



# Cataloging Education: A New Emphasis for the LIS Curriculum

ALCTS / CETRC Preconference

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# When we think of LIS education...

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- ALA Committee on Accreditation (COA)
- Accredited master's degree
- ALA-accredited schools in North America
  - 55 public and private institutions
  - Undergraduate, master's, and doctoral degrees
- Curricular requirements
  - Hours (36 semester = 58 quarter)
  - Required “core” courses
  - ALA guidelines

# LIS education & higher education

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- Accreditation
  - Regional for the institution
  - Programmatic (external = ALA)
- Faculty
  - Sweezy decision (354 U.S. 234 (1957))
  - Tenure track and contingent (part-time)
  - Boyer model
    - Teaching / Research / Service
    - Integration / Engagement

# LIS education & higher education

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- Student cycle of recruitment, admissions, matriculation, graduation, placement
- Decentralized budgeting
- Curricular development in response to
  - Mission, vision, and goals
  - Accreditation
  - Professional competencies
  - Learning outcomes (programmatic and course)
  - Employer expectations

# Involves adult learners

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- Andragogy v. Pedagogy
- Life span development
- New passages
- Generations

# Adult learners

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- Characteristics
  - Individual and groups
  - Dynamic
  - Interactive
  - Mediated
  - Peer-to-peer
  - Outcome-oriented
  - Competency-driven
- Lenses
  - Life cycle development
  - Learning styles
  - Multiple intelligences
  - Emotional intelligence
  - Moral, aesthetic development
  - Ethnicity and race
  - Gender

# Cataloging education

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- Required at 9 schools
  - Clarion
  - Hawaii
  - Denver
  - Missouri – Columbia
  - North Carolina – Greensboro
  - Southern Mississippi
  - SUNY Buffalo
  - Toronto
  - Wisconsin – Madison
- Faculty
  - Full-time = 26
  - Vacancies = 4
  - Part-time = 29
- Courses
  - Beginning (3 hours)
  - Concentration (15 hours)
  - Average = 2 courses

# Challenges to cataloging education

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- Tensions of competing masters
- Evolution of cataloging
- Recognition of integration with reference, archives, and special collections
- Convergence of technologies
- Responsiveness to employers



# Challenge 1: Tensions

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- Institutional demands and mandates
- External accrediting body
- Alumni
- Employers (actual and potential)
- Students
  - Current
  - Potential

## Challenge 2: Cataloging evolution

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- Organization and description of resources
- Types of resources
  - Print (multi-format and multilingual)
  - Digital (“born” and made)
  - Media (DVD, VHS, download, etc.)
  - Sound (CD, vinyl, older formats, download)
  - Cartographic (paper, electronic, digital)
  - Cultural heritage (archives, records, and assets)

## Challenge 3: Integration

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- Cross-training of staff
- Outsourcing
  - Acquisitions, standing orders, approval plans
  - Cataloging, processing, “shelf ready”
- Staffing
  - Collapsing of full-time professional positions
  - Increasing paraprofessional positions to technical and public services

## Challenge 4: Convergence

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- Technologies
  - Supporting public and technical services
  - Requiring technical skills and competencies
  - Maintaining and repairing equipment
- Search strategies
  - Approximating Google, Yahoo, etc.
  - Visualization of library catalogs
  - Impending arrival of *RDA*

# Challenge 5: Employers' expectations

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- Theoretical knowledge
- Technical skills (hardware and software)
- Cataloging competencies
  - Bibliographic description, authority work
  - Classifying
  - Subject access
- Workplace competencies
  - Communication (written, oral, and multilingual)
  - Flexibility (work independently and collaboratively)

# Solutions and partnerships

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- Communication
- Mentorships
- Students
- Research
- Next steps

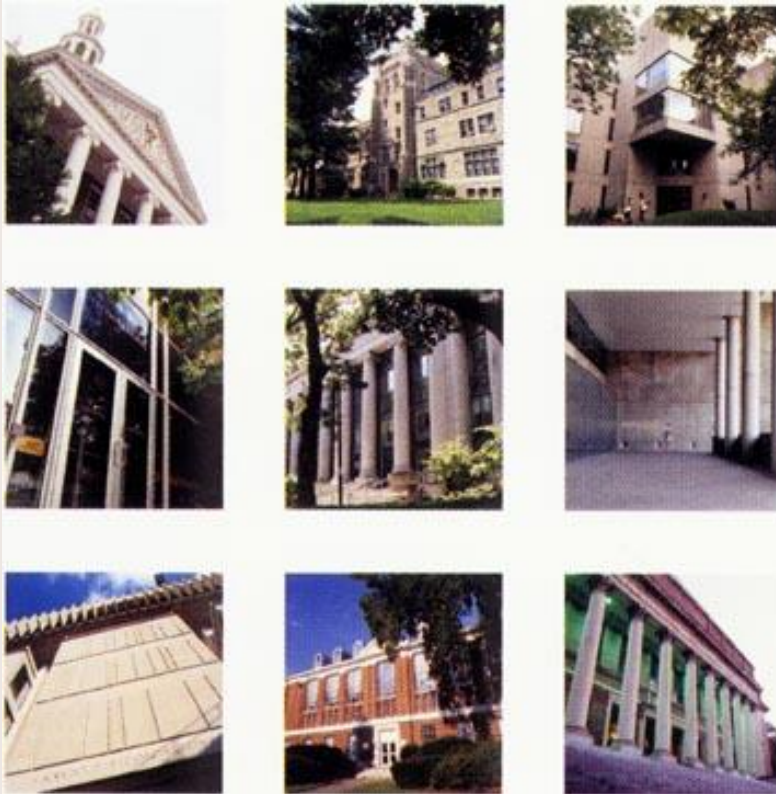
# Solution 1: Communication



- Professional groups
  - National
  - Regional
  - State
- Community of catalogers
- LIS educators



# Solution 2: Mentorships



- Internships
  - Paid
  - Unpaid
- Practica
- Mentorships
- Service learning



## Solution 3: Students

- Support education for cataloging staff
- Work with sponsors and hosts
- Serve on boards / groups
- Seek out learners
  - Paraprofessionals
  - Library school students
  - Professional development



# Solution 4: Research

- Reflects shared questions
- Involves using problem-solving in the “real world”
- Informs practice and teaching
- Involves all of us



# Next steps

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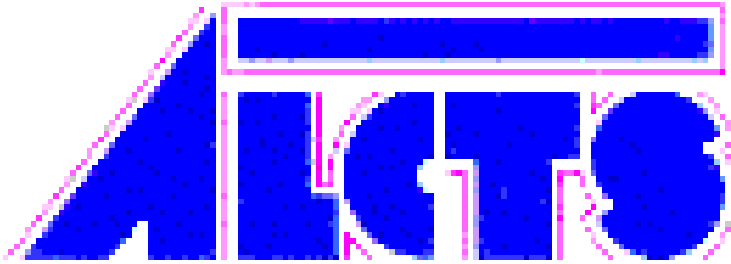


# Step 1: Contact your library school

- Get to know the cataloging faculty
- Offer to collaborate
  - Internship / practicum
  - Mentor students
  - Visit classes
  - Work with faculty and alumni
  - Serve as an advisor



## Step 2: Volunteer



- Join ALCTS
- Volunteer for project and committees
- Contribute training and educational materials to clearinghouses

## Step 3: Participate



- Participate in conversations
- Join listserv
  - Speak up!
  - AUTOCAT
  - OCLC-CAT

## Step 4: Contribute



**Be Inspired !**

- Contribute your best ideas
- Work with us
  - Preparing catalogers
  - Recruiting potential LIS students
  - Educating the community of catalogers



# Questions?



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