OCLC Distinguished Seminar Series

The Sky is Not Falling! Opportunities Abound as Library and Information Schools Engage the Future

Mike Eisenberg
September 20, 2007
The Myths...

• There’s a crisis in library education.
• Library schools are closing.
• There won’t be enough librarians to fill the ranks of those retiring.
• Library schools aren’t teaching the fundamentals (such as cataloging and children’s services).
• The very core of librarianship is in danger.
The Reality

• There’s a renaissance in library and information education.

• Library programs are expanding.

• There are plenty of new librarians.

• Library schools are teaching traditional fundamentals and much, much more.

• The very core of librarianship is in great shape!
Enrollment Trends

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Agenda

1. From there to here (trends and implications)
2. The 21\textsuperscript{st} century information school
3. The information school movement
4. Librarianship & ischools
5. Opportunities for collaboration and research
6. Q & A
Agenda

1. From there to here (trends and implications)
2. The 21\textsuperscript{st} century information school
3. The information school movement
4. Some thoughts about librarianship
5. Opportunities for collaboration and research
6. Q & A
Technology

TECHNOLOGY IS THE ANSWER!

Now...what was the question?
Higher Education Today

• The research imperative: produce or perish.
• For academic programs, there is no free lunch.
• If not high impact, at least high visibility.
• Fund raising – who loves ya, baby?
• Big (or at least critical mass) is beautiful.
• While not futile it’s still feudal.
The Traditional Library School

• One degree program - professional master’s.
• Small numbers
  – students <200
  – faculty <10
  – staff <5
  – budget <$1 million.
• Low, or even no visibility - on campus and in the broader community.
• Inadequate space and facilities.
• Low research profile and funding.
• Low level of gifts and fund-raising.
• Core constituency (library field) is often disgruntled and minimally supportive.

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The Result for Library Schools

• Closings (although not as many as you might think, particularly in recent years).

• Move to one of many departments in a larger unit (e.g., liberal arts).

• Merger with another unit — communications, computer science, education)
  - or -

• Expansion — ischools —
  — continued independence, success & flourishing!

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## Master’s Students in ALA Accredited Programs

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Data Provided By ALA Office of Accreditation, Sept. 2007

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The 21st C Information School

Recognizes the politics, pressures, and priorities of higher education today.

Embodies collaboration (on campus, in the community, and in the field). “Bake more pies.”

Is creative and entrepreneurial. Gain a “can-and will-do” reputation.

Has a clear sense of where you are and where you want to be.

Strives for identity, visibility and brand.
The Independent Information School
Critical Mass

- Programs on all levels – bachelors, masters, doctorate
- Visibility-on campus & in the broader community; support by the library community
- 300-600+ students
- 15-20 faculty, 5-10 staff
- $2-3 million annual budget
- $1+ million annually in research funding
- $1 million annual fund-raising; permanent endowment includes funded chairs
- State-of-the-art facilities and space
Example – The UW iSchool
Example – The UW iSchool

• **Reputation** – innovative and ambitious
  – The iSchool “gets things done”
  – Use diverse funding models
  – Leads in effective and efficient use of IT
  – Innovative in distance learning
  – A team-player

• **Active research agenda** - involves the full range of faculty and many students across all programs

• **Committed to undergraduate and graduate education**

• **Celebrate the professional and the academic**

• **Collaborative**
  – research
  – academic programs
  – service and outreach
  – management and problem-solving

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Overall Attributes

• User-focused; value people.
• Broad-based.
• Celebrate the professional and the academic.
• Innovative, entrepreneurial, risk-taking.
• Committed to meaningful work--to making a difference.
• View problems as opportunities; e.g., the information society is a mess – yippee!
Tag Lines

A broad-based, inclusive, global information school. Noted for collaboration, high quality, and high impact.

The Information School of the University of Washington

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Tag Lines

We make information work.
This iSchool is about...
Research

- Broad-based & inclusive
- Across all faculty
- Theoretical and applied
- Collaborative (within faculty, across campus, and with colleagues nationally)
- Involves students on all levels
Research Areas

- biomedical informatics
- cataloging – conceptualization, use, and design
- classification
- cognitive work analysis
- computer-supported cooperative work
- electronic government
- design methods for systems and information
- digital libraries
- digital reference
- human-computer interaction
- human information behavior

- information ethics
- information literacy for lifelong learning
- information management
- information and quality of life
- information policy
- information services
- information technology management
- information and system dynamics
- information systems for children and young adults

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Research Areas

• intellectual property
• interaction design
• international aspects of information systems
• knowledge management
• knowledge organization
• natural language processing
• networks – technology, community, and society
• organizational impacts of information systems
• organizational learning
• organizational sustainability
• personal information management

• philosophy & theory of information and library
• privacy rights
• school and public library services for children and young adults
• search/info retrieval
• socio-technical analyses of information systems
• text and data-mining
• user centered design & evaluation of information systems
• value sensitive design

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A Sample of iSchool Research

- Fully Mobile City Government (Fidel, Scholl)
- Libraries in Small Schools (Saxton, Eisenberg)
- Keeping Found Things Found (Jones, Bruce)
- The UW Institute for National Security Education and Research (Desouza)
- Value-Sensitive Design (Friedman, Kahn)
- Searching for Works in the Library: An Exploratory Study of FRBR and Known-Item Searching (Carlyle)
- Credibility Commons
- Information Behavior in Everyday Contexts (Fisher)
- Center for Information Assurance & Cybersecurity (Endicott Popovsky)
Last 6 Months

• 15 proposals submitted
• 12 funded
• 8 in process (this month)
• 4 in development
• Almost all tenure-track faculty represented
• NSF, IMLS, MacArthur Foundation, NIH, NSA, various corporate

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Research Programs: Expenditures

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</table>

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Academic Programs: Broad-based, across all levels

• BS in Informatics
• Master of Library & Information Science
  – full-time and distance
• MS in Information Management
  – full-time and executive
• PhD in Information Science
• Certificate and Outreach Programs
## Academic Programs: Enrollment

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<td>470</td>
<td>523</td>
<td>537</td>
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MLIS Program Curriculum

- Core
- Electives
- Portfolio

Will discuss in more detail in a moment
Service and Outreach
Selected Partners

**Campus**
- Computer Science & Engineering
- Biomedical and Health Informatics
- University Libraries
- Education Partnerships and Learning Technologies
- Cell Systems Initiative (CSI)
- Department of Geography
- Philosophy Department
- Computing & Communications
- UW Educational Outreach
- Evans School of Public Affairs
- Technical Communications
- School of Art
- IT Resource Sharing Group (small schools and colleges)

**Community**
- Washington Research Foundation
- School Districts: Seattle, Lake Washington, Shoreline, Marysville, Spokane (and numerous others)
- Washington State Library
- Bill and Melinda Gates Foundation
- MacArthur Foundation
- First Place Schools
- OCLC/Webjunction
- Seattle Public Library, KCLS, and numerous other public and academic libraries
- Seattle Society for Information Management (SIM)

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Status in the Community

• Private Sector
  – Institute for Innovation in Information Management – connecting the information industry with faculty and students w. projects, meetings & presentations
  – Chief Information Officer (CIO) outreach project
  – Internships
  – Placement of graduates

• Public Sector
  – Library connections
    □ Involved with professional organizations in WA, OR, ID, MT, AK
    □ Washington State Library
    □ Regular contact with Northwest Library Directors
    □ Directed fieldwork
  – Educational Partnerships - faculty involvement
    □ Fisher
    □ Sutton, Saxton, Marcoux, L. Bruce
    □ Louis Fox

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Community Examples

• First Place School – Lorraine Bruce
• American Association of School Librarians Baker and Taylor Distinguished Service Award 2006 – Michael Eisenberg
• Washington Library Media Association – President’s Award 2003 – Betty Marcoux
Administration

• Not a dirty word.
• “The art and science of making dreams come true.”
• Requires buy-in and participation by all members of the community.
Administration
## Development

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<th></th>
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<td>1,553</td>
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<td>5,975</td>
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<td>197,956</td>
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<td>175,832</td>
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<td>28,837</td>
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<td>639</td>
<td>276,856</td>
<td>485</td>
<td>343,639</td>
<td>528</td>
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</tbody>
</table>

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1. From there to here (trends and implications)
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iSchools

- I-Schools Project
- I-Schools Caucus
- iConference (3rd annual at UCLA in 2008)
- Originally 5, then 9, now 19, soon ??
Common Binding Perspective

“We look at the world through information-colored glasses.”

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The Information Perspective

We

• think information, focus on people, help people learn.
• share common vision, concerns and issues, opportunities.
Tag Lines

“To shape the field of information studies for human and social benefit.”

University of Texas, School of Information

“Expanding human capabilities through information.”

Syracuse University, School of Information Studies

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Guiding Principles

1. Consisting of Deans of library and information schools in which representation by a proxy is limited and rare.

2. Engaging individuals and institutions with strategic skills and vision to find common solutions in this digital age.

3. Working with existing organizations and activities where the issues of interest to I-Schools are already being addressed.

4. Disseminating opinions and conclusions broadly to all that can benefit from them.

Adopted by vote of the “I-Schools Caucus” Oct, 2004
2007 Information School Caucus

- UC Berkeley
- Drexel University
- Florida State University
- Georgia Institute of Technology
- University of Illinois Urbana-Champaign
- Indiana University
- Indiana University
- UCLA
- University of Maryland
- University of Michigan
- University of North Carolina
- Penn State University
- University of Pittsburgh
- Rutgers
- Syracuse University
- University of Texas, Austin
- University of Toronto
- University of Washington

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Associations

• iSchools Caucus and iConference

• Other key associations
  – Association for Library and Information Science Education (ALISE)
  – Computing Research Association (CRA) IT Deans

• Professional associations
  – American Library Association (ALA)
  – American Society for Information Science & Technology (ASIST)
  – Association for Information Management (AIM)
  – Association for Computing Machinery (ACM)
  – Society for Information Management (SIM)
Key Elements of ischools

• Broad scope of interests
• Independent (reporting to the chief academic officer)
• Include a range of academic programs
• Emphasis on research as well as teaching
• Substantial number of:
  – Faculty
  – Staff
  – Students
  – Space
  – Budget
  – Research projects
  – Community engagement
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Librarianship

- Thriving in information schools
- Enrollment is up!
- Status is high
- Inclusive – traditional areas and new opportunities
- Our curricula is very close to what you would design if so charged
Librarianship

• Thriving in information schools
• Enrollment is up!
• Status is high
• Inclusive – traditional areas and new opportunities
• Our curricula is very close to what you would design if so charged
## FTE Master’s Students in ALA Accredited Programs

<table>
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<th>Year</th>
<th>Number of Students</th>
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<td>2000/01</td>
<td>9,035</td>
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<tr>
<td>2001/02</td>
<td>9,858</td>
</tr>
</tbody>
</table>

18% increase
Librarianship

- Thriving in information schools
- Enrollment is up
- Status is high
- Inclusive – traditional areas and new opportunities
- Our curricula is very close to what you would design if so charged
At the Center...
Librarianship

- Thriving in information schools
- Enrollment is up
- Status is high
- Inclusive – traditional areas and new opportunities
- Our curricula is very close to what you would design if so charged
Michigan Perspective

“From the start, the leadership of the School of Information was very concerned that taking library out of the title must not result in taking library out of the school.”

Unpublished Email Communication John Leslie King, Dean and Professor, School of Information, University of Michigan, January 2004.
UW Example

• Beverly Cleary Chair in Children’s and Youth Services—our very first endowed chair!
• Our most distinguished alumna
• Promoting children’s and youth services in libraries and communities
• Representing our commitment to children’s and youth services.
Librarianship

• Thriving in information schools
• Enrollment is up
• Status is high
• Inclusive – traditional areas and new opportunities
• Our curricula is very close to what you would design if so charged
MLIS Curriculum (UW)

- 63 quarter credits
- 34 required core
- 29 electives
- Portfolio
MLIS Core Curriculum (UW)

- LIS 500 The Life Cycle of Information (2 credits)
- LIS 510 Information Behavior (4)
- LIS 520 Information Resources, Services and Collections (4)
- LIS 530 Organization of Information and Resources (4)
- LIS 540 Information Systems, Architectures and Retrieval (5)
- LIS 550 Information in Social Context (4)
- LIS 560 Instructional and Training Strategies for Information Professionals (3)
- LIS 570 Research Methods (4)
- LIS 580 Management of Information Organizations (4)
MLIS Portfolio – 5 Essential, Significant Areas

1. Teaching or training experience.
2. Leadership experience.
3. Practical or service experience.
4. Sustained intellectual argument or experience through the creation of a professional-level document or presentation.
5. Project or product involving information technologies, in which you participated in its design and development.
How Some View of Libraries

PASSIVE – STATIC
REPOSITORY OF DATED INFORMATION
A PLACE
OPTIONAL OR OBSOLETE

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How We View Libraries

- ACTIVE – DYNAMIC
- MEET TRADITIONAL NEEDS & THE NEW
- WITH QUALITY, TIMELY CONTENT
- VIRTUAL – PHYSICAL – 24/7
- ESSENTIAL
- PEOPLE-FOCUSED
“Any teacher that can be replaced by technology… should be!”

Paul Welliver, Penn State
“Any librarian that can be replaced by technology… should be!”

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For the Library Field

Just one opportunity (of many) to consider...
The World Wide Web
Library

Carefully selected, managed and organized system of:

✓ Information Services
✓ Information Resources
✓ Information Facilities
• Terrific idea!
• Impressive so far.
• But here’s what I want…
1. Student engagement and information literacy
   by Craig Gibson
   Language: English  Type: Book

2. The Cambridge encyclopedia of the English language
   by David Crystal
   Language: English  Type: Book  Internet Resource

3. Information literacy assessment: standards-based tools and assignments
   by Teresa Y Neely
   Language: English  Type: Book  Internet Resource

4. Web of deception: misinformation on the Internet
   by Anne P Mintz
   Language: English  Type: Book

5. Literacy in a digital world teaching and learning in the age of information
   by Kathleen R Tyner: NetLibrary, Inc.
   Language: English  Type: Internet Resource  Computer File

6. Integrating information literacy into the higher education curriculum: practical models for transformation
1. **reviews - PROFESSIONAL MEDIA - Burkhardt & company get creative with information literacy**
   - Language: English, Type: Article
   - Publisher: New York, NY : Library Journal, 1976-
   - Database: ArticleFirst

2. **Educating the Cut-and-Paste Generation.**
   - by Lorie Roth
   - Language: English, Type: Article
   - Publication: Library Journal, v124 n18 p42-44 Nov 1 1999
   - Database: ERIC The ERIC database is an initiative of the U.S. Department of Education.

3. **Information literacy - Automating Instruction - Elizabeth A. Dupuis unveils an online education package for students -- And now other libraries**
   - by Elizabeth A Dupuis
   - Language: English, Type: Article
   - Publication: Library journal, 7, (2001): 21
   - Publisher: New York, NY [etc.] Library Journal [etc.]
   - Database: ArticleFirst

4. **How Gaming Could Improve Information Literacy**
   - by Ameet Doshi
   - Language: English, Type: Article
   - Publication: Computers in Libraries, v26 n5 p14-17 May 2006
   - Publisher: Information Today, Inc., 143 Old Marlton Pike, Medford, NJ 08055-8750. Tel: 609-654-6256; Fax: 609-654-4309.
   - Database: ERIC The ERIC database is an initiative of the U.S. Department of Education.
How Gaming Could Improve Information Literacy

by Ameet Doshi

Type: Article
Language: English
Publisher: Information Today, Inc., 143 Old Marston Pl, Medford, NJ 08055-8750. Tel: 609-654-6266; Fax: 609-654-4309.
Database: ERIC The ERIC database is an initiative of the U.S. Department of Education.
Other Databases: ArticleFirst
ISSN: 1041-7915
OCLC: 92517186
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98004 Bellevue, WA

Displaying libraries 1-10 out of 1688
Narrow Your Results by Format: Display All Formats

1. City University
Bellevue, WA 98005 United States
2 miles
1. **Student engagement and information literacy**
   by Craig Gibson
   Language: English  Type: Book
   Held by: University of Washington Libraries

2. **Information literacy assessment : standards-based tools and assignments**
   by Teresa Y Neely
   Language: English  Type: Book  Internet Resource
   Held by: University of Washington Libraries

3. **Integrating information literacy into the higher education curriculum : practical models for transformation**
   by Ilene F Rockman
   Language: English  Type: Book  Internet Resource
   Held by: University of Washington Libraries

4. **Information literacy : essential skills for the information age**
   by Michael Eisenberg; Carrie A Lowe, Kathleen L Spitzer
   Language: English  Type: Book
   Held by: University of Washington Libraries
How Gaming Could Improve Information Literacy

by Ameet Doshi

Type: Article
Language: English
Publisher: Information Today, Inc., 143 Old Marlot Pike, Medford, NJ 08055-8750. Tel: 609-654-6266; Fax: 609-654-4309.
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by Ameet Doshi

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How Gaming Could Improve Information Literacy
Aneet Doshi
Computers in Libraries, May 2006, 26. 5; ProQuest Computing
pg. 14
The Challenge

• To be the information source of first choice.
• To be more accessible, easier to use, and higher quality than Google (or others).
Agenda

1. From there to here (trends and implications)
2. Attributes of information schools
3. The information school movement
4. Librarianship & ischools
5. Opportunities for collaboration and research
6. Q & A
Opportunities

• To do in the broader society what information schools are doing in higher education.

• It’s an information wonderland out there! Let’s take advantage of it.

• Think big and bold...not small and incremental.
Computers today are one million times more powerful than those 20 years ago.
In 20 years computers will be one million times more powerful than today!
Upload Photos and Write Notes

Facebook lets you upload as many photo albums as you want. You can upload photos and notes from your mobile phone. When you tag your friends in photos, the photos show up in their profiles.

Publish Notes

You can also share your thoughts by writing notes or importing your external blog. Like photos, you can tag your friends in notes.

M. Eisenberg 2007
A global community of friends and strangers answering one simple question: **What are you doing?** Answer on your phone, IM, or right here on the web!

Look at what [these people](/user) are doing right now...

- **Joestick** missed train by 2 minutes [less than 5 seconds ago](/), from mobile web
- **ycums** YouTubeで再エンコードされて画質低下した奴の高画質版を全てうっ殺して終わった [less than 5 seconds ago](/), from im
- **YoSeLin** @skene - Que sufríes con los anguitas? ojalá que tengas paciencia. :D [less than 10 seconds ago](/), from web [in reply to skene](/)
- **beakmark** @kakutani 4q! [less than 10 seconds ago](/), from web [in reply to kakutani](/)
- **arith** @kagamiriel クリスマスかいですよ！ [less than 10 seconds ago](/), from web [in reply to kagamiriel](/)
- **Bloggo** saluta la banda e inizia a fiorà [less than 10 seconds ago](/), from im
- **Zazie** @orin いきなりメンチですかー！？ [less than 10 seconds ago](/), from web [in reply to orin](/)
- **shaine** So tired. Going to have to pick up smoking [less than 20 seconds ago](/), from bit
- **gaooh** 環境問題でつまづくのは無度ですね...orz [less than 20 seconds ago](/), from brilliantic
Library

• THE information institutions in our communities and organizations.

• Main functions remain:
  – Collections
  – Access
  – Place
  – Services
  – Search
Collections
Access
Place
Services

- Anywhere
- Anytime
- Any Form

A Parallel Information Universe
Opportunities

• To do in the broader society what information schools are doing in higher education.

• It’s an information wonderland out there! Let’s take advantage of it.
Opportunities

• What are the biggest, most pressing problems? Let’s tackle them – together!

• Let’s bring our key assets together – OCLC, the thriving library field, museums, the information schools, IMLS, NSF, foundations (Gates, MacArthur and others)

• Facilitate collaboration, not competition.

• Improve practice-research feedback loops

• Decrease time from research to design to implementation

• Above all…

M. Eisenberg 2007
Think BIG!!
Think Big!

• To meet the information needs of people –
  – Anywhere
  – Anytime
  – In any form
  – Using any and all means.
Thanks for listening!

Questions & Comments?