A Changing Profession And Its Education

SI 643 Weeks 2, 4

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Professional Education at End of 19th Century

- Most librarians just worked in a library—learning on the job.
- However, many librarians apprenticed at large libraries like Boston and Harvard
- Educational programs were formed by innovators
  - Melvil Dewey formed Columbia University's Library School 1887
  - Dewey formed Albany's LS program a year later.
  - Other early programs Pratt-1890; Drexel 1892; University of Illinois 1897

Professional Questions at End of 19th Century

- What should [public] library buildings look like? What kinds of furniture should they have?
- How should library collections be organized?
- How will people know what is in these collections?
- How will the Carnegie and other emerging libraries be funded on an ongoing basis?
- How are people going to find out about and use these new institutions?
- What kinds of services should libraries have? E.g., Do we answer questions? What kinds of questions?
- Should there be specialized services for children? For immigrants?
- What does someone need to know to be able run a library?

Carnegie Corporation's Williamson Report-1923

Findings of the Williamson Report:

- The library building program had been a smashing success
- CRISIS in training librarians for new PLs
- No consistency in training,
- No textbooks,
- Faculty largely unprepared,
- Courses far too rudimentary,
- Training inadequately funded;
- No standards to assure quality.

Williamson Report Recommendations:

- Development of formal **"library school"** programs
- Recruitment of more qualified students.
- Move library education into universities (a major educational shift toward the professionalization of library science education (as opposed to training).
- The creation, in addition, of some programs at the graduate level (including the first PhD program in library science—at the University of Chicago in 1928).
- Creation of a few endowments to foster library education quality improvements

Accreditation

- Williamson also recommended the creation of standards for library education. And recommended regular revision of standards. (Standards, developed in 1925, & revised in 1933, 1957, 1972, & 1992, 2008) http://www.ala.org/ala/educationcareers/education/ accreditedprograms/standards/index.cfm

- Williamson also recommended the *creation of a formal accreditation* process based on the standards.

- SI up for accreditation in 2010. First accredited in 1926, Re-accredited most recently in 2003. URL for last program presentation: http://www.si.umich.edu/coa/

1970s: A Challenge to Library Educators

- Up to 1970s library education had a single focus– libraries (and library services)

- Embracing Information as a broader construct that libraries starting (by some) in the early 1970s.

- Robert Taylor. Education "must move" from a "Ptolemaic information universe **with the library at its center** to a dynamic, Copernican universe **with information at its center** and with libraries playing a significant, but not necessarily central, role**."** Taylor. Syracuse University. Approx. 1972.

Growth of the LIS Knowledge Base

- Gradual move away from single emphasis on libraries

- By mid 1980s research focus included:
  - library topics such as the use of library services, library history, online public access, and catalog use, but also more broadly
  - approaches to increasing access to content (knowledge and information),
  - the use of information technologies to store and retrieve information, and information behavior.
  - bibliometrics, information storage and retrieval, database development,
  - information needs & seeking & use,
  - the value of information.

Markey Representation of LIS Education

Image of Markey Representation removed.

KALIPER (1998-2000)

- Impetus: Kellogg multi-million $$$$ investment in UM, 1995-99
- Also several million to: Illinois, Drexel, Md; FSU;
- Kellogg Foundation also funded the KALIPER Project
- Advised by Blue Ribbon Advisory Committee
- 5 teams of scholars (both junior and senior)
- Broad Involvement of LIS Programs in survey and other components
- Dissemination to a broad academic and practitioner community
- Kaliper Report PDF (now on Ctools)
- *Most Extensive Study of LIS Education Since Williamson Report*

KALIPER Trend Summary

- Focus on broad-based information environments.
- User-centered core.
- Interdisciplinary approaches
- Information technology
- Structural curricular changes
- Format changes and increased flexibility
- New degrees, especially undergraduate

Post KALIPER Trends:
The Advances Article

- User-centeredness continues.
- Expanded interdisciplinary research
- Grads increasingly recognized for technology skills and leadership
- Distance Ed delivery has more than tripled.
- New degrees are emerging
- Convergence of domains as seen iSchools
- Increase in numbers of iSchools.
  http://www.ischools.org/index.php/site/about/
- Development of annual iSchool Conference
- Concern by some librarians that change has gone too far.

KALIPER Influences

KALIPER findings have been:

- incorporated into articles that discuss curricular change
- used in curricular revision in various schools
- discussed and debated by librarians
- used as the basis for new "KALIPER" studies in other countries
- incorporated into courses in LIS programs.

KALIPER has:

- Helped archives programs gain momentum as the result of a special KALIPER archives study.
- Documented preparation for 21st Century practice
- Influenced the ways LIS is framed around the world

A recent Google Search 1,040 for KALIPER LIS -Caliper

LIS Education, ALA Accreditation & SI

- Program Review (2009)
- Site Visit & Report (2010)
- Committee on Accreditation Review (2010)

Review/Visit Based on prog review & site visit which focus on SI's:

- Mission, goals, objectives
- Curriculum
- Faculty
- Students
- Administration/Financial Support
- Physical Resources/ Facilities

2008 ALA Curriculum Standards 1-4

1. The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

2. The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.

3. The curriculum responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.

4. The curriculum integrates the theory, application, and use of technology.

2008 ALA Curriculum Standards 5-8

5. The curriculum responds to the needs of a rapidly changing technological and global society.

6. The curriculum provides direction for future development of the field.

7. The curriculum promotes commitment to continuous professional growth.

8. The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

Job Analysis & Competencies Paper

- Type of job; type of environment
- Focus of the job; kinds of problems/activities undertaken
- Relevant info re clientele/constituency
- Demands/expectations of this particular environment (including job conditions/salary)
- Knowledge, skills, abilities, attitudes needed; competency statements relevant (differences/ similarities bet job ad & competency statements)
- Values implicit or explicit
- Similarities/differences by job type
- Most relevant supporting materials