cell users. The continued growth of digital information combined with mobile technology has created privacy and security challenges for users of mobile devices and smartphones. Users of mobile devices and smartphones download and use applications developed by different organizations with different levels of control that enables users to access and manage their data. Recent discussion and concerns about privacy on social media platforms, such as Facebook, Twitter, Instagram, and others, suggested that developers must do more to protection users’ information. This study aimed at understanding the factors that influence the personal data control practices of users. A quantitative survey will be developed to collect information from undergraduate students in two academic institutions, one in the United States of America and one in Saudi Arabia. The findings will be used to expand our understanding of student information privacy control practices of mobile devices and smartphones. The result could be used to inform the design and development of mobile applications and privacy control measures.

ALISE RESEARCH TAXONOMY TOPICS

information privacy; information rights; information literacy; mobile systems; social software

AUTHOR KEYWORDS

information behavior; privacy concerns; GDPR; privacy-enhancing tools; theory of planned behavior
“Describing Without Identifying”: The Phenomenological Role of Gender in Cataloging Practices

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ABSTRACT

This dissertation explores gendering practices of visual information catalogers. The work aims to understand how catalogers perceive gender when describing persons within visual information. The qualitative study deployed queer interpretative phenomenological analysis to understand how catalogers think broadly about describing identity. The infused queer theoretical tenets helped to understand that while participants may not directly name gender as challenging, the conflation of gender into cisnormative monoliths (assuming every person's gender matches their sex-assigned-at birth) or silence around gender produce telling opinions concerning non-binary gender. The research also utilized a Think Aloud exercise wherein participants undertook in-the-moment cataloging three moving images. One image represented “neutral” cisgender identities, and two clips represented subversions to gender binaries. Thirteen catalogers were interviewed, and data produced noteworthy findings. The small sample size reflects qualitative methodological priority regarding a participants’ intimate, lived experiences rather than aiming for generalizability. Catalogers describe work with visual information as inherently challenging since describing anything without context requires caution. Catalogers also noted hesitance around describing humans given societal complexities around identities like race and gender. Nevertheless, participants during the Think Aloud exercise relied on gendering as descriptive shorthand (pronouns, male/female labels) and only reflected on these presumptions when engaging with the footage whose contents challenged gender binaries. Implications suggest a need for inclusivity training catalogers around contemporary notions of gender. Further, given the impact of the gender non-conforming footage on cataloger’s perceived practices, another implication suggests value in increased access to and representation of gender diverse materials within cultural heritage.

ALISE RESEARCH TAXONOMY TOPICS

cataloging; metadata; critical librarianship; special populations; archival arrangement and description

AUTHOR KEYWORDS

Gender identity; qualitative methods; phenomenology; queer theory; visual information
At the Junction of Dissemination and Implementation: Facilitating Access to Behavior Analytic Research

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ABSTRACT

Investigations into scholarly communication are limited to dissemination of scientific material by scholars. This excludes studying communication to service providers who are not scholars. Some argue the function of science is to improve everyday interactions so studying how developments are communicated with the public is important. This is important to the discipline of behavior analysis. The science of behavior analysis is comprised of a philosophy and three fields: the basic science, the applied science, and the professional domain. This project answers: 1) what comprises the content layer of the science of behavior analysis, 2) what are the channels of communication in this discipline and 3) which of these channels are accessible to professionals. By analyzing the references of articles published in core journals, this investigation revealed the scholarly content layer in behavior analysis is primarily comprised of journal articles. However, the information use environment for professionals in this discipline differs from the scholars; most professionals do not have access to a university library. Therefore, the research producers are communicating developments in a way that some service providers cannot access. The only dissemination channel that provides continuous access to the content layer is informal communication. All other dissemination channels do not provide access to the entire content layer, do not provide the entire scholarly work, and/or includes a barrier to access (often an associated cost). Despite dissemination efforts via academic conferences, social media and open access publications, access to the content layer in behavior analysis is not continuous for non-scholar professionals.

ALISE RESEARCH TAXONOMY TOPICS

Scholarly communications; Specific populations; Information use

AUTHOR KEYWORDS

Dissemination; Information use environment; Invisible college
An Information Theoretic Approach to Analyzing Multimodal Readability

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ABSTRACT

Educators frequently inquire about the readability of documents used in classrooms, due to the belief that text complexity is related to reading comprehension and growth. Because documents used in classrooms tend to be language-based, common readability metrics focus on the complexity of language. For multimodal documents, there are no commonly used readability metrics. This is problematic because multimodal reading is increasingly recognized as a 21st-century skill. One potential solution is Weltner’s transinformation analysis, an information theoretic approach to analyzing readability that uses entropy to measure the difference between the document’s objective information (e.g., pixel intensity) and reader’s subjective information (e.g., think-aloud screen recordings, oral retellings). Higher transinformation in a multimodal document reflects greater information complexity and a more challenging level of readability. This study experimented with transinformation analysis and multimodal learning analytics to measure the multimodal readability of a born-digital story. Fifteen eighth-grade advanced readers served as the study population. Findings showed that 14 out of 15 of the readers attended to less than half the information in the story. Their mean readability score was .57, indicating higher than average information complexity. Readers attended to and recalled information largely from the text mode, which may have been a strategy for reducing information load or it may have reflected their beliefs that reading is a language-based activity. It appeared that these strong traditional readers were weak multimodal readers. The study’s findings have implications for the need to create more opportunities for multimodal reading experiences in today’s classrooms and libraries.

ALISE RESEARCH TAXONOMY TOPICS

education; reading and reading practices; information practices; young adult services; school libraries.

AUTHOR KEYWORDS

information theory; transinformation analysis; multimodality; born-digital documents; readability.
Managing Scholar/Practitioner Tensions: A Study of Library and Information Science Faculty

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ABSTRACT

Exploring faculty management of the tensions between academia and practice, this three-phase mixed methods study focuses on Library and Information Science (LIS) faculty. It utilizes qualitative, quantitative, and fuzzy-set qualitative comparative analysis (fsQCA). Using an exploratory sequential design, the phases are intended to identify the ways faculty connect with practitioners, to measure the extent institutional pressures impact faculty inclusion in the practitioner community, and to determine the combination of factors that predict faculty integration of practice into teaching or research. The findings indicate that LIS faculty maneuver institutional and cultural systems to manage the tensions between academia and practice. Faculty tap their intrinsic motivation, participate in boundary spanning activities, and recognize institutional expectations. We identify four integrated findings: 1) Faculty are determined to manage the tensions between academia and practice. 2) Faculty need diverse and adaptable solutions to manage the tensions between academia and practice. 3) Faculty participate in boundary spanning activities to integrate academia and practice. 4) Institutional expectations negatively impact the ability of tenure-track faculty from managing the tensions. Influencing the sustainability of professional education, our findings can simplify the integration of practice into academia and help faculty more easily manage the tensions in ways beneficial to the university, the program, individual faculty, and the profession itself. This research contributes to the literature on the role of scholar-practitioners and the value of employee authenticity within institutions. Finally, we map the institutional effects on identity and reality using theoretical underpinnings from organizational institutionalism, social identity theory, and social constructionism.

ALISE RESEARCH TAXONOMY TOPICS

Education programs/schools; Teaching faculty; Standards; Administration; Students.

AUTHOR KEYWORDS

Practitioner-scholar tensions; Professional programs; Program/Institutional sustainability; Mixed methods; Boundary spanning.
ABSTRACT

Few studies have investigated the information-seeking behavior of multilingual digital libraries accessed by Arabic users for academic purposes. This dissertation investigates and reports on the user's information-seeking behavior of the Saudi Digital Library (SDL) in terms of successfulness in finding Arabic and English resources. The SDL, a consortium of databases and electronic resources, provides services to Saudi universities and their faculty, staff, and students inland and abroad. Four questions guided this research to reflect on the SDL users' search experience. Stimulated Recall method is applied in this dissertation. A convenience sample of eight SDL users' participants, who completed three imposed search tasks and then were interviewed. The desired number of participants was 12, but due to the spread of COVID-19 and following the World Health Organization (WHO) and the Centers for Disease Control (CDC) rules, it was decided to stop data collection to ensure proper social distancing and stay-at-home orders. The interviews were in Arabic and then translated and transcribed into English. Data were analyzed via NVivo 12, and thematic analysis has been applied. Results reveal a lack of accuracy in finding relevant Arabic resources and a lack of accessibility in English resources. Users faced difficulties while completing the search tasks due to technical and human challenges. Most participants were not able to find related results in Arabic. The dissertation suggests implementing a more robust multilingual search system and provides 24/7 support for SDL users. The study contributes to the literature regarding SDL users' behavior and Arabic users' information-seeking, which is understudied.

ALISE RESEARCH TAXONOMY TOPICS

Information seeking; Cross-language information retrieval; Academic libraries.

AUTHOR KEYWORDS

Multilingual digital library; Information-seeking behavior; Arabic search.
Reconceiving trial and error: A central information practice in everyday food life

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ABSTRACT

This poster reports selected findings from an interpretivist qualitative study of the everyday food lives of people living in urban and rural Canada. This research sought to illuminate how people come to feel informed about food, how people navigate food information on ordinary and extraordinary days, and how people’s encounters with food information are embodied. Through constructivist grounded theory analysis of data resulting from interviews and video tours, this research identified areas of information practice held in common across a diverse group of participants. This poster focuses on trial and error, one information practice identified in the study. This practice deserves closer examination in our field, as it is complex, generative, and meaningful. The terminology of “trial and error” originally referred to a rudimentary form of learning that hinges on repetition, with learners trying again and again to solve problems correctly. In this study, participants’ trial and error practices were richer than this. They were also more sophisticated than the portrayal of trial and error in information science scholarship, which tends to emphasize finite processes of overcoming failure, rather than open-ended processes of exploration and experimentation. Trial and error in people’s food lives is an iterative, embodied, information-generating cycle. The result of each effort—each seasoning-to-taste, recipe selection, or dietary adjustment—informs the next effort. By shedding light on trial and error, this poster advances information practices theory in the context of everyday life. It also questions the valorization of another mode of information engagement, critical thinking, as uniquely complex.

ALISE RESEARCH TAXONOMY TOPICS

Information needs; information seeking; information use; sociology of information

AUTHOR KEYWORDS

Qualitative methods; information practices; everyday life; food; embodiment
Congeniality of Workplace Environment for Female Library and Information Professionals in the Higher Education Sector

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ABSTRACT

The study aimed to investigate the libraries' congeniality as a workplace for female Library and Information professionals (LIPs). The conceptual framework adopted the two aspects of workplace environment: i) Human, ii) and Organizational. In terms of the human environment, manager's support, relationship with colleagues, and informal communication at work, while in terms of organizational environment, workplace empowerment, workplace equality, and physical works spaces were studied. The study's population includes female LIPs who have sixteen years of library education and are working in the central libraries of HEC recognized higher education institutions of Punjab province. The explanatory-sequential mixed-method research design was considered suitable due to the sensitive nature of the topic. For the quantitative strand, the researcher utilized a survey research method based on a self-constructed questionnaire. The quantitative results highlighted that female LIPs were satisfied with the human environment at their workplaces. Participants appreciated their immediate managers' role and support in terms of respect, feedback, task allocation, and approachability. They recognized colleagues' role and informal communication in making their workplace congenial and comfortable by establishing a positive relationship with supervisors, colleagues, or subordinates at the workplace. Participants were satisfied with the ergonomic workspace provided by their organizations. Participants appreciated that their workplace gave them enough empowerment to perform, and they found no specific inequalities at their workplaces. However, some open-ended comments reveal that females face leg-pulling, favoritism, male colleagues' indecent behavior, and managers' critical behavior at the workplace, inequalities based on personal relations with a supervisor.

ALISE RESEARCH TAXONOMY TOPICS
Libraries in the developing world;

AUTHOR KEYWORDS
Libraries in the developing world; Workplace Human Environment; Workplace Organizational Environment; Libraries as Workplace; Libraries-Female Library Professionals
Agreeing to Disagree: Applying a Logic-based Approach to Reconciling and Merging Multiple Taxonomies

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ABSTRACT

Taxonomies classify concepts into hierarchies via parent-child (is-a) relationships. While taxonomies are largely used in information systems as tools for controlled vocabularies, a number of challenges need to be addressed to ensure a shared understanding among taxonomies. Structurally or semantically, multiple taxonomies about the same topic can disagree with each other; and one single taxonomy can disagree with itself over time. Moreover, taxonomies may contain latent assumptions or biases that are difficult to detect. To address these issues, existing approaches sought to map between taxonomies and merge different taxonomies into a single, unified representation. However, merging taxonomies into a unified representation may not always be the most desirable, given that individual taxonomies may be gravely pruned and lost its original information. To mitigate interoperability issues brought forth by taxonomies, this research explores the use of a logic-based approach to align taxonomies. Specifically, two taxonomies $T_1$, $T_2$ are inter-linked via a set of constraint-based input relations to yield merged solutions. The merged solution(s) can be (1) a unique merged taxonomy $T_3$ that preserves both $T_1$ and $T_2$’s information; (2) an inconsistent result that suggests the constraints linking the taxonomies are contradictory; or (3) multiple merged solutions that present different possible ways in which $T_1$ and $T_2$ can be aligned. This dissertation research analyzes and explores the logic-based taxonomy alignment approach in different applications (i.e., geography, biodiversity informatics, metadata), and hopes to contribute to the information science community at large by providing pluralistic viewpoints in merged taxonomies.

ALISE RESEARCH TAXONOMY TOPICS

Taxonomies; Classification; Metadata.

AUTHOR KEYWORDS

Taxonomies; Taxonomy Alignment; Reconciliation; Interoperability.
Advances to network analysis theories and methods with applications in social, organizational, and crisis settings

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ABSTRACT

This dissertation proposes several solutions to the advancement of network analysis theories and methods with specific applications in the domains of social, organizational, and crisis scenarios. The field of network analysis has attracted interest from scholars coming from a wide range of disciplines as it provides valuable theoretical and methodological toolkits to investigate complex systems of social relations, at multiple levels of analysis. In this thesis, I present substantive insights into the application of several network analysis theories and applications to the (1) social, (2) organizational, and (3) crisis response settings. For the context of social interactions, I expand structural balance evaluation to signed and directed networks, and apply this approach to examine 12 social networks. For the context of organizational communication, I demonstrate the application of multilevel modeling for egocentric networks to examine factors associated with the formation of interdisciplinary ties in a scientific organization. In addition, I leverage an extended version of structural balance evaluation for signed and directed networks to examine the sources of tension present in three organizational networks. Third, I provide a case study of response dynamics during the 2010 Haiti earthquake by examining collaboration networks prescribed by national guidelines for response, and interaction networks of the actual collaborations that took place during the earthquake response. The study designs and findings developed in this thesis provide a framework for network-based studies from many domains of interest, that includes components of network theories and methods that can help explain the social mechanisms involved in tie formation.

ALISE RESEARCH TAXONOMY TOPICS

Social computing; Social media; Natural language processing

AUTHOR KEYWORDS

Social network analysis; Structural balance; Organizational communication; Crisis informatics
ABSTRACT

This study investigated the justification and curriculum requirements for new era librarians in the proposed Department of Library and Information Science, Federal University of Technology Minna, Nigeria. The proposed undergraduate programme and curriculum is aimed at training and producing 21st century librarians capable of withstanding the challenges and complexities in executing library operations, and the information service delivery of the 21st century. The objectives of the study are to determine the organizational structure of the Department, employers’ rating of the graduates of existing program, the components of the existing and proposed department/curriculum, available resources to support the implementation of the proposed program/curriculum. Documentary method was employed alongside student handbook, file containing employers’ rating of Library and Information Technology (LIT) graduates; National Universities Commission (NUC) 2018 Benchmark Minimum Academic Standards (BMAS), Self-study form for 2019 NUC program accreditation, and proposed academic brief (Bachelor of Technology: Library and Information Science). Documentary analysis was carried out. Tables (tabulation) were used to present data and information. The major findings include; the existing and the proposed curriculum contain ICT components and there was high level of performance on the part of LIT graduates. Other major findings include availability of adequate human resources, information and teaching facilities to support the establishment of the proposed undergraduate programme/curriculum. The conclusion was that the proposed curriculum would equip the 21st century librarians with ICT skills that would enable them compete with their counterparts in other parts of the world and in organizations other than that of LIS.

Keywords: Curriculum Emerging trends, LIS Education, Nigeria, Undergraduate programme, University.  
*New/Proposed Dept/Programme  
**Existing Dept/Programme
The Library Advocacy Gap: Increasing Librarians’ Political Self-Efficacy

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ABSTRACT

Libraries play a critical role in American communities; they promote formal and informal learning, provide social infrastructure, equitable access to information, access to technology, workforce development, and community engagement. Yet library budgets and relevance are continually questioned. Libraries need strong library advocates to raise awareness of the important role libraries play in communities and to advocate for policies that advance the mission of libraries. There is concern in the field that advocacy, public policy, and information policy are not adequately covered in the Library and Information Science (LIS) graduate programs. Currently, there is a gap in LIS literature. Research is needed to drive decision making, to better educate, and prepare librarians to engage in library advocacy and public policy. Through the lens of social cognitive theory using a phenomenological design, this study compares professional librarians’ involvement in library advocacy activities to their belief that these same activities are the librarian’s responsibility. Further, this study seeks relationships between professional librarians’ political self-efficacy and advocacy participation. The study also explores librarians’ LIS education and professional development experience regarding advocacy and information policy. An explanatory sequential mixed method design is being used: first an online survey, followed by in-depth interviews to add context to the survey results. Do librarians’ have the political-efficacy needed to advocate? Are they advocating? The result will be a descriptive portrait of librarians’ advocacy engagement, political self-efficacy, and factors that influence librarians’ political self-efficacy (LPSE). Recommendations will be made to strengthen advocacy skills and participation.

ALISE RESEARCH TAXONOMY TOPICS

Information policy; Education; Curriculum; Community engagement

AUTHOR KEYWORDS

Information policy; Education; Curriculum; Political Self-Efficacy; Library Advocacy; Public Policy; Professional Development; Leadership
Artificial Intelligence Teammates in A Collaborative Information Seeking Environment from The Perspective of Women Engineers in the United States

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ABSTRACT

Artificial Intelligence is a disrupter, an enhancer, and an integral part of the workplace. Many workplace technologies incorporate artificial intelligence, whether known, unknown or hidden from employees in the form of tools. Collaboration tools such as Microsoft Teams, Slack, and Trello have artificial intelligence features that operate as simple task bots assisting with information seeking. However, they have the potential to become an artificial general intelligence teammate bot in the future. The purpose of this study was to collect design requirements from women engineers on artificial intelligence teammates. A similar study was performed with research scientists that created a research agenda for research scientists and practitioners. The study results revealed design requirements from practitioners, including possible solutions to sociotechnical issues that could arise from AI teammates in the workplace. This research study fills the previous study gap by soliciting design requirements and probable impacts of AI teammates from practitioners, specifically women engineers. Women engineers are underrepresented in the field, and they could benefit from an artificial intelligence teammate with their design requirements. Additionally, this study contributes to the information science literature on collaborative information seeking, artificial intelligence design, and engineers' information seeking behaviors.

TOPICS

data science; machine learning; artificial intelligence
Collaboration of School Librarian and Teachers of Life Skills Services

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ABSTRACT

Almost 14% of the k-12 student population in the United States are students that receive special education services (NCES, 2020). Without the proper support, students that receive special education services can experience difficulties while learning. The severity of the learning, cognitive, or physical disability also affects the learning experience of the student. Life Skills Services (LSS) have been developed for students that have severe disabilities that make learning difficult even with accommodations. Research has shown that school librarians and teachers collaborate to support student learning and achievement. Yet, there hasn’t been a focus on evaluating the collaborative relationship between the school librarian and teachers of LSS. This study aims to use Montiel-Overall’s (2008) Teacher and Librarian Collaboration Model (TLC Model) for teachers and librarians to evaluate the effects of special education teachers’ and school librarians’ perceptions of library services for students that receive LSS on their willingness to collaborate in k-12 public schools across the United States. A mixed methods approach will be used for data collection. Quantitative collection methods will include two separate surveys—one for LSS teachers and one for librarians. Qualitative collection methods will include follow-up one-on-one interviews with willing participants and field notes. Data analysis methods will include sentiment analysis, substantive coding, and descriptive statistics to examine any correlations that exist among participants. Sentiment analysis will be used to analyze the polarity of interview responses, substantive coding will be used to identify themes in the surveys, and descriptive statistics will be used to analyze demographic data of participants.

ALISE RESEARCH TAXONOMY TOPICS

Specific Populations; Education; Information Needs; School Libraries

AUTHOR KEYWORDS

School Librarianship, Special Education, Life Skills Services, Inclusivity, Collaboration
Information Seeking Behaviors of Rural Community-Based Hospice Social Workers During the Covid-19 Pandemic: Challenges and Opportunities for Understanding

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ABSTRACT

When it comes to hospice care, patients and their families residing in rural counties need competent rural community-based hospice social workers on their team. The study of information seeking behaviors of rural community-based hospice social workers during the Covid-19 pandemic is significant as there is a need to fill gaps regarding how this specific medical discipline performs their job responsibilities when duties become more complicated due to evolving infection control protocols, decreased direct access to patients, and poor internet services. Community-based rural hospice social workers rely on up-to-date information and resources when providing support services to patients and their families. This has become particularly important during the global pandemic Covid-19. Utilizing Elfreda Chatman’s Small World theory, this research lends itself to community-based hospice social workers identifying solutions to the challenges of finding timely and accurate Covid-19 information and resources for hospice patients and their families. Purposive sampling, semi-structured interviews, and qualitative social network analysis (SNA) with ATLAS.ti comprise the methodology for this research. The purpose of this study is to investigate the information seeking behaviors of community-based hospice rural social workers in order to understand how they select their Covid-19 information resources.

ALISE RESEARCH TAXONOMY TOPICS

information seeking; information use; specific population

AUTHOR KEYWORDS

covid-19; social work; hospice; small world; rural countie
Learning on the Fly: How high school educated library directors engage in self-directed learning to resolve information needs

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ABSTRACT

Literature in the field investigates and debates the importance of the MLIS degree in librarianship. This information is of limited use in Maine where over 30% of public library directors have only a high school diploma. The research questions guiding this Constructivist Grounded Theory study are: How do high school-educated library directors in Maine experience librarianship? How do they develop as librarians? Two major themes emerged through semi-structured interviews: “winging it” and “self-directed learning”. Winging it is the perpetually unsettled state the participants are in due to lack of training for their positions, limited access to continuing education, and little time or space away from the public to accomplish work tasks. Winging it manifests itself in performing unpaid work and feeling overwhelmed and behind. The participants resolve their status of winging it in constant and overlapping cycles of self-directed learning (SDL). This study will contribute on a scholarly level to the continued conversation regarding the worth and relevance of LIS education and the intersection of education and experience in librarianship. As for practical implications, if information about the culture of the profession and how to perform the work is not coming from formal education, appropriate professional development and training is critical. Understanding the knowledge base, skills, needs, and obstacles to access will result in better-designed training and continuing education.

ALISE RESEARCH TAXONOMY TOPICS

Information services; education of information professionals

AUTHOR KEYWORDS

Self-directed learning; LIS education; grounded theory; workplace learning; continuing education.
Indigenous-engaged Education, Reconciliation and Relationality: Rallying Together for Respectful LIS Leadership

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ABSTRACT

The 2020 Association for Library and Information Science Education’s statistics reveal Indigenous peoples represent less than one-half percent of the total number of students across the reporting programs. Meanwhile at the School of Library and Information Studies at the University of Alberta in Canada, the incoming 2020 cohort of Master of Library and Information Studies reflects close to seven percent self-identified Indigenous students. There is a story to tell. With this telling, showing up, active listening, and reflection are welcomed alongside questioning and commenting as forms of engagement with the panel’s insights into a Canadian case of Indigenous-engaged education. The session serves the aim of socially engaged forms of education and educational experience aimed at addressing deeply rooted structures in society that transcend the specific case. While it operates within the context of decolonization, indigenization and anti-racism in Canadian academia, this case has potential for informing broader advancements in recruitment, teaching and learning, experiential learning, community-engaged research and scholarship, academic service or citizenship, and educational approaches that decolonize curriculum and pedagogy.

The tragic 2015 findings of the Truth and Reconciliation Commission of Canada, pushed reconciliation between Indigenous peoples (First Nations, Métis, and Inuit) and settler Canadians to occupy an important place in public conversation and has become an increasingly pressing public issue in Canada. Within that conversation, it is widely recognized that education is a central element of reconciliation. Located on Treaty 6 territory, the territory of the Papaschase, and the homeland of the Métis Nation, in Edmonton, Alberta, Canada, the School is engaged in reconciliation with Indigenous communities including Indigenous students, staff and instructors.
In Canadian context, reconciliation is about creating and sustaining a mutually respectful relationship between Indigenous and non-Indigenous peoples, knowing the past, acknowledging harm inflicted, reparation for the causes, and active changes in behaviour.

The School’s commitment to reconciliation is inherent in recognizing that Edmonton, Alberta is home to the second largest urban Indigenous population in Canada and that over half of Canada’s Indigenous population live in the four western provinces (British Columbia, Alberta, Saskatchewan, Manitoba). The School recognizes its mandate as the only Master of Library and Information Studies program based in the Prairie provinces, and the only one purely online in Canada (that draws students from every province and territory including from remote regions), provides the responsibility to be reflective and supportive of reconciliation efforts.

The context for reconciliation at SLIS is introduced by Toni Samek, Professor and SLIS Chair 2015-2020, who, as a guest on Treaty 6, sets the stage for fellow panelists, including select leaders with whom she engages in reverse mentorship. Toni’s fellow panelists take us through a flow of topics from Indigenous student leadership, to Indigenous instructor leadership, to allied academic librarian leadership.

Librarian Lorisia MacLeod is a 2018 alumna and a proud member of the James Smith Cree Nation. During her master’s, she served as vice-president and president of the Library and Information Studies Students’ Association at a time when discussions around new initiatives (e.g., land acknowledgement) for the association were just beginning to gain traction. Student leadership positions are key to the development of the field given they are often formative for self-advocacy, prioritizing goals, and identifying personal vs. organizational aims. Those interested in student governance often go on to run professional associations, committees, and other bodies further impacting the field. Drawing on her own leadership adventures and navigating leadership roles with her Indigenous identity, Lorisia discusses her experience with innovations and particularly setbacks as important elements in creating resiliency in programs and people. Kaia MacLeod, also a proud member of the James Smith Cree Nation follows.

Kaia serves as the 2020 - 2021 Library and Information Studies Students’ Association president, a role she stepped into the midst of the COVID-19 pandemic. Kaia shares how she pays attention to both good and bad leadership practices as she seeks out models to experiment with in the development of her own unique leadership style. She speaks to her critical experiences in learning to step back and forward, as well as getting direct and directly hands-on in her leadership journey. This journey reflects how the pandemic is impacting inequities in our communities in both new and old ways. The panel then turns to pedagogical spaces.

Responding to need for action around truth and reconciliation, the School’s course entitled Indigenous Library and Information Studies in a Canadian Context, first offered in fall 2018, is a leading three-credit, graduate course in Canada about Indigenous librarianship taught from an Indigenous perspective by Indigenous instructors. Indigenous academic teaching staff, and alumni, Kayla Lar-Son (Indigenous Programs and Services Librarian, UBC) and Tanya Ball
(PhD student, Faculty of Native Studies) share their experiences developing and teaching this unprecedented course. Importantly, they offer insights into Indigenous pedagogies aimed to foster more broadly the development of the global field of Indigenous library and information studies. The panel then turns to the topic of tangible support for Indigenous inclusion grounded in intercultural ethics.

Tanya, Kayla, Lorisia and Kaia came to the School with the concrete support of the University of Alberta Library’s Indigenous Internship. Librarian Anne Carr-Wiggin speaks to the Internship, as well as a sister effort, the Academic Librarian Residency program. Both opportunities are designed to create a continuum for First Nations, Métis and Inuit students from the master’s program to a career in the field. Anne addresses how these efforts help to bring Indigenous voices to the library and increase relationality, as well as critical lessons learned from the first individuals involved. She also apprises us of current repatriation efforts. Panelists then engage with attendees.

Facilitated by Toni, the panel listens to and engages with attendees, enhancing accountability to conditional reflections and corrections, and the story circle. Surfacing constructive critiques and/or expressed interests in collaboration will be taken to the School for exploration in the interests of acknowledging the harms and mistakes of the past, and dedicating ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

ALISE RESEARCH TAXONOMY TOPICS

education for information professionals; sociocultural perspectives; specific populations; social justice; academic libraries

AUTHOR KEYWORDS

Indigenous; library and information studies; Canada; reconciliation; relationality
 Crafting Resilient Futures by Looking to the Past: 25 Years of Online Learning at FSU and Illinois

Don Latham\textsuperscript{a}, Kathleen Burnett\textsuperscript{a}, Linda C. Smith\textsuperscript{b}, Jill Gengler\textsuperscript{b}, Michelle Kazmer\textsuperscript{a}

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ABSTRACT

For 25 years, the iSchools at Florida State University (FSU) and the University of Illinois Urbana-Champaign have been leaders in online learning, providing education to students who might not otherwise have had access to a master’s-level degree. This panel, made up of faculty and staff from FSU and Illinois, will discuss the history of online learning at these schools, the challenges faced and lessons learned, and the positive impact their online programs have had on access, equity, diversity, and inclusion.

The landscape of higher education and of the information professions has changed significantly over the past quarter century. The rise of the Internet, organizational realignment and mergers in higher education, and the iSchool movement have all had an impact on the information professions and the ways we educate students to become information professionals. In the mid-90s, FSU and Illinois began offering online programs as a way of contributing to the resilience of the information professions, especially librarianship, and ensuring the resilience of their own programs. Both programs were pioneers in offering online learning, and from the outset they employed unique strategies: both use a combination of synchronous and asynchronous learning, while Illinois also uses a cohort model. Online learning at both institutions has fostered resilience by increasing access for students; promoting equity, diversity, and inclusion; encouraging innovative uses of technology; and inspiring scholarship that bridges online learning research and practice.

This panel will consist of four 10-minute presentations by faculty and staff from FSU and Illinois (see below for specific presentation titles and descriptions). The session will also feature a discussion with the audience organized around three questions:

1. What have been your best successes with online learning?
2. What have been your greatest challenges, and how have you dealt with them?
3. What is the future of online learning—both at your institution and in general?

Presentations

“Crafting Resilience Through Engagement: Synchronous Online Learning” – Kathleen Burnett (FSU): Today, there are numerous options for learning management systems and applications to support interaction online, but in 1996 when FSU and Illinois began their programs, these
simply did not exist. At FSU, what became one of the earliest research programs to investigate interaction in online learning, began as a collaborative effort to construct the best environment we could to meet our goal of serving the geographically and socio-economically diverse population of Florida, without uprooting them from the communities they called home.

“Crafting Resilience Through Community: The Cohort Model in Online Learning” – Linda C. Smith (Illinois): A distinguishing feature of the Illinois Leep online option for the MS/LIS degree has been the emphasis on shaping a cohort identity as a means of building community and enhancing retention and student success. The program provides students flexibility both with courses they take and the pace at which they move through the program. Cohort identity is not defined by taking a large number of courses together, but instead by forming relationships that remain a strong source of support throughout the program and beyond. The collaborative spirit that infused cohort 1 in 1996 continues to characterize cohorts today.

“Crafting Resilience Through Access: The Role of Technology” – Jill Gengler (Illinois): Technology can be a tool that enables access for anyone who wants further education. Early on in the Illinois Leep program, the support staff chose solutions that allowed students to overcome barriers to earn their degrees. Staff worked with campus partners to make the program accessible to individuals with disabilities. Our program remained committed to a caring approach to ensure all students felt supported in order to overcome feelings of isolation in a distance education program. The goal was to make technology as simple as possible to enable our outstanding faculty and students to collaborate effectively.

“Crafting Resilience By Connecting Research and Practice in Online Learning” – Michelle Kazmer (FSU): Early research about knowledge- and community-building through synchronous classes and residency requirements at Illinois demonstrated the importance of the residency to student success. Ongoing research in FSU’s program, which avoided an on-campus requirement, showed how community could be supported for entirely-remote students. Simultaneously, scholars throughout the discipline generated a robust body of research about online learning in LIS. This research helped promulgate the open-minded approaches to evidence-based technology experimentation and implementation that were fostered by the early-adopter programs and have shaped 25 years of resilience in LIS online education.

Panel Participants

**Don Latham** (moderator), Professor, School of Information, FSU. Don was a student in the master’s program at FSU when the online learning program began. Since joining the faculty, he has taught a number of graduate-level online courses using a variety of platforms.

**Kathleen Burnett**, F. William Summers Professor and Director, School of Information, FSU. Kathy’s first faculty meeting at FSU was held in July 1996, following the announcement that the then School of Library and Information Studies would offer the first comprehensive distance learning degree program at FSU. Although her contract had not yet started, she eagerly darted down the rabbit hole of online learning, where she can still be found teaching and problem-solving 25 years later.

**Linda C. Smith**, Professor Emerita and Interim Executive Associate Dean, Illinois.
Linda taught online from fall 1997 through spring 2019 and coordinated the Leep online option for the MS/LIS degree. With Bruce Kingma of Syracuse, she co-founded the WISE (Web-based Information Science Education) consortium.

**Jill Gengler**, Director of Alumni Affairs, Illinois. After earning her MS from the School of Information Sciences, Jill spent 10 years supporting the technology for the Leep program followed by 10 years managing the iSchool’s Help Desk. She is currently the Director of Alumni Affairs for the iSchool since her favorite aspect of her technology jobs was always talking to the students.

**Michelle Kazmer**, Professor and Associate Dean, School of Information, FSU. Michelle was the first online TA in the Illinois “LEEP3” program in 1997, and joined the faculty at FSU in 2002. She has conducted research in community processes in online learning, and continues to relish teaching online after (almost!) 25 years.

**ALISE RESEARCH TAXONOMY TOPICS**

administration; education programs/schools; online learning; pedagogy.

**AUTHOR KEYWORDS**

cohort model; instructional technology; research in online learning; synchronous online learning.
Shifting the Focus from Grades to Reflection

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ABSTRACT

What are grades for? In this interactive session, attendees will reflect on this overarching question. We will discuss our evolving practices regarding learning assessment, which can be broadly described as a shift from assigning student grades to encouraging student self-reflection. This session responds to currents across higher education, many of which were redoubled by the coronavirus pandemic: from metacognition in the classroom, to contemplative pedagogy, to “ungrading,” and beyond. Throughout the session, we will share assignments, rubrics, policies, etc., offering attendees concrete takeaways to enrich their own teaching practices.

Background: Educators may be surprised to learn that before the mid-19th century, universities kept no records of grades, though sometimes medals were awarded to outstanding individuals. Grades emerged in the late-19th century largely to coordinate the movement of students between institutions. Around this same time, research on intellectual ability appeared to show that levels of aptitude in a population conformed to a bell curve, and so experts argued that grade distributions should be synchronized likewise.

When attached to an assignment, grades are associated with feedback and may take two forms: evaluative (usually a letter or numerical score) and descriptive (constructive commentary). As all educators in the ALISE community know first-hand, good descriptive feedback requires concentration and emotional intelligence, and can significantly increase workload on faculty. But research has not conclusively shown that either evaluative or descriptive feedback reliably improve student performance on assignments. Students may be uninterested, for example, or find it difficult to act upon.

Over the decades, research has shown that grades tend to diminish students’ interest in whatever they’re learning. Grades create a preference for the easiest possible task, in which students do only what is necessary for a favorable grade and avoid intellectual risks. A grade-oriented environment is also associated with increased levels of cheating, and a fear of failure and student anxiety and distress.

Against this backdrop, educators across all subjects and institutional levels have been experimenting with alternatives to the conventional approach, often broadly put under the umbrella of “ungrading.” The book Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School pointed the way, and the recent book Ungrading: Why Rating Students Undermines Learning (and What to Do Instead) reflects on the realities of doing away
with grades in contexts big and small. Though full ungrading is far from standard as of yet, alternative strategies include: designing “grade-free” or “minimally-graded” assignments; training students in self-assessment; and centering peer feedback. Moreover, many university programs have adopted emergency-response pass/fail systems during the pandemic, offering another possible route for shifting the focus away from traditional grades.

Given how much has changed in recent decades, we invite the ALISE community to question the validity and utility of the traditional grading system for LIS education. LIS programs are meant to prepare students to lead the information profession by constantly making the most ethical and appropriate judgements at personal, institutional, and social levels. Is it reasonable to expect an antiquated model for evaluation to help our students achieve such lofty aims? This panel will bring attendees together in a lively conversation about alternative visions of assessment and their capacity to transform LIS education for a more resilient future.

**Agenda:** The following is a tentative outline of the session. The agenda may change slightly to accommodate the online nature of the panel.
- Tim Gorichanaz will welcome attendees and introduce the session (2 mins)
- Panelists will briefly introduce themselves (3 mins)
- Tim Gorichanaz will lead the group through an activity to spark reflection and discussion on the essential purposes of grades, following the “Nine Whys” process designed by Henri Lipmanowicz and Keith McCandless (15 mins)
- Jenna Hartel will contextualize the discussion thus far by presenting on the history and development of the grading system in higher education, including emerging alternative possibilities (10 mins)
- Panelists will each give a 5-minute presentation sharing an alternative assessment they have used in their classes, with a focus on concrete materials attendees can adapt in their own teaching; a brief Q&A may follow each presentation (20 mins)
- Denise Agosto will lead the group through an activity to reveal the actions, however small, that all attendees can do immediately to make their grading more meaningful for students, following the “15% Solutions” process designed by Henri Lipmanowicz and Keith McCandless (20 mins)
- Panel-moderated Q&A session with the remaining time (20 mins)

**Panelists:**
- Tim Gorichanaz, PhD, is Assistant Teaching Professor at Drexel University. He teaches broadly in the LIS program and other areas at both graduate and undergraduate levels. He has implemented both minimal-grading and grade-free models in all of his classes.
- Denise E. Agosto, PhD, is Professor in the College of Computing & Informatics at Drexel University and the Director of the Master’s of Science in Information program. She teaches courses in social aspects of information systems, information literacy, qualitative research methods, and public library services. She is moving away from highly prescriptive assignments to give students increased agency in designing their own coursework and ways of representing their learning.
- Jenna Hartel, PhD, is an Associate Professor at the Faculty of Information, University of Toronto. She embraces contemplative pedagogy in her classrooms and likewise employs alternative approaches to assignments and grading. Dr. Hartel allows students to submit *creative deliverables* such as drawing, poetry, sculpture, and even dance. Dr. Hartel won the 2016 Library
Journal/ALISE *Excellence in Teaching Award*.

**ALISE RESEARCH TAXONOMY TOPICS**

pedagogy; standards; students.

**AUTHOR KEYWORDS**

assessment; reflection; metacognition; evaluation; grading.
Beyond Resilience: Moving from Self-Care to Collective Care

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ABSTRACT
During the 2020–2021 academic year, which occurred during the COVID-19 pandemic, library and information science (LIS) faculty, scholars, practitioners, and students were all forced into new ways of being, learning, and working with communities who were also unsure and at risk. The abruptness and uncertainties of the global crisis, compounded by racial unrest and economic decline, shone the harshest of lights on many pre-existing societal inequities and conditions in libraries (e.g., racism, the digital divide, and staffing hierarchies), and sharply exacerbated them. This new reality produced inordinate amounts of stress and introduced new mental health challenges for many in the LIS profession.

There are countless stories and anecdotes of LIS professionals being encouraged to practice self-care in an effort to cope with these challenging circumstances and times; do yoga, take a bubble bath, take a nap, etc. These practices are not inherently bad; however, they have become commodified, they place the onus on the individuals who are suffering, and they do nothing to address or rectify the systemic professional barriers and inequities that are part and parcel of the stressors being experienced. Instead of expecting individuals to “buck up,” demonstrate “grit,” and correct the larger systemic environmental issues themselves, the onus should be on the profession and its organizations to engage in collective care. “Collective care refers to seeing members’ well-being – particularly their emotional health – as a shared responsibility of the group rather than the lone task of an individual” (Mehreen & Gray-Donald, 2018). LIS and its entities should be focused on healing and improving themselves holistically and rectifying the issues that symptomatically affect its constituents. The solution is not to demand that people be resilient; the solution is to create healthy environments and demonstrate empathy and compassion towards the people who keep the organizations running.

To this end, The Skillset Podcast (a production of The University of South Carolina and Publishers Weekly) dedicated its Spring 2021 episodes to the topic of
Collective Care (as opposed to self-care). Collective care references the idea of caring for each other in addition to the self-care that we need to engage in for ourselves. Guests were asked: How, if at all, does collective care show up in the work that you do in your libraries and organizations?

What became clear in all of the episodes is that self-care is not enough; in fact, relying solely on self-care can be damaging because it doesn’t fully address individuals’ stressors and because it does not address underlying issues, the problems remain. And when the problems remain, individuals banking on the wonders of self-care are left disappointed, frustrated, and feeling as though they continue to fail themselves and their organizations. Additionally, many are unaware of collective care and therefore don’t know to expect it from their organizations or how to ask for, or work towards, this kind of environment. Collective care can be expressed in a variety of community specific ways, and its beneficial effects extend to the larger communities being served by said organizations and staff.

This panel session will feature the podcast host and three of the season’s guests who will discuss their opinions of self-care and collective care and share their thoughts about how they believe the LIS profession can improve in this regard and take better care of its most important assets - the people in the profession.

**Panelists:**

Nicole A. Cooke is the Augusta Baker Endowed Chair and an Associate Professor at the University of South Carolina. Her research and teaching interests include human information behavior, critical cultural information studies, and diversity and social justice in librarianship. She was the 2019 ALISE Excellence in Teaching Award recipient, and she is a cohost of The Skillset Podcast.

Abigail Phillips is an Assistant Professor in the School of Information Studies at the University of Wisconsin-Milwaukee, where her research interests include cyberbullying, youth, social media, empathy, librarianship, libraries, making, critical librarianship, neurodiversity, and mental health advocacy. Abigail is a member of the #LISMentalHealth team. The #LISMentalHealth initiative aims to raise awareness of mental health among library and archives workers through online discussions, blog posts, resource-sharing, and the “Reserve and Renew Zine” series.

Cory Eckert is a private school librarian in Houston, TX. She received her MLIS from the University of Arizona and has worked in college, public, and public school libraries over the course of her career. She founded Storytime Underground.

Kaetrena Davis Kendrick is Dean of Ida Jane Dacus Library and Louise Pettus Archives & Special Collections at Winthrop University (SC). Her research interests include professionalism, ethics, racial and ethnic diversity in the LIS field, and the role of communities of practice in practical academic librarianship. In 2019 she was named the Association of College & Research Libraries’ (ACRL) Academic/Research Librarian of the Year for her research into the phenomenon of low morale which quantifies the experiences of many academic librarians who are not getting the support that they need for success in the field. Taking a deeper
dive into the subject, Kendrick has now documented behavior and cultures that specifically enable the low morale experiences of racial and ethnic minority academic librarians.

**ALISE RESEARCH TAXONOMY TOPICS**
Critical librarianship; Information rights; Social justice; Political economy of the information society; Community engagement.

**AUTHOR KEYWORDS**
Self-care; collective care; LIS mental health; podcast.
Living in two worlds: Challenges faced by and opportunities for international graduate students and faculty

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ABSTRACT

This panel aims to identify the challenges and opportunities faced by international LIS graduate students and faculty when searching for, securing, and retaining tenure-track academic positions. As graduate students, they are enticed to get their education and/or seek employment in higher education, including research institutions, in North America. They also maintain ties with their culture and contacts back home while immersing in the traditions and cultures of their newly adopted country, thereby living in two worlds. Panellists, who live in two worlds, will focus on the cultural differences, academic and research environments, expectations by employers, and work-life balance.

ALISE RESEARCH TAXONOMY TOPICS

Education of information professionals; Education programs/schools; Students; Teaching faculty; Education

AUTHOR KEYWORDS

International graduate students; International LIS faculty in North America; Academic job market; Doctorate degrees in North America

INTRODUCTION

This panel is a continuation of interactive panels targeting LIS graduate students at
previous ALISE annual meetings. This current panel aims to identify the challenges faced by and opportunities for international, library and information science (LIS) graduate students in North America. As the proverbial land of opportunities for immigrants, it is evident that a good number of graduate students and faculty are enticed to get their education and/or seek employment in higher learning and research institutions.

As a result, they maintain ties with their culture and contacts back home while immersing themselves in the traditions and cultures of their newly adopted country, thereby living in two worlds. The panelists will share their experiences and insights about doing their PhDs and seeking jobs in academia. The panelists are all international faculty members who graduated from North American universities and are now employed by six LIS schools. Panelists hold & represent all academic ranks (i.e., Assistant Professor, Associate Professor, and Professor) and they are in different stages of their careers (i.e., junior, mid-career, or senior faculty).

Panelists will also serve as mentors to current LIS graduate students and faculty who are in different stages in their education and research/teaching careers so that they can pursue successful careers. Panelists will also engage with international doctoral students from several socio-economic and academic backgrounds to help them complete their studies on time. Panelists will address a broad set of issues, typically faced by graduate students and international students in particular. Sample issues include but are not limited to searching for and securing internships, fellowships, and tenure-track academic positions. Panelists will also discuss these issues in the context of living in two worlds, their native countries and North America, and will focus on the cultural differences, academic and research environments, expectations by employers, and work-life balance. In addition, topics such as the role of career counseling, the role of supervisors, career paths, and job opportunities for international students, will also be discussed.

This panel will especially be helpful for international doctoral students and junior faculty members to survive and prosper in highly competitive academic environments in North America. It will also serve as an open discussion forum for faculty and students to discuss challenges and opportunities in academia in the North America. We hope that discussions during this panel and any ideas generated will also sensitize audience members, specifically those who are either international graduate students or faculty and will help them improve their experience and probability of success in North American academic institutions.

**PANEL STYLE**

This panel will last for 90 minutes. We will use the PechaKucha model where each of the six panelists will have about 10 minutes to present. The last 30 minutes will be reserved for an open discussion.
Storytelling and/as Resilience

Nicole Cooke\textsuperscript{a}, Janice Del Negro\textsuperscript{b}, Beth Patin\textsuperscript{c}, Curtis Tenney\textsuperscript{d},
and panel organizer Kate McDowell\textsuperscript{e}

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ABSTRACT

The implications of storytelling have been underexplored in LIS. Storytelling involves a
teller, an audience, and a story that emerges in the dynamic exchange--laughter, gasps,
suspenseful silence--so that each storytelling moment creates a unique version of the story. This
panel expands pedagogical and theoretical understandings of the value of storytelling as
tradition, practice, and means of cultivating resilience.

This panel brings together experts in storytelling, resilience, and storytelling as resilience
to demonstrate that story and storytelling deserve conceptual prominence in LIS. This panel
format will be focused on a question-and-answer response, asking each panelist to introduce their
work briefly and then engage the questions including: How has the LIS tradition of storytelling
contributed to community resilience? What stories are missing, underrepresented, devalued,
suppressed, oppressed, or written out of LIS storytelling? How might LIS education benefit from
taking seriously the relationship between teller, audience, and story in both practice and theory?

Dr. Nicole Cooke’s work on storytelling, from autoethnography to fake news, brings together
the urgent necessity of developing greater LIS cultural competence in services to diverse
populations with the potential power of storytelling for positive social change. Her research
engages the importance of telling untold stories, including those that challenge racism as status
quo, and bringing everyday lived experiences of racism to light in order to change LIS
professionals and support the resilience of those minoritized by the field. Dr. Cooke also engages
storytelling as a tool for understanding information behavior and enacting social justice. Her
Editions. 2018), examines how some stories operate as information threat and suggests paths
toward resistance and resilience for information professionals. (Cooke, 2018) Her teaching
engages storytelling as pedagogy in teaching cultural competence and, as Augusta Baker Chair,
leads an annual community-focused storytelling festival celebrating the legacy of one of Augusta
Baker as one of the leading storytellers in the history of LIS.
**Dr. Janice Del Negro** is a nationally acclaimed storyteller and a professor at the School of Information Studies at Dominican University in River Forest, Illinois, where she teaches storytelling and related graduate and doctoral courses. Her research interests coalesce around the examination of storytelling in three arenas: the history of library storytelling, the contemporary storytelling revival, and the library story told through narrative. Dr. Del Negro, as both insider and observer in these communities, has written extensively on these topics and with Dr. Ellin Greene on the fourth edition of the classic storytelling textbook, *Storytelling: Art & Technique* (fully revised fifth edition forthcoming in Fall 2021). (Del Negro, 2021) Recently Dr. Del Negro’s research interests focus on an examination of storytelling during COVID, in both the contemporary storytelling community for adults and in youth services programming in libraries. How do pandemic considerations alter the delivery of oral narrative programming? What is the relationship between storytelling, storytellers, and resilience? How do story deliverers understand the relationship between storytelling and technology? Does the delivery mechanism alter the presentation and reception of stories? The surprisingly effective move from face-to-face to virtual storytelling has created new conduits between tellers and listeners and is a strong example of the power of story as well as the resilience of storytellers, librarians, and listeners.

**Dr. Beth Patin**’s work on resilience draws on concepts of storytelling during extreme events and crises. “We know ourselves only through stories” (Justice, 2018 p. 34). Narratives tell the stories of a community and after a disaster or crisis, they preserve the experiences of the community for those in the future. Recently, in response to the protests about police brutality and systemic racism in the United States, many information organizations are examining their historical relationship with racism and how this has in turn affected their collections and whose voices we amplify in our libraries and through storytelling. Who gets to be deemed literary? Who does not? And how does that impact students who are told that their stories do not count? Through the exploration of storytelling and narrative after disasters and trauma-related experiences, Dr. Patin examines how we might use digital humanities tools to help preserve, amplify, and foster engagement with the next generation, especially for minoritized communities whose stories largely have been untold.

**Doctoral Candidate Curtis Tenney** teaches digital storytelling, and their research on libraries, LGBTQ+ issues, and community resilience is grounded in a research agenda inspired by the contemporary importance of exploring contentious phenomena by interrogating documents and exploring what might be learned from the experiences of people involved. This goal is focused to inquire: What stories do public storytelling programming tell? Their dissertation work titled, *LGBTQ+ Representation in Public Library Programming: Investigating Drag Storytime Events*, investigates drag storytime event documentation and the experiences of public librarians and drag performers involved in drag storytime events. This research goal seeks to explore how LGBTQ+ representation is documented and how public librarians and drag performers plan drag storytime events and how information behavior is enacted. Further, they engage storytelling as pedagogy through early experiences teaching digital storytelling and storytelling for information professionals. In this panel, Curtis will draw from preliminary research findings and teaching experiences to share perspectives of LIS work intersections of storytelling and resilience.

**Panel organizer Dr. Kate McDowell**’s work on storytelling engages fundamental LIS concepts in order to argue that storytelling provides a critical lens for understanding collective
information. (McDowell, 2021) Her work asserts that story is a fundamental but overlooked form of information, and that rigorous analysis of storytelling processes and practices demonstrate that the common research focus on information as an individual experience excludes a wide range of collective information practices. Based on over a decade of teaching storytelling, running the student-focused Storytelling Festival at Illinois, and four years of co-teaching data storytelling, her research spans theoretical definitions and practical applications of storytelling. In this panel, she will argue that igniting LIS research on story as a fundamental information form has implications for understanding collective information experiences, how information and story contribute to belief and belonging, and story as misinformation that threatens societal resilience.

ALISE RESEARCH TAXONOMY TOPICS

critical librarianship; social justice; children’s services; community engagement; political economy of the information society

AUTHOR KEYWORDS

storytelling; social justice; community resilience

References


“Put Your Mask on First before Helping Others”: Faculty Members as a Neglected Population During COVID

Nadia Caidia, Keren Dalib, Shimelis Assefa, Kim M. Thompson, and Anne Goulding

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ALISE Research Taxonomy Topics: Pedagogy, Social justice, Education programs/schools, Teaching faculty

Author Keywords: academic freedom, disability, BIPOC, pandemic preparedness, information culture, higher education

ABSTRACT:
In congruence with the conference theme, “Crafting a Resilient Future: Leadership, Education, & Inspiration”, our panel seeks to address the ways in which faculty members in LIS/IS programs have contended with the various changes and challenges stemming from the global pandemic of COVID-19 as well as broader –and related- trends reshaping the academic landscape. While most of the attention in the literature has been geared toward student engagement and learning online as a means of addressing students’ academic success and wellbeing (Rapanta et al., 2020; Katz et al., 2021), there has been disproportionally much less attention geared at teaching and research faculty members. Despite being the backbone of our educational programs and schools, and often the main reasons why students select to enter our field (Dali & Caidi, 2016), faculty members’ needs and the challenges they are facing have been largely ignored (El Masri & Sabzalieva, 2020; Gabster et al., 2020). In this panel, we seek to critically center our discussion on this key constituency, and question (disrupt, even) the notion of faculty resilience. Indeed, making use of the resilience trope sheds light partially on faculty members’ well-being, but it also contributes to masking the many inadequacies and failures at the organizational and systemic level, particularly around policies and practices dealing with the curriculum, workload, representation, accommodations, academic freedom, resource allocation, justice and dignity to name just a few. There is a much-needed engagement that needs to take place around these issues in LIS education if we are truly honest about resilience and sustainability.

Our international panelists present a cross-section of faculty members who bring their varied experiences in teaching and research in the LIS field to the discussion. Together, they represent tenure and tenure-track faculty, and administrators across three countries (USA, Canada, New Zealand). The panelists, all LIS educators and professionals, will base their engagement on the following themes/questions:

• What efforts are LIS programs making to address the challenges faced by faculty
members to ensure not only the sustainability of the educational program but also a
dignified and fair treatment of faculty members?
• What are possible scenarios for a post-COVID future of LIS education, and how can
faculty members be best supported and inspired to achieve resilience for a sustainable
future?

The speakers will tackle different angles to address these questions. After a short lightning
talk (7-8 minutes), a discussion among panelists will ensue as well as engagement with the
attendees through a Q/A. Some of the topics discussed include the following:

• **Academic freedom:** Dr. Nadia Caidi will discuss the challenges of academic freedom in a
culture and a moment characterized too often by oversimplification, instantaneity and a
reactive culture (surveillance; social media shaming; cancel culture; controversy avoidance)
thus reducing the complexity of the issues as well as the quality of the debates. Recent
examples from academe in Canada (and elsewhere) will be used to highlight these trends and
examine how faculty can navigate these challenges, gain support from their institutions and
discuss the implications for the academic enterprise as a whole.

• **Disability and Neurodiversity:** The situation of the pandemic, which resulted in working
from home and a rapid transition to online education, has posed unique challenges for faculty
with disabilities and neurodiverse faculty. Dr. Keren Dali will address the importance of
intersectionality when we discuss disability and neurodiversity in the academic workforce.
The pandemic has blurred the lines between formally recognized disabilities (e.g., based on
ADA in the US or ACA/AODA in Canada) and immunocompromising health conditions
(which may not legally qualify as disabling). Being an immunocompromised faculty in
academia has raised concerns about what the return to campus will look like: Will they feel
safe to work onsite and how will the feelings of insecurity and apprehension affect their
motivation to engage? Will they have a choice to continue working from home and will it
negatively impact student satisfaction? Will our rhetorical commitment to inclusion and
equity for disabled and neurodiverse faculty hold in the crisis and post-crisis environment?
This talk will discuss concerns that faculty with disabilities may face in the future.

• **BIPOC Faculty:** Dr. Shimelis Assefa will discuss the issues black, indigenous, people of
color (BIPOC) faculty face in predominantly white institutions (PWIs) through the lens of
self-efficacy theory. During the pandemic, if there was one silver lining that favored academic
institutions in bringing about a seemingly business continuation, it was the use of digital
technology to deliver classes online. For programs that already have an existing online
delivery experience and infrastructure, the shift was not much of an issue. However, for
programs that suddenly pivoted to fully online delivery, the experience was jarring. Zoom and
other technologies that enabled faculty to continue to teach during this difficult time tell a
story of resilience in the face of adversity. For BIPOC faculty in PWIs, however, and despite
their best efforts to promote innovative pedagogical approaches in integrating technology, the
experiences have often been mixed, and this talk will showcase examples and dilemmas
emerging from some of their experiences.

• **Emergency Preparedness in/and Higher Education:** Dr. Kim M. Thompson will provide
insights into the trends she sees for how universities are responding to the uncertainties of the
COVID shut down and preparing for future potential shut-downs and disasters by strategically
planning more online-only programs into the future and making other preemptive adjustments to allow future flexibilities. While this can be a good move for the institution, what does this mean for academics who are already experiencing layers of change in both their work (modes of communication, meeting, student-teacher connections, research, professional engagement) and personal lives (e.g., full-time career duties at home while working full-time from home as well, distanced from social network and supports, etc.). How can departments, schools, and colleges support the physical, social, and mental health of the faculty while still striving to innovate and remain a sustainable organization economically?

- **Information Cultures in Higher Education: Dr. Anne Goulding** will explore the communication and information strategies of universities during the pandemic, their impact on individual academics and what they might tell us about the information culture of higher education institutions. Universities have no doubt benefited from the use of electronic organizational communications during the COVID-19 outbreak, sharing vital information about decisions made and the practicalities of teaching during the pandemic, as well as making people aware of prevention strategies and the value of social distancing. At the same time, however, the stream of important information from multiple sources is often overwhelming and it can be stressful for academics on the front line to keep up. This discussion will focus on communication overload during the pandemic, the detrimental impact on cognitive capacities for attention, and the information culture in the university context.

**FORMAT:** Our format will be an interactive panel discussion that focusses on lessons learned and novel approaches to re-imagining the place of faculty members at the table, and the ways in which they can be supported to ensure they continue to strive toward innovative teaching methods and strategies for a shifting landscape in LIS education. The panelists will keep their lightening talks short to enable opportunities for audience interaction (through small-group conversations or breakout rooms (for virtual attendees)). Each panelist will prepare a discussion question to facilitate the interactive component of the session.

**REFERENCES**


Teaching the Teachers: What’s Missing in LIS Doctoral Teacher Education?

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ABSTRACT

This panel presentation will discuss the results of a study examining teacher education in United States-based Library and Information Studies (LIS) doctoral degree programs. The study integrates analysis of multiple data sources and perspectives to begin assessing whether current approaches in developing discipline-specific educators are adequate for the immediate professional needs of doctoral students and the long-term academic viability of LIS programs. The analysis focuses on a subset of ALA-accredited LIS programs that hold membership in ALISE and/or the iSchool Organization. It assumes that the majority of the LIS degree faculty personnel are drawn from these programs and thus are part of an overall network of doctoral teacher education and training that is ostensibly informed by shared frameworks and standards. Yet, the notion of teaching doctoral students to be teachers is largely absent from professional discourse in LIS, where most discussions of education focus primarily on training librarians, archivists, and other information professionals in information literacy instruction. In other words, there is not now, nor does there appear to have ever been, a clear consensus approach to training the people who ultimately become responsible for teaching LIS.

Recent research and reporting demonstrate that across academe, PhD programs generally do not provide sufficient teacher training for doctoral students, often because academic faculty and department agendas are focused on research that attracts outside funding, facilitates industry partnerships, and adds notoriety and prestige for institutions in an increasingly competitive education marketplace. A 2018 study by the American Association of University Professors (AAUP) found that the scant training offered by the ‘professional apprenticeship’ system, defined mostly by teaching assistantships, may actually stunt doctoral students’ progress toward degree completion. The report indicates that “while teaching a few courses can be a valuable learning experience, many teaching assistants instead operate as a source of cheap labor for the academy,” producing a harmful “casualization” of academic labor that undermines traditional faculty roles and the tenure system (Data Snapshot: Contingent Faculty in US Higher Ed). Further analysis by the AAUP shows that the proportion of teaching-intensive positions to research-intensive positions has risen sharply in recent years, representing a “seismic shift” with consequences for faculty and students due to the “lower levels of campus engagement across the board and a rising service burden for the shrinking core of tenurable faculty.”

Discipline-specific studies of doctoral student teacher training in a variety of academic fields reveal an ambivalence among students toward their teaching responsibilities and opportunities, which often reflects a lack of confidence in and anxiety around their ability to
teach effectively. This frequently leads to feelings of unpreparedness in approaching the few available faculty openings at any given time, which is especially problematic for doctoral students in programs that promote the ideal of success as obtaining tenure-track appointments in highly-ranked and research intensive academic institutions. The trend of shrinking university budgets and diminishing opportunities for new PhDs to take on research-focused work has been accompanied by new expectations for education delivery by students, administrators, accreditors, employers, and other stakeholders, factors which can contribute to the high attrition rate of doctoral students. Previous research shows that when combined with the firsthand experience gained through the apprentice systems, formal teacher training makes a positive difference in how new and aspiring faculty carry out their roles, manage their workloads, and build sustainable careers. Adequate teacher training also creates a ripple effect that benefits student learning outcomes and skills acquisition, which is especially important to LIS and other discipline areas built around a distinct but evolving set of practical professional pursuits.

Very little scholarly research on doctoral student teacher education and training has been conducted in the LIS field. The investigators (Meghan Dowell, Vanessa Schlais, Xiaohan Yan, and Brad Wiles) are currently students in a LIS doctoral program and formulated the idea for the study from our own experiences and observations. We utilized a multiple-method qualitative design to explore four main areas. First, we evaluated doctoral student handbooks and other publicly available program information from American LIS doctoral degree-granting programs (n=27) to determine how teacher education and training is integrated into curricular offerings and requirements. Second, we reviewed recent faculty job announcements and position descriptions from iSchools and LIS departments to collate information on requirements and recommendations for doctoral-level teacher education and teaching credentials or experience expected of applicants. Third, we distributed a survey to current LIS doctoral students and recent graduates to gather perceptions on their experiences with teacher education and training. Fourth, we interviewed select LIS faculty members from several institutions to gather insights from their perspectives about the role and nature of teacher education and training in doctoral programs.

Preliminary analysis of the data gathered so far indicates that formal (i.e. credit-bearing courses or units required for degree completion) doctoral student teacher education and training across American LIS programs is inconsistent, nonstandardized, and frequently inadequate. We intend to use the panel presentation to discuss our findings in more detail and in relation to our own experiences with doctoral teacher training and education. We suggest that instruction must include and extend beyond learning courseware, instructional design, educational theory, and ad hoc modelling of doctoral seminars to enable doctoral students to develop diverse and discipline specific instructional approaches to LIS. Based on our findings, we hope to propose recommendations and potential solutions for how teacher education and training might become more effective and firmly prioritized within LIS doctoral programs, both in preparing students for faculty positions and for alternative career paths. Furthermore, we invite participation and feedback from faculty, students, administrators, and others attending this panel session to inform our research by sharing their experiences with teacher education and training in their doctoral programs.
ALISE RESEARCH TAXONOMY TOPICS

education programs/schools; curriculum; pedagogy; students; teaching faculty

AUTHOR KEYWORDS

doctoral programs; ischools; standards; teacher education; teacher training
LIS Programs in Pandemic:
Challenges, Resilience & Opportunities

Sanda Erdelez\textsuperscript{a}, Jenny Bossaller\textsuperscript{b}, Lisa O'Connor\textsuperscript{c}, R. David Lankes\textsuperscript{d}

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ABSTRACT

Panel overview:

Library & information science programs and their parent schools and universities are no strangers to experiencing natural disasters. Many are situated in environments prone to hurricanes, flood, winter storms and wildfires and have experienced one or more of such events in the past. As a field that prides itself for supporting people’s informational needs, especially of those under-served populations, we as LIS educators have often stepped up to support our students and broader communities in a time of need. However, the experience of global COVID-19 pandemic has brought unprecedented challenges to not only our organizations and profession but also to our personal lives. In this difficult and complex situation how are LIS programs coping and looking into the future? A panel of four LIS Program/School directors and program chairs will share their personal experiences in leading their organizations during the time of COVID-19. The panelists will reflect upon challenges that their programs experienced as the pandemic crisis emerged and evolved, the lessons we are learning about our preparedness and resilience to function during the time of crisis and the emerging opportunities for the future.

Panel structure:

The panel will be organized into three thematic units. Each unit will start with panelists’ sharing their reflections through illustrative examples and narrative stories reflecting their own experiences and experiences of their faculty, staff and students. Following introductory remarks on each of the themes, the audience will be invited to contribute their own experiences and observations.
Panel Topics:

COVID-19 is here! This topic will focus on the first signs of pandemic and how the LIS programs were prepared, especially the emergency activation mechanisms, immediate challenges and first responses. From the perspectives of their different geographical locations and settings (large urban, small urban, rural) and program modalities, the panelists will share how they experienced “pivot” to functioning under conditions of COVID-19.

It’s a marathon, not a sprint! In this topic the panelists will discuss the issues and creative solutions for organizing continuity and success of educational processes in their programs under the conditions of pandemic. The panelists will discuss actions taken to ensure physical safety and mental health of both faculty and students; academic accommodations that were provided and monitoring mechanisms for ensuring engagement and feedback from LIS communities in their programs.

Challenges are new opportunities! The final topics will explore challenges that still need to be addressed (such as the impact of pandemic on faculty productivity; concerns about student enrollment) and new ideas that are emerging about providing LIS education (e.g., flexibility of instructional formats; online collaboration; unique LIS research contributions). The panelists will identify lessons learned and changes that are being evaluated and planned in their programs.

Prior to the panel the panelists will create a collaborative digital whiteboard (Google Jamboard - https://jamboard.google.com/) that will include the three main themes of the panel. During the presentation, audience participants will have an opportunity to contribute personal comments and artifacts related to the panel topic. Following the panel, this digital white board will be preserved to commemorate our collective experience with pandemic.

Panelists:

Sanda Erdelez, Professor and Director at Simmons University School of Library and Information Science. She is a human information behavior researcher and educator with more than 25 years of experience in the LIS field, including teaching at University of Texas and Austin and University of Missouri- Columbia. Dr. Erdelez’ contribution to the panel will focus on the importance of effective and participatory communication processes during pandemic and on LIS programs/schools taking on a leadership role at their home institutions in the areas of specialized expertise, such as online learning and information needs and uses research.

Jenny Bossaller, LIS Program Chair and Associate Professor at the iSchool at the University of Missouri – Columbia. Her teaching and research focus encompasses public libraries, information policy, and the history of libraries and information. She co-developed a public library leadership program, with Denice Adkins, that emphasizes community and professional immersion (PuLL). She is currently working on an interdisciplinary team to revitalize the iSchool's health librarianship program, which focuses on community engagement, which has proven to be especially difficult to manage during COVID. Dr.
Bossaller will discuss problems and opportunities that arose during COVID regarding students’ community engagement and practicum options.

**Lisa O’Connor** is Chair and Associate Professor of the Department of Library and Information Science at the University of North Carolina Greensboro. Previously, she taught at the University of Kentucky and was an academic librarian, serving as both an information literacy education coordinator and business librarian. She has published in the areas of IL assessment and information behavior. Dr. O’Connor’s contributions to the panel will address the challenges of managing growth in the midst of the pandemic, including enrollment management and onboarding and mentoring new faculty.

**R. David Lankes**, Professor and Director of the School of Information Science and Associate Dean, College of Information and Communications at the University of South Carolina. He has served on advisory boards and study teams in the fields of libraries, telecommunications, education, and transportation including at the National Academies. Lankes has been a visiting fellow at the National Library of Canada, The Harvard School of Education, France’s national library school Enssib, and was the first fellow of ALA’s Office for Information Technology Policy. Dr. Lankes will present how through active research and advocacy agendas with a focus on equity, diversity, and inclusion LIS programs are well situated to help our society in a time of need.

**ALISE RESEARCH TAXONOMY TOPICS**

Education programs/schools; administration; students; online learning; teaching faculty.

**AUTHOR KEYWORDS**

LIS education; LIS programs; pandemic; COVID-19; challenges; opportunities; strategy; preparedness.
A National Priority: LIS Faculty and Students as Library Advocates

Anthony Chow\textsuperscript{a}, Megan Cusick\textsuperscript{b}, Justin de la Cruz\textsuperscript{c}, Martha McGehee\textsuperscript{d} Ashley Conte\textsuperscript{e}

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ABSTRACT

Library advocacy is a long-standing tradition at UNCG’s Department of Library and Information Science. The LIS faculty take leadership roles in advocacy and legislation both at state and national levels and make it a point to engage students in their efforts as part their students’ learning experience while earning the MLIS. Over the years, practicum and independent research studies have been offered and student interns have served for years as the backbone of advocacy efforts for the state under the supervision of faculty including overseeing the North Carolina Library Advocacy’s website (nclibraryadvocacy.org) and social media, helping coordinate state and legislative days, and helping schedule visits with members of Congress. ALA’s Committee on Library Advocacy discovered this educational partnership and has identified student advocacy internships in LIS programs as a high priority win-win advocacy activity for 2020-2021. What better way to learn about advocacy in your master’s program then to actually do advocacy as an internship experience? What better way to add young, strong advocates to speak on behalf of libraries then by having them earn credit as part of their degree?

Students enrolled in UNCG’s advocacy internships learn to be advocates and advance legislation while providing critical logistical support to increase advocacy for libraries. This arrangement represents a win-win for students, for LIS programs and for libraries in general. Overseen by Dr. Anthony Chow, a COLA member and longtime co-chair of advocacy for the North Carolina Library Association (NCLA), these internships reflect an essential logistical “support and operational layer” typically provided by interns in any field. This means weekly strategy meetings and then lots of activity focused on ensuring NCLA’s advocacy efforts are strategic, operational, and are moving. This includes putting together accurate lists of legislators at the state and national level, identifying the most strategically important members to advocate to, the documentation, helping with the logistics of state and national legislative days, and overseeing NCLA’s advocacy website (https://nclibraryadvocacy.org/) and social media channels.
As Dr. Chow notes, “One of the significant problems with library advocacy is that our leaders are in high demand and typically in other leadership roles as well (Dr. Chow is Chair of UNCG’s General Faculty and Faculty Senate and his co-chair LaJuan Pringle manages a library branch in the North Carolina’s library system, Charlotte-Mecklenburg), which means we often do not have the time to focus too much on the day-to-day logistical activities required of effective advocacy efforts. Advocacy interns provide invaluable support and help turn into action many of the ideas and strategies we want to implement. As a faculty member, hands-on experiential learning is always highly coveted because it represents “real world” application and a truly uncontrolled learning environment. It gives me tremendous pride and joy to see our students learn the ins and outs of advocacy by actually doing it under our supervision. This also includes once in a life time experiences like advocating for libraries on Capitol Hill.”

Dr. Chow’s current and former advocacy interns agree. Former Intern Morgan Pruitt who just earned her MLIS reflected, “I learned more about how public libraries are funded and how citizens can participate more in local and state politics. I also learned how to advocate for libraries through social media and through dialogue with the representatives’ offices, including inviting representatives to libraries, contacting their offices, and presenting my talking points to them. Prior to my internship, I was uninformed about how to make my voice heard about issues that I care about. As much as I learned about my responsibility to be an engaged citizen, I learned even more about my rights as a citizen to bring my talking points to my representative.” Former intern Martha McGehee feels that learning to be an advocate is useful for any career: “I feel that learning how to be an advocate for libraries first hand has contributed immeasurably to my development as a future professional in the field. I witnessed the benefits that can be achieved for libraries when enthusiastic LIS students have an opportunity to put the passion that lead them to Library School into action.” Former intern Alexandra Voorhees is in charge of NCLA’s advocacy website and social media and emphasizes the importance of sharing the library message: “If we want libraries to exist and continue to prosper in American society, we need to be able to effectively communicate their value and importance to stakeholders. So many individuals and groups just don't know what libraries can do for them and building that awareness is critical.” Voorhees feels that the internship gave her many opportunities, “It teaches us critical communication, data reporting, storytelling, and advocacy skills. It builds our network and interpersonal relationships and it emphasizes the collaborative nature and process of advocacy which I think will be very useful in a professional environment later on.”

SYNERGISTIC THINKING: MERGING FUTURE AND CURRENT STATES
Advocacy is clearly an important activity for all LIS professionals, especially in the rapidly, disrupted post-COVID world. What role will libraries play in their reconfigured local communities? Bringing LIS curriculum and graduate student learning opportunities together with the needs of libraries and state associations presents a win, win, win, win situation at local, state, national, and international levels. For students, they “learn on the job” while earning academic credit. For faculty, they learn more about the needs of the field they are preparing their students for. For libraries and the field, they get badly needed support both logistically as well as fresh, new ideas from graduate students. Finally, for the field itself, LIS programs will be providing better prepared students to start advocating for their libraries immediately and likely take on a leadership role within their future organizations. Stronger, more prepared students will mean stronger advocates for the field in the future and faculty learn right alongside with them.
ALISE RESEARCH TAXONOMY TOPICS

Education programs/schools, students, curriculum

AUTHOR KEYWORDS

LIS education; student internships; library advocacy
Pedagogical practices for information policy instruction

SIG Sponsor(s):

Information Policy (Convener: Margaret Zimmerman, Florida State University, USA)

Presenters:

John T. F. Burgess\textsuperscript{a}, Philip Doty\textsuperscript{b}, Kyle M. L.\textsuperscript{c}, Jones Jenna Kammer\textsuperscript{d}, E.E. Lawrence\textsuperscript{e}

\textsuperscript{a}The University of Alabama, USA
\textsuperscript{b}The University of Texas at Austin, USA
\textsuperscript{c}Indiana University-Indianapolis, USA
\textsuperscript{d}University of Central Missouri, USA
\textsuperscript{e}Rutgers, USA

ABSTRACT

The Information Policy SIG has assembled panelists to come together and discuss pedagogical practices related to information policy. We understand that a strong grasp of information policy is crucial to shaping the next generation of LIS leaders, and this panel is geared toward the design and application of meaningful curricula toward that end. Specifically, our panelists will discuss their experiences as professors implementing a singular learning experience, assessment, or object that they used in their class. They will then explain the substantive value of this experience to their pedagogical mission. Dr. Lawrence will describe a project in which he uses university library signage as an entry point into a larger critical conversation about the ways in which library and information policy—even policy putatively aimed at increasing access to resources—can implicitly target oppressed persons and deepen patterns of information marginalization. Dr. Kammer will discuss pedagogy related to how to teach policy around the stress, fears and engagement related to policy in practice by leading discussion groups that take on conflicting viewpoints. Dr. Jones will describe a policy analysis assignment related to the rhetoric and design of policy-paying specific attention to compositional design. Dr. Doty asks students to generate briefs of important U.S. Supreme Court and other federal court cases in those courses, then analyze the fundamental elements they contain as a basis for understanding policy instruments. Dr. Burgess will discuss his “policy exploder” project and where students take an existing policy, identify the harms avoided and benefits sought by the policy, the implied arguments for each position and any evidence that may be included to justify the policy position, and finally come to rest on any relevant ethical principles. They then work backwards to revise policy by starting with ethics. Finally, the panelists will offer their own observations of the success of the pedagogical practice or instrument that they are describing. Likewise, the session attendees will have the opportunity to both ask questions and offer their own critiques of the practice or element being described. The ultimate goal of this dynamic, interactive panel is for the attendees to be able to walk away with
fresh ideas for implementing new, vetted information policy pedagogical elements in their courses. Similarly, this is an outstanding opportunity for networking and partnerships for faculty that teaches in this area.

ALISE RESEARCH TAXONOMY TOPICS

Education; pedagogy; information policy.

AUTHOR KEYWORDS

Pedagogical practice; collaboration; information policy.
Supporting Healthy Minds and Bodies: Strategies for Building Resilience

SIG Sponsor: Health SIG

Convener/Panel Coordinator:
Deborah Charbonneau, Wayne State University, USA

Presenters:
Jenny Bossaller\textsuperscript{a}, Margaret Zimmerman\textsuperscript{b}, Noah Lenstra\textsuperscript{c}, Rachel D. Williams\textsuperscript{d}, Lydia P. Ogden\textsuperscript{d}

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\textsuperscript{d}Simmons University, USA

ABSTRACT

The COVID-19 public health crisis has highlighted the need for developing strategies for self-care and resilience amid adversity, trauma, tragedy, uncertainty, and stress. The Health SIG will sponsor a program exploring issues around supporting mental health and physical health for building resilience in various communities of practice. The session will consist of four panel presentations offering unique perspectives relevant to “supporting healthy minds and bodies” along with recommendations relevant to LIS educators and practitioners. The overall goal of this panel is to bring attention to the importance of supporting mental health and physical health while sharing practical suggestions for LIS educators and libraries. More specifically, the first presentation will address the challenges of supporting student mental health during crises in graduate online programs. The second presenter will argue that access to quality health
information is fundamental to the United Nations Universal Declaration of Human Rights and that states and institutions must assert this to be true. She will then outline a path for such advocacy work within information institutions. The third panelist will explore the movement of library services into the outdoors during the pandemic to support social distancing protocols. This talk considers some of the ways public librarians weave together nature, health, and outdoor public spaces. The fourth presentation will introduce resources and services for individuals experiencing homelessness using a trauma-informed framework. Her presentation will also address how workshops and training rooted in developing social work skills can support the well-being of public library workers. At the end of the presentations, panelists and attendees will have an opportunity to interact to discuss strategies for developing resilience that may apply to a range of various communities such as students, educators, library practitioners, and community members.

**ALISE RESEARCH TAXONOMY TOPICS**

Education; Online Learning; Information Needs; Information Rights; Public Libraries.

**AUTHOR KEYWORDS**

COVID-19 Pandemic; Mental Health; Health Literacy; Outdoor Librarianship; Self-Care Strategies.
Still Struggling to Breathe: Another Conversation on Libraries and Communities in Crisis

SIG Sponsor(s):
Equity and Social Justice (Mónica Cólon-Aguirre and Nicole A. Cooke, University of South Carolina, USA)

Presenters:
Nicole A. Cooke (University of South Carolina, USA), Beth Patin (Syracuse University, USA), Mónica Cólon-Aguirre (University of South Carolina, USA), Sarah Park Dahlen (University of Illinois, USA), Megan Threats (Rutgers University, USA)

ABSTRACT
In this lightning talk session, panelists will share brief statements regarding the roles of libraries in times of crises, including ideas such as navigating difficult conversations around anti-racism and other “controversial” topics; strategies for community resilience; the legal boundaries between free and hate speech; and how LIS education may play a role in preparing future LIS professionals for this type of crisis management. We also wish to interrogate the idea of the library as a place of neutrality. The remaining time will be spent facilitating an interactive discussion with the audience to strategize tangible action steps.

Our initial work on this topic yielded several publications, which are listed below. Ironically, this work was not well received by the profession, but given the “supposed” racial reckoning that began after the death of George Floyd in the summer of 2020, we will reintroduce our work to the profession, which remains behind the curve on race relations, genuine and lasting inclusion, and anti-racism. We continue our advocacy for ourselves, as BIPOC (black indigenous and people of color) faculty members, and for the future generations of the BIPOC information professionals we teach.


ALISE RESEARCH TAXONOMY TOPICS
Social justice; Critical librarianship; Pedagogy.

AUTHOR KEYWORDS
Diversity; Faculty of Color; Social justice; Critical librarianship; Pedagogy.
Inventing and Implementing Future-Ready Archival Education

SIG Sponsor(s):

Archival / Preservation Education (Sarah Buchanan, University of Missouri, USA)

Presenters:

Sarah A. Buchanan (University of Missouri, USA), Erin Barsan (Pratt Institute, USA), Edward Benoit, III (Louisiana State University, USA), Anthony Cocciolo (Pratt Institute, USA), Aisha M. Johnson (North Carolina Central University, USA), Amanda Lima (Louisiana State University, USA), Krystyna K. Matusiak (University of Denver, USA), Alex Poole (Drexel University, USA), Colin Post (University of North Carolina-Greensboro, USA), Jane Zhang (Catholic University of America, USA)

ABSTRACT

The Archival / Preservation Education SIG session engages with community-responsive master’s-level archival education. Seven ten-minute individual presentations and audience discussion traverse the decision points in managing curricular change; presenters bring perspectives from multiple states.

“Audio Preservation as Metacognitive Archival Education” by Sarah Buchanan discusses how audiovisual archiving experiences support the continual development of students’ metacognitive skills during their graduate program. Based on community collaboration, the activity progressions provide students with digital experiences, faculty with curricular guidance, and online audiences with more representative primary sources.

“LIS Students Contributing to Building a Sustainable Digital Community Archive” by Krystyna Matusiak describes a community-based two-year project aimed at preserving and promoting the Park County Local History Archive in rural Colorado, now available at https://pclha.cvlcollections.org/. The presentation illustrates students’ many contributions: organizing materials and assessing their copyright status, digitizing photographs, converting oral histories, creating metadata records, building exhibits, and showcasing community resilience.

“Changing Horses Midstream: Revising Curriculum and Student Engagement to Ensure a Resilient Future” by Edward Benoit, III and Amanda Lima discusses the revision process for transitioning two programs to LSU Online, compares assessments from the traditional and LSU Online programs, and reflects on completing the first year. Additionally, the presenters will highlight the use of student-run Slack channels and virtual coffee hours as online student community building tools for the new LSU Online students, and discuss the school’s future in the platform.

“Producing Practical Professionals with Curriculum for Equity, Diversity, and Inclusion” by Aisha Johnson acknowledges that cultural heritage programs should address the need for cultural preservation and reflection, for archivists of Black, Indigenous, and Persons of Color (BIPOC) heritage. The presentation will review a reestablished Archives and Records...
Management concentration, with core archival and complementary knowledge curriculum, as a case study for exploring new approaches to pedagogy on the purpose, value, and importance of archives in society.

“Learning from Experience: Lessons from a Virtual Service-Learning Experiment” by Colin Post discusses a service-learning project documenting an artist’s performance as well as their artwork archives. While such projects place even greater pressure on the instructor as a project manager, they enhance connections between theory and practice in online courses.

“Lessons Learned from the Digital Preservation Outreach and Education Network” by Anthony Cocciolo and Erin Barsan discusses the types of needs they have uncovered, the communities served, and the lessons learned over the course of a year running DPOE-N. The Network’s response to the COVID-19 pandemic comprises microfunding for professional development and emergency hardware support for cultural heritage professionals.

“National Forum Grant Project: Exploring New Frontiers in 21st Century Archival Education” by Alex Poole and Jane Zhang discusses the environmental scan, National Forum event, and final outputs of their year-long project. The presentation addresses motivation and need, historical and current context, research components, and intended results and impact.

The moderator will facilitate Q&A within and across the presentations.

ALISE RESEARCH TAXONOMY TOPICS

pedagogy; curriculum; archives; archival arrangement and description; teaching faculty.

AUTHOR KEYWORDS

archival education; curricular management; community collections; audiovisual archives, digital preservation.
Youth Services: Promoting Health, Inclusion, and Resiliency through Libraries and Library Education

SIG Sponsor(s):
Youth Services SIG (Natalie Greene Taylor, University of South Florida, USA and Rachel M. Magee, University of Illinois Urbana-Campaign, USA)

Presenters:
Denice Adkins (University of Missouri, USA), Beth Brendler (University of Missouri, USA), Bobbie Bushman (Emporia State University, USA), Maria Cahill (University of Kentucky, USA), and Kerry Townsend (Columbia Public Schools, USA)

ABSTRACT
The ALISE Youth Services Special Interest Group (SIG) presents a panel that explores the ways in which youth services in libraries support health, inclusion, and youth resiliency. The session will begin with presentations of two papers (25 minutes each), followed by a Q&A. Attendees with then be able to share their own works in progress on these topics. The two presentations include research from Dr. Maria Cahill, Dr. Denice Adkins, and Dr. Bobbie Bushman focusing on library services for young children with disabilities and research from Dr. Denice Adkins, Dr. Beth Brendler, and Kerry Townsend on how school librarians can support youth mental health.

The work of Dr. Cahill, Dr. Adkins, and Dr. Bushman will include a review of the existing literature examining library services for young children with disabilities and/or developmental delays. This review attempts to identify large gaps in the current knowledge base and instigate a call to action for the field. Dr. Adkins, Dr. Brendler, and Dr. Townsend will present preliminary findings from an IMLS-funded, mixed-methods research project, including an introduction to scalable strategies for rural public and school libraries who wish to support community health needs, an example of which is the creation of an elective course offered at the University of Missouri designed to help future librarians support teen mental health through young adult literature.

The COVID-19 pandemic, subsequent interruption to in-person schooling, and existing economic and health inequalities among young people have all served to contribute to an emerging crisis in young people’s mental health and disability support services. This presentation and the subsequent attendee discussion will begin to explore the ways that the LIS field can work to address this crisis.

ALISE RESEARCH TAXONOMY TOPICS
Young adult services; Public libraries; School libraries

AUTHOR KEYWORDS
Mental health, youth services, disability, public libraries, school libraries, accessibility.
Leading, Educating, and Inspiring LIS Professionals to Embrace Accessibility for a Resilient Future

SIG Sponsor(s):

Disabilities in LIS (Keren Dali, University of Denver, USA)
Disabilities in LIS (Michelle K. Hahn, Indiana University, USA)
Disabilities in LIS (Andrew J. M. Smith, Emporia State University, USA)

Presenters:

Denice Adkins (University of Missouri, USA), Bobbie Bushman (Emporia State University, USA), Maria Cahill (University of Kentucky, USA), Clayton A. Copeland (University of South Carolina, USA), Timothy J. Dickey (Kent State University, San José State University, Columbus Metropolitan Library, USA), Lesley S. J. Farmer (California State University Long Beach, USA), Heather Hill (Western University, Canada), Kevin J. Mallary (Western Carolina University, USA), Kim M. Thompson (University of South Carolina, USA), Melissa Wong (University of Illinois at Urbana-Champaign, USA)

ABSTRACT

The COVID pandemic has put the issues of disability and accessibility in the spotlight. Social interactions, employment, studies, and day-to-day activities for some people with disabilities have become more challenging; yet, others have found opportunity and even relief in working from home, avoiding the grueling commute and inaccessible physical environments. The situation has thus highlighted disparities within the disabled community: those with comfortable living conditions, information literacy skills, and stable internet access fared better than individuals lacking these conditions. People with disabilities in all LIS constituent groups have been affected: students, librarians, library users, faculty, and academic staff. This has shown the need for building resilience and improving accessibility. This session will bring together over a dozen educators from American and Canadian LIS programs and include five presentations accompanied by hands-on interactive activities. After a brief introduction (5 min), each group of presenters will introduce their topics (30-35 min) and then engage the audience in a series of prepared activities (40 min) using two virtual breakout rooms. In Breakout Room 1 (“LIS Education: Course Preparation, Collaboration, & Design”), Cahill, Adkins, and Bushman will review the ways in which LIS courses in youth services address programs for young children with disabilities and later facilitate the collaborative analysis of syllabi from LIS youth services courses. They will encourage participants to collectively come up with solutions, changes, and improvements and show their alignments with ALA Core Competences and COA Standards for Accreditation. Hill and Wong will focus on everyday choices made by LIS educators in their course design that can improve accessibility in learning, including policies, learning materials, and considerations of diversity in establishing “norms.” Participants will leave with a checklist of practices for accessibility audit in their courses. Farmer will take up the
ALISE RESEARCH TAXONOMY TOPICS

education; pedagogy; social justice; students; teaching faculty

AUTHOR KEYWORDS

course design; dementia; disabilities; training; workplace equity
(Re)envisioning an Information Ethics/Policy Course for the Future

SIG Sponsor(s):

Information Ethics (Kyle M. L. Jones, Indiana University-Indianapolis, USA)

Presenters:

John T. F. Burgess (University of Alabama, USA), Kyle M. L. Jones (Indiana University-Indianapolis, USA)

ABSTRACT

When ALA added sustainability to the list of recognized core values, it opened the door to considering resilience as a guiding principle in LIS education. As the latest entry in the core values discussion, work remains in deciding the scope of this value and how to adopt it into practice. How does sustainability influence information ethics education? What does it mean for LIS students to become resilient information practitioners or deny resilience narratives?

This session of the ALISE Information Ethics SIG will serve as a focal point for conversations about ethics education for resilience, with a special emphasis on collaboratively developing competency-driven goals, learning objectives, and measurable outcomes. Resilience is a cross and interdisciplinary idea, residing in psychological, educational, sociological, ecological, and economic circles. The more of these perspectives are represented in a live course planning session, the greater the potential is to create well-rounded, research-grounded, teaching modules for the information ethics curriculum that can lead to sustained efforts.

Participants will take part in a collaborative ideation process about redesigning an information ethics course that could serve the wider LIS education community. There will be no panelists and only a brief session introduction to help frame and contextualize discussion. All work done in this session will be facilitated by Drs. Burgess and Jones using a semi-structured plan for invoking ideas, analytical play, and a collaborative vision among those who teach information ethics and/or policy (and those who wish to constructively influence the development of such courses going forward).
While participants do not need to prepare for their participation during the session, we suggest to all who attend to reflect on the following questions before joining the event:

- What should information ethics/policy courses substantively attend to now and in the coming years, especially in light of recent and current societal and sociotechnical changes and problems?
- How might current information ethics/policy courses be underserving—or even failing—current LIS students?
- Are there implicit boundaries or visible walls that may be blocking our collaborative approach to teaching information ethics/policy?
- What would it take for the LIS education community to co-design a course that could be implemented and sustained across multiple LIS departments/schools?

ALISE RESEARCH TAXONOMY TOPICS

information ethics; information policy; curriculum; education

AUTHOR KEYWORDS

course design; instructional design; sustainability; team-based design
Active Learning in Technical Services Education

SIG Sponsor(s):

Technical Services Education SIG (Brian Dobreski, University of Tennessee-Knoxville, USA; Heather Moulaison-Sandy, University of Missouri, USA; Karen Snow, Dominican University, USA)

Presenters:

Brian Dobreski (University of Tennessee-Knoxville, USA), Susan Rathbun-Grubb (University of South Carolina, USA), Athena Salaba (Kent State University, USA), Karen Snow (Dominican University, USA)

ABSTRACT

Technical services educators have needed to demonstrate creativity and foresight in providing venues for their students, especially in online classes, to engage meaningfully with material. In the past year, that has also meant facilitating learning in the midst of a global pandemic. In acknowledgement of the necessity of engaging students, especially online, this panel on active learning in technical services education will bring together panelists in discussion with the audience to share their expertise and offer insights into pedagogical best practices.

A number of technical services courses were already being taught online when the COVID-19 pandemic required many schools to move all their in-person courses to a virtual environment. Although the modality of many technical services classes might not have changed, the disposition of the student body fundamentally did. Students were stressed and worried, starting in spring 2020 and continuing to present. The challenge then has become educating students more distracted than usual, while being compassionate and understanding.

Technical services education has fundamentally shown itself to be resilient in this capacity, with efforts being made to engage students through active learning strategies. Active learning can be defined as activities that students do to construct knowledge and understanding. In other words, instead of passively observing lectures and taking notes, students are expected to take a more central role in their learning by, for example, collaborating with fellow students, solving problems posed by the instructor, and discussing case studies. Active learning strategies are effective due to their focus on encouraging students to construct new knowledge and to engage in higher-order thinking.
Active learning techniques are often explained with physical classrooms in mind. However, what about active learning in online classrooms? Can an online instructor facilitate active learning in the same way as an instructor in a physical classroom? In-person classroom engagement will always be different than it is online, but that does not mean active learning strategies cannot be applied in online courses.

The panel will begin with a discussion of what active learning means in library and information science (LIS) education, and in technical services education in particular, with consideration given to challenges related to using active learning techniques during the COVID-19 pandemic. Next, it will look to both best practices and illustrations of active learning in technical services, providing concrete examples for the audience to consider. Finally, the panel will discuss strategies for engaging students in online classes, using the time to solicit input from audience members in a discussion of the topic. Audience members will be encouraged to ask questions and provide their own ideas for active learning in technical services education courses, both in-person and online.

**ALISE RESEARCH TAXONOMY TOPICS**
cataloging; classification; metadata; online learning; pedagogy

**AUTHOR KEYWORDS**
technical services; education; active learning
Engaging with global at the local: Developing equity, diversity and inclusion through international education experiences

SIG Sponsor(s):

International Library Education SIG (Lisa Hussey, Simmons University, United States)

Presenters:

Ellen Engseth (University of Minnesota Libraries, United States),
Michele A. L. Villagran (San José State University, United States)

ABSTRACT

This panel will center on curricula and learning experiences, and will discuss the profession’s need for more resilient and future-thinking information professionals who are prepared to navigate the ever-changing cultural, political, social, economic landscapes. Ellen Engseth and Dr. Michele A. L. Villagran will do this through considering international educational experiences. A framework of global competency as an international expansion of equity, diversity and inclusion will be presented, along with a specific educational program as a model. This highly-interactive, audience-centered panel will engage all of us in further conversation on engaging with the global, including learning at the local level.

Ellen Engseth will present a framework for considering the topic, and provide an operational definition of global competency. She will also invite a critical librarianship lens to the framework, ensuring that she and the session attendees interrogate Whiteness within this framework. Her comments will encourage LIS education to engage with internationally-oriented education, in part because it internationalizes equity, diversity and inclusion efforts in library and information science.

Dr. Michele A. L. Villagran will offer examples on how San José State University School of Information has implemented constructs of global competency including through their LIS curriculum which include international components, through internships which offer a global perspective, and through the international experience requirement emphasizing that graduates
should be leaders that are aware of the international community environments and changes within these spaces. Through a variety of ways, our graduates demonstrate and flex these global perspectives including through coursework, internships, language classes, study abroad, and participation in international conferences. Through these, there is a significant emphasis on learning about international practices within LIS, and appreciation of the rich diverse cultures with which graduates may engage with during their educational journey and in their workplaces. Opportunities such as those provided at SJSU build up the resilience of our graduates to be more prepared as employers continue to seek graduates with knowledge of diverse perspectives, international understanding, and cultural competence.

The topic of globally engaged education is timely due to a number of factors, including that equity work is of increasing concern in the LIS field, certainly within the U.S., yet also around the world in its infinite variety. Employers are seeking culturally competent graduates, and ones who can use these skills to contribute to resilience in their workplaces. It has yet to be seen how this current global pandemic will intersect with internationally-oriented education, or the LIS field more generally; the presenters will encourage the audience to consider these intersections and together locate the opportunities that the pandemic presents.

Both panelists have researched and published on cultural and global competency; both teach international experiences in different ways, in order to build globally-oriented students, faculty, and practitioners.

ALISE RESEARCH TAXONOMY TOPICS

critical librarianship; education Programs/schools; curriculum

AUTHOR KEYWORDS

equity; diversity; inclusion; international experiences; global perspective
What is the Purpose of Librarianship and How Can We Teach This?

SIG Sponsor(s):

SIG Curriculum (YooJin Ha Clarion University, USA)

Presenters:

Rene Burress (University of Central Missouri, USA), Bill Edgar (Kent State University, USA), YooJin Ha (Clarion University, USA), Susan Rathbun-Grubb (University of South Carolina, USA)

ABSTRACT

Over the past 20 years, Library and Information Science (LIS) programs have greatly diversified what they teach beyond librarianship to include many related, relevant topics, like information needs, human computer interaction, information policy, or knowledge management. As they have done so, many LIS programs have expanded to encompass these interconnected topics, re-positioning themselves within universities as I-Schools with explicit teaching and research agendas addressing information broadly—and even dropping the “L” word from their names.

This has contributed to ongoing conversation and debate as to the nature of the LIS discipline and its place within information education and research, e.g., the 2019 ALISE plenary Session led by Dr. Jaya Raju and the successful SIG Curriculum Session, “What About Librarianship in LIS Curricula?”, delivered at the 2020 ALISE Annual Conference. This Session will be a follow up to these previous sessions. It will examine two important questions: 1) What is the purpose of librarianship/libraries? and 2) How can LIS programs teach this purpose well?

One answer to the first question, that of librarianship’s purpose, is that librarianship provides access to recorded content, but this question has been answered in many ways. Librarianship’s activities select recorded content from the bibliographic universe, describe it, organize it, make it available at specific times and places, and assist content users in making sense of and using these content items. But why does this occur? In other words, what contribution to individual human beings or to society does this make?

The answer to the second question, that of how to teach librarianship’s purpose, can vary depending upon the program. Most LIS programs offer courses in the essential activities mentioned above, e.g., classes in content management, information organization, or research and public services. They also offer courses in information ethics, in types of libraries (e.g., academic or public libraries) or even in a generic course, e.g. a class covering the library’s role in society.
How else might librarianship’s purpose be conveyed within a curriculum? How might these means for doing so be improved?

Drawing upon a literature addressing the essence and philosophy of librarianship, and especially upon Charles Osburn (2009) *The Social Transcript, Uncovering Library Philosophy*, this SIG Session will address these questions and their proposed answers. Including a mix of LIS educators and information professionals, this session, sponsored by the ALISE SIG Curriculum, will spur conversation and consideration of these important issues. Each panelist will present briefly (approximately 10 minutes)—providing context for 45 minutes of discussion among panelists and attendees.

**ALISE RESEARCH TAXONOMY TOPICS**

academic libraries; public libraries; school libraries; special libraries; pedagogy

**AUTHOR KEYWORDS**

librarianship; library philosophy; teaching librarianship
Navigating “The Job Market” Within and Beyond Academia

SIG Sponsor(s):
Doctoral Student SIG (Vanessa Kitzie, University of South Carolina, USA)
Doctoral Student SIG (Diana Floegel, Rutgers University, USA)

Presenters:
Diana Floegel (Rutgers University, USA), Stephanie Mikitish (Library of Congress, Washington, DC), Nicole Cooke (University of South Carolina, USA), Vanessa Kitzie (University of South Carolina, USA)

ABSTRACT
Navigating “the job market” is a major challenge for Ph.D. candidates and recent graduates. This panel from ALISE’s Doctoral Student Special Interest Group will focus on how to find and apply for a variety of positions that doctoral candidates and recent graduates are qualified to hold. After completing a poll from the SIG conveners, Doctoral Student SIG members indicated that they wanted the 2021 session to focus on the job market.

Jobs to be discussed include postdoctoral, tenure-track, government, and industry positions. Tenure-track academic jobs are scarce, especially given the saturation of the market with recent graduates and post docs looking for full-time positions. Challenges of COVID-19 including hiring freezes and budgetary cuts have exacerbated these circumstances. Further, when academic jobs are available, the process of applying to and interviewing for these positions is opaque, as students are unevenly mentored about how to prepare for job applications, initial interviews, and campus visits. However, given the scarcity of academic and especially tenure-track jobs, it is unreasonable to expect that all Ph.D. graduates will obtain a tenure-track position; many also do not want to remain in academia. Information and advice about how graduate students can translate their skills into other arenas, including government and industry jobs, can
be lacking in academic departments. This is a challenge for doctoral students who do not wish to remain in academia or who cannot do so due to market circumstances. When applying for industry and government jobs, students must translate the skills they gain through their Ph.D. in ways that appeal to either domain. Moreover, resumés, cover letters, and other supplementary application materials look very different from academic CVs, cover letters, and application statements. It can be difficult for students to receive advice about preparing for non-academic jobs outside of services that require them to pay significant sums of money for assistance.

This panel will therefore present advice and strategies about multiple iterations of the post-graduate “job market.” Panelists will discuss their experiences applying for jobs both within and outside of the academy. Specifically, they will discuss a) their decision-making processes about where to apply; b) the process of applying for academic jobs vs. government and industry jobs; c) preparing for interviews; d) negotiating offers. Panelists will also share virtual “handouts” with attendees, including examples of academic and non-academic job application materials. Attendees will be able to ask questions and/or share their own experiences after panelists present. Specifically, the session will proceed as follows:

1. Welcome and introduction of panelists (5 min)
2. Panelist presentations centered on key topics (15 min each)
3. Moderated Q&A (30 min)
4. Concluding thoughts and resource sharing (10 min)

Attendees should leave the SIG Session with practical knowledge about applying for jobs with a Ph.D.

ALISE RESEARCH TAXONOMY TOPICS
education of information professionals; students; standards

AUTHOR KEYWORDS
job market; academic jobs; government jobs; job applications; job interviews
ALISE School Library Special Interest Group (SIG) Session: Crafting Resilience in K-12 and Beyond

SIG Sponsor(s):

School Library (Jennifer Luetkemeyer, Appalachian State University, USA)  
School Library (Rebecca Morris, University of Pittsburgh, USA)

Presenters:

Lucy Santos Green (University of South Carolina, USA), Melissa P Johnston (University of West Georgia, USA), Jeffrey DiScala (USA), Jennifer Moore (University of North Texas, USA), Maria Cahill (University of Kentucky, USA), and Lesley Farmer (California State University Long Beach, USA)

ABSTRACT

Researchers will share three papers exploring selected School Library topics. This interactive SIG session includes presentation of papers followed by open dialogue and Q&A regarding issues raised by the papers, implications for practice, and future areas for research. The 2021 session will include the following presentations:

Preparing School Library Candidates to be Culturally Responsive School Librarians (Lucy Santos Green and Melissa P. Johnston) - The 2019 ALA/AASL CAEP School Librarian Preparation Standards emphasize preparing school librarian candidates that “articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives” (ALA/AASL, 2019). This research study explores cultural understanding, experiences, and ways of knowing the world from internationally-based school library programs that LIS educators can implement to develop culturally competent learning experiences in the school librarian candidate preparation curriculum.

Evidence-Based Practice and School Librarians: Analyses of Practitioners’ Data Collection (Jeffrey DiScala, Jennifer Moore and Maria Cahill) - School librarian preparation programs are expected to prepare candidates to collect, assess, and apply data. This paper reports the findings of a multi-state study of school librarians’ evidence-collecting practices. Preliminary findings indicate that school librarians collect a wide array of evidence, but the likelihood of collecting specific types of data is influenced by multiple factors including the level of the school, and the librarian’s length of tenure, areas of certification, and placement in multiple schools.

Librarians: Bridges to College Readiness (Lesley Farmer) - What relationship exists between the presence of a high school librarian and freshmen college students’ academic success? To answer this question, this study examined five years of a large comprehensive university’s first-year
students’ data: demographics, first semester GPA, graduating high school demographics, and presence of the high school librarian. The findings are revealing!

ALISE RESEARCH TAXONOMY TOPICS
school libraries; students; data curation.

AUTHOR KEYWORDS
Cultural competence; evidence-based practice; academic success; college-readiness.
Radical Pedagogies: Reimagining Research & Curriculum at the Intersection of LIS History, Archives, and Cultural Heritage

SIG Sponsor(s):

Historical Perspectives (Aisha Johnson, North Carolina Central University, USA)
Historical Perspectives (LaVerne Gray, Syracuse University, USA)

Presenters:

Renate Chancellor (Catholic University of America, USA),
Cecilia Salvatore (Dominican University, USA), Alexander Poole (Drexel University, USA),
Jane Zhang (Catholic University of America, USA)

ABSTRACT

As the profession evolves, and seeks to thrive during unprecedented times, a number of gaps in service are becoming more apparent to educators, practitioners, and information seekers. Beyond existing services and the path to virtualize so many as possible, we must revisit our curriculum to ensure we are addressing the gaps including service, social justice, and equity, diversity, and inclusion. Equity, diversity, and inclusion are a critical purpose libraries, archives, and museums provide to society and the lives of our users. So where does equity, diversity, and inclusion/social justice fit? Within the library and information science curriculum, of course. The conversation will focus on the direct impact we can have with those who are and will be hands on the ground. To have a direct impact on services, the profession must commit to representation of the society in which we seek to uplift. Representation in all areas of LIS research and curriculum is essential towards the common goal of equity, diversity, and inclusion in services rendered.

School of Library and Information Science programs can increase representation by developing cultural heritage programs. Cultural heritage programs come in a variety of forms including, but not limited to, archival studies, historic preservation, and museum studies. Reimagining the historical perspective in the curriculum of archives and cultural heritage programs will be a key to shifting services for inclusiveness and representation. Such programs can stand alone as a master’s degree or well-equipped concentration with a curriculum for core archival knowledge and complementary knowledges. As discussed by the Society of American Archivists, “A graduate program in archival studies should provide students with a solid foundation in archival science. The curriculum should focus on archival theory, methodology, and practice and should be augmented by instruction in economics, history, information studies, law, management, and technology as they relate to archival work.” The programs should also
address the need for cultural preservation and reflection for archivists of Black, Indigenous, and Persons of Color (BIPOC) heritage. Curriculum and research must reimagine pedagogical approaches concerning history, archives, and cultural heritage studies.

As educators, practitioners and researchers in history, archival studies, and cultural heritage, we consistently seek to highlight the purpose, value, and importance of archives in society. The discussion leads a platform to highlight existing programs, innovative pedagogy, and new approaches to standardizing curriculum. Panelists are experienced practitioners, educators, and researchers with experience in history, archives, records management, historic preservation, and museum studies. They have worked at a variety of levels to reimagine the pedagogical approach in LIS research and curriculum.

The panel will feature brief statements from panelists and encourage conversation, through moderator led questions and answers. The session will address process, accomplishments, barriers, innovations, and challenges within dimensions of LIS history, Archives, and cultural heritage.

Discussion themes include the following:

- Critical and Radical Pedagogies
- Black, Indigenous, and Persons of Color (BIPOC) history & heritage
- Existing and past programs/courses
- New approaches to curriculum and research (History, Archives, & Cultural Heritage)
- Race, gender, social justice, equity, diversity, and inclusion

**ALISE RESEARCH TAXONOMY TOPICS**

Archives; Pedagogy; Social justice; Curriculum; Research

**AUTHOR KEYWORDS**

History; Cultural Heritage; Pedagogy
Teaching Strategies and Unconventional Approaches to Learning in Times of Disruption

SIG Sponsors:

Innovative Pedagogies SIG (Shari Lee, St. John’s University, USA)
Innovative Pedagogies SIG (Renate Chancellor, Catholic University of America, USA)

Presenters:

Panel 1. Marcia Rapchak (University of Pittsburgh, USA), Rebecca Morris (University of Pittsburgh), Panel 2. Kawanna Bright (East Carolina University, USA), Mónica Colón-Aguirre (University of South Carolina, USA), Krystyna Matusiak (University of Denver, USA), Debbie Schachter (Langara College, USA), Egbert John Sánchez Vanderkast (National Autonomous University of Mexico, Mexico), Premila Gamage (Verite Research, Sri Lanka), Panel 3. Toni Samek (University of Alberta, Canada).

ABSTRACT

This SIG session will feature three panels that discuss useful strategies and unconventional approaches to research, teaching, and learning that LIS educators will find useful when disturbances to their everyday practices occur. In Critical Compassionate Pedagogy in the Online Environment, Rapchak and Morris examine the challenges and expectations for student engagement and participation that resulted when teaching moved online in response to the COVID-19 pandemic. They note that even for those who were previously teaching online, the pandemic still created significant stress, uncertainty, and hardships in areas both personal and professional. Using critical compassionate pedagogy, influenced by feminist pedagogy, the panelists explore how LIS educators can show compassion and understanding in the online environment, modeling flexible expectations for students, equitable practices, and empathy as professional dispositions and skills of information professionals. Bright et al. offer an overview of a global study that looked at how research methods is taught in LIS Master’s-level programs in their presentation entitled, Investigating Global Approaches to Teaching Research Methods. Findings revealed a fairly common approach that focused on offering a general overview of research methods but little concrete experience in conducting research study design. In reporting the findings of the survey, connections are drawn from the global context to the US context of teaching research methods. The panel will also share their experiences with the challenges of conducting a large-scale, global study during the COVID-19 pandemic, highlighting the resilience of both the research team and the educators who participated in the study. In Protecting Pedagogy and Purging the Persistent Popularity Contest Samek proposes that rising costs and tuition sovereignty, enrollment management, academic entitlement, systemic EDI issues,
instructor authority, trigger warnings, cancel culture, ineffective teaching assessments, budget cuts, restructures, pettiness and privilege, personal animosity, ethics washing and AI, health and well being, attacks on academic freedom, and the limits of performative social justice, all contribute to a reality in which calls for radical compassion in the university do not always afford instructors the protections they need to employ their preferred pedagogies. Asserting that pivots to online teaching and learning have further aggravated this issue, she questions the implications for innovative pedagogies now and in the future by posing the following five questions: What cautions are important to consider in the short, medium and long term? What opportunities for advancing equity seeking academics might be identified in the mix? What rights and responsibilities can we explore at the collective ALISE table to bolster quality education and educational experience that benefit the public good? As a recent LIS school chair, experienced in front lines teaching and learning, Samek provides concrete ways to protect innovations in pedagogy, noting that “it’s past time to better define, even redefine, pedagogical innovation and stop confining it!”

ALISE RESEARCH TAXONOMY TOPICS

education; pedagogy; online learning; students; research methods.

AUTHOR KEYWORDS

online education; critical pedagogy; compassionate pedagogy; COVID-19.
Crafting an Experience with Practitioners in the Classroom

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ABSTRACT

Collaboration between faculty, faculty practitioners, and practitioners enhances teaching and research opportunities, provides more hands-on learning opportunities, and improves the knowledge and experience of all of those involved. Students benefit from learning about real world scenarios to couple with theoretical knowledge. Such experience improves student outcomes and informs their professionalism. Practitioners bring value added to the department with real-time information on new practices, trends, and solutions. Administrations recognize this value added and are striving to foster more inclusivity. Collaboration builds more resiliency into LIS programs and encourages the development of new leaders in our classrooms.

This panel will encourage participants to think critically about the role of practitioners in LIS education. While research faculty serve as the backbone of an academic department and many come with field experience, their focus is research and teaching. Practitioners, whether as adjunct faculty, guest speakers, or full-time lecturers, bring greater emphasis to the lived experiences of the field to the classroom. This blend of current research with current experience offers a more holistic program to the student. Both administrators and accrediting agencies recognize the depth this blend brings to departments as evidenced by shifting attitudes and the development of greater support.

ALISE RESEARCH TAXONOMY TOPICS
Teaching faculty; Curriculum; Online learning; Students

AUTHOR KEYWORDS
Practitioners; Adjunct; Collaboration
Introduction

This panel will discuss and encourage participants to think critically about the role of practitioners in LIS education. We explore the value of working in partnership with tenured faculty to bring a real-life experience to the academic agenda in order to better prepare LIS students for future employment.

Current interest and attitudes towards practitioners in the classroom

Higher education has traditionally used adjunct faculty members across the broad spectrum of curricular offerings in order to supplement the overall faculty population but also to provide technical expertise and a connection to the industry for which the curriculum outcomes are intended to support (Jackson, Jackson, 2015). The use of adjuncts providing instruction has been studied and analyzed by many disciplines to apply credible evidence of the effective use of this practice.

More recently, adjunct faculty represent approximately 57% of university instructional employees across the nation, which makes the value to the student experience and the professional development of the discipline significant. Labeled by some as the X Factor (Harrison, 2021), the value of adjuncts in the classroom continue to create a win/win scenario for bringing the real-life experiences into the academic experience, thus connecting students to the future expectations of their work.

There can be a downside to the use of adjunct instructors, if this is not done strategically or in partnership with tenured faculty and practicing adjuncts as several inequities exist and need a collaborative approach to work in tandem with each other. Tenured faculty must find ways to support their adjunct partners, through training and mentoring on institutional protocols and also finding ways to create future opportunities for adjuncts if that is desirable. With a trending increase use of adjuncts, tenured faculty can be at risk for the future downgrading of their positions without recognizing the importance of a two-tiered academic labor system (Ramsey, 2019).

The use of practitioners in past and present LIS programs

According to ALISE’s 2020 Statistical Report: Trends and Indicators in Library and Information Science Education 36% of LIS courses are taught by adjuncts. That figure is up from 31% in 2015 (ALISE, 2020, p.23). There can be no doubt that in a profession which is very “hands on” the value of having practitioners in the classroom is immense. In a commentary published in Library Journal discussing the value of adjuncts in LIS education, Berry (2013) notes, “deans and LIS administrators showed that they understand and appreciate that adjuncts share the values and goals of the entire faculty, that they enrich the curriculum with their experience of having applied research and theories from the academic ‘ivory tower’ to the practice of the information professions.” (p.10) Likewise, Ritter (2007) notes that adjuncts “provide the perspective of real-world experiences in the classroom” (p.3). She goes on to comment upon the critical importance and value added by adjuncts that have full-time library roles outside their teaching giving them familiarity with current laws and practices as well as the distinct credibility they bring to the classroom coming straight from their day-to-day work in
libraries. Lester (2011) further notes that their role has been not to replace full-time faculty but rather to “balance and complement the teaching competencies of the full-time faculty” (p.212-213). Her study, which incorporated interviewing deans and directors of LIS programs, determined the “importance to students of having courses with professionals who can speak to the realities of day-to-day practice and provide advice on how to be successful in their jobs.” (p. 230). This rings true in the experience of one of the authors of this paper who has received regular and prolific feedback from students over the past 14 years teaching in an adjunct LIS role.

Adjuncts have always played a role in the provision of high-quality LIS programs, and, if anything, that role seems to be increasing. One might surmise with the continued growth of online LIS programs the creative use of adjuncts will grow. Adjuncts may be especially useful when it comes to revising courses and new course development. In fact, the majority of adjunct faculty assist their respective LIS departments in this capacity (Lester, 2011, p.226). One of the key challenges LIS programs will face is how to balance the role of adjuncts and in keeping them engaged and aware of developments within their respective LIS department. Recent experiences during Covid-19 lockdowns provided some rare opportunities in this regard as many LIS departments had to switch to online meetings.

**Shifting attitudes at the program level**

In the spring of 2019, the LIS department of UNCG began a redesign of the capstone class to include a field experience component - requiring all students to have some form of field experience before graduation. The department administration recognized the value of such experience, not only in achieving the program learning outcomes, but improving the marketability of students immediately post-graduation. They also recognized the value added of bringing a practitioner onto the team. As a practitioner newly turned full time faculty member, one of the author’s contributed to the design of the capstone by providing input as a recent practitioner (valued skills, job requirements, expectations of new graduates).

The program is currently conducting its third section of this new course. One of the authors (DePolt) has facilitated all three. So far, course surveys indicate students appreciate the new model and see its relevance. During development, the department also solicited input from the advisory committee, a panel of active practitioners that help inform departmental decision making. All of this synthesizes into conducting change within our accreditation standards and allows the use of real-time information to inform new practices and standards.

Including practitioners in decision making and investing in adjuncts can make a grave impact on LIS programs as a whole. An article written in the *Chronicle of Higher Education* recommends that administration starts to “persuade research faculty to invest in adjuncts” (2018). Investing in adjuncts can provide an atmosphere where practitioners can feel comfortable contributing to other aspects of the program. This can be beneficial to Deans and administrators who desire to provide a holistic experience for the students and insure some consistency across the curriculum.

There is no doubt that most adjunct faculty possess working knowledge of current practices and issues in their field which most are able to incorporate into the classroom. Ritter
(2007) states “students need a way to learn skills in a school setting and observe effective practitioners applying solutions to real problems” (p. 3). This alone can enrich the educational experience for students and bring ideas and fresh perspectives to courses. Fostering the collaboration between practitioners and full-time faculty can maximize learning potential and growth for both parties. Oftentimes, professional development and keeping up with trends in the field can be challenging. For this reason, Glazer and Hannafin (2006) recommend a collaborative apprenticeship approach when teaching in the classroom. “Then, we propose collaborative apprenticeship, an approach designed to support and sustain professional learning through stimulation of reciprocal interactions”. (p.180)

Some practical ways that we can continue to immerse adjuncts into our programs to better the experience for the students and increase the variety of classes that we can offer is to invite practitioners to faculty meetings. Not only faculty meetings but meetings in regard to creating or making adjustments to the curriculum. This would provide adjuncts the opportunity to contribute to the selection of course materials and allow for an opportunity to discuss adding new courses to the curriculum or revising courses. Lester (2011) did a study of the use of adjunct faculty in distance education programs, and she indicates that 69% of the surveyed LIS schools reported that adjuncts revise courses (p. 226).

Deans must recognize the importance of making a continued commitment to include the practitioners in these conversations. Ritter (2007) highlights “collaboration and interaction with the part-time professors and the full-time professors is necessary” (p. 3). In order to accommodate this, an investment may need to be made. This may include adjusting meeting times to maximize the amount of part-time faculty that may be able to participate. According to the study conducted by Lester (2011), “the overwhelming majority of the adjuncts (87% for the two semesters considered together) were employed full-time in other situations” (p. 219). This means that a more flexible meeting schedule may allow for increased participation amongst the adjunct ranks. Furthermore, seeking out opportunities and encouraging, and allocating budget lines to the professional development of adjuncts coupled with shared instructional conversations can lead to the incorporation of more adjuncts into the fabric of LIS programs.

**Shifting attitudes amongst the faculty**

The literature shows some concerns in attitudes of tenured faculty towards practitioner adjuncts/non-tenured faculty (Jackson, 2012, Lester, 2011). Concerns center on lack of teacher training, though many tenured faculty members also don’t have formal training in instruction. They also want to maintain the integrity of the program/department - poor student experiences with adjunct practitioners could be damaging and/or the transitory nature of the adjunct pool. Non-tenured and adjuncts often carry the bulk of the teaching load for a program - allowing tenured and tenure seeking faculty time to pursue their research. Recognition of this helps fuel a collaborative environment. In our program, anecdotally, students seem to perceive their educational needs as met by a mixture of research faculty and practitioners teaching classes. There is also evidence of this on social media platforms (potential students seeking advice about programs). For accreditation, in our case SACS and ALA, interest is focused on faculty to
student ratio. Hiring of non-tenured practitioners helps maintain that ratio while not being completely reliant on the adjunct pool to bring real world experience to the classroom.

**Shifting attitudes amongst practitioners**

For many adjuncts there is little to no training provided when they begin teaching in a LIS program. Lester’s (2011) study, which incorporated interviewing deans and directors of LIS programs, determined that “a small number of survey applicants indicated that no training for adjuncts is provided (8, 19%), and only a third require training for adjuncts before teaching a course” (p. 227). While this may work out well for some, some form of onboarding to the program’s philosophies and foundational work in the course can make onboarding much smoother. The authors of this paper all share the teaching of one class entitled LIS 650 Leadership & Management in Information Organizations. As new adjuncts come aboard and teach this course, they are included in any meetings regarding changes to the course. They are included in the sharing of the syllabi that has already been created in order to provide some consistency for the students in the program. This particular course is required for graduation and therefore oftentimes, multiple sections are needed. With multiple professors teaching the same course each semester, we work together to come up with the assignments. While there is still flexibility in how one carries out the objectives of the course, this allows us to insure some consistency within the program.

As an adjunct, we should feel prepared and supported before entering into a first semester of teaching. Providing background as to why certain assignments had been included---can be beneficial, because without that knowledge, you would not know to include some of those assignments if left to create the course from the beginning. This allows everyone to have fun teaching a course that is consistent with others but also includes ownership and confidence, instead of spending the semester unsure if certain activities or assignments were going to be received well by the students.

Another way that we can retain adjuncts is to recognize the work they are doing in class and in the program. An article written in the *Chronicle of Higher Education* states “reward excellence by paying for it” (2018). It is no secret that there have been disparities and challenges in pay for adjuncts. If adjuncts are doing well, administration should consider alternatives for pay increases or bonuses to show the value of the work that some adjuncts are putting into the classroom. In addition, including adjuncts in decision-making whether it is about a class or changes to the program show that their opinion is valued in that LIS program. Continued support of adjuncts in a holistic way through support, professional development opportunities, raises or recognition may lead to more long-term active involvement in the specific LIS program and the LIS profession as a whole.
**Resilience and leadership in action**

A common assignment used by the four authors in their management courses is a practitioner interview. The students are required to identify and interview a current practitioner in a library management role. They conduct the interview using a mixture of assigned and optional questions. Of particular interest were the responses gathered during the COVID-19 period – Spring 2020 through Summer 2021. Early analysis shows an emphasis on soft skills – emotional intelligence, communication, decision making, and delegation in response to the crisis. Budget challenges were often discussed, with one report relaying catastrophic impact to the library budget, with most responses indicating the full force of budgetary challenges have not (yet) been felt. Staffing challenges were a common theme, as managers struggled to meet the needs of their libraries in addition to approaching staff concerns regarding safety with empathy.

What this assignment demonstrates is the blending of faculty and practitioner expertise to offer the students a holistic assignment. Response to COVID-19 was a fast-moving phenomenon and by asking the students to interview a practitioner at that time, the goal of faculty was for the student to learn what aspects of the managerial toolkit were engaged in that response.

**Conclusion**

There is no doubt that adjunct instructors are a value added to LIS programs by bringing forward practical experiences to enrich the academic climate for students and future librarians. How any given program embraces the use and development of adjuncts in their department can impact the quality of instruction (for both sides) and increase the experience for students. We hope that discussing this issue and sharing our experiences will cascade into broader discussions in other programs.

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