



## NEWS

*April 1998*

### *Notes from the President*

April. Our younger colleagues breeze through finishing touches on their final papers at SLIS, the snow that didn't fell in Calgary melts on our streets, and it's time to start packing. Another year has past.

It's time to look back and reflect on the doings of our Association. Steady as she goes! Our membership numbers are up! With e-mail, we are able to reach more of our Alumni, and we can at least enjoy the contact cyberspace provides.

Through membership fees and extra donations we contributed over three hundred dollars to the scholarship fund and \$230 to this year's special fund raising project. There are many forms that your support to the School and Association takes. Sometimes it is financial, and other times it is participation in special events, partnering for a day of real job experience, or serving as a guest speaker, panelist, or lecturer. We are demonstrating our commitment to the School of Library and Information Studies, the University of Alberta, and the profession we are privileged to shape from within. Thank you all!

It is not customary for us to look back. In a profession where the saying "nothing new, constant change" could serve as a motto, we

probably will not summarize or reflect even at our own retirement parties. There is always so much to read, attend to, decode or

just to do, that the job is never finished. I wish to see at least one final edit that we can think of as really final.

However, regrets are of no consequence. It is time to prepare for our Annual General Meeting. Please try to participate this time! There will be a very special guest speaker, the Director of SLIS, and probably other faculty members that you have not seen some time. Come and join me in saying a sincere "thank you" to a group of very special people, the LISAA Executive, who have made this year a great one. They have been working on your behalf for the whole year, or longer. Thank you, Della, for your diligence, commitment to SLIS and LISAA, and all the special conversations! Thank you Barbara, Samantha, and Dr. Schrader for allowing us that special connection with the School, and for adding us to the roster. Diane and Beth, you took care of our day to day and event to event operations, and I give you all the credit for that. I am in debt to all of you. Thank you for a great year!

To all LISAA members and SLIS alumni: we have a very fine association that you deserve to be proud of! Do it now, get involved again!

With best wishes,

Aleksandra Nowacka

LISAA President  
97/98



## LISAA ANNUAL GENERAL MEETING

May 20, 1998 at 6:30 P.M.

Student Lounge - Old Arts Building  
University of Alberta

Speaker: KAREN ADAMS, Director of  
Library Services and Information Resources,  
University of Alberta

Agenda items include:

- ✓ election of new officers
- ✓ approval of budget for the coming year
- ✓ report on scholarship funds

Refreshments to be served.

## **DR. BRUNDIN PRESENTED WITH HONORARY LIFE MEMBERSHIP**

At the Professional Development Day, March 6, 1998, Dr. Robert Brundin was presented with an honorary life membership in LISAA. In his thank you to LISAA, Dr. Brundin stated that "I enjoyed immensely my thirty-six years in the profession of librarianship, but most especially the twenty-one years I spent teaching at the now School of Library and Information Studies. I learned a great deal from all of my students, and have found it very rewarding to see them enjoy successful careers, and to think that I might have had some small part in preparing them for such enjoyable, interesting and useful work."

Dr. Brundin retired as professor emeritus in 1995 after 21 years of service to the University of Alberta and 36 to the profession. He started teaching in the

School of Library Science at the University of Alberta as a Visiting Associate Professor, in 1972. He was invited to join the School at the rank of Associate Professor in 1975, and was promoted to Professor in 1980. Dr. Brundin's teaching and research interests included reference and information services, academic libraries, special collections, library buildings, and history of librarianship. In honour of the 25th anniversary in 1993-94 of the founding of the library school, Dr. Brundin wrote a history entitled *From the Codex to the Computer: Twenty-Five Years of the School of Library and Information Studies*. In addition to his research activities and extensive involvement in the affairs of the University of Alberta, Dr. Brundin has belonged to several local and national professional associations. He maintains an active interest in the history of Canada, especially the Canadian Arctic.

We are honored to have Dr. Brundin as a member of our association.



Dr. Brundin presented with the LISAA membership by Della Jacobson, LISAA Past-President.



## ***In Memoriam***

Mary Elizabeth Park (Betty) Henderson, professor emerita with the School of Library and Information Studies at the University of Alberta, died on October 7, 1997. In the months since her death, we have received several enquiries about possible tributes to Professor Henderson.

In 1994, Professor Henderson made a generous donation to the School. At that time, the computer lab and library were renamed Henderson Hall in her honour and a new scholarship was established in her name. *The M.E.P. Henderson Scholarship in Library and Information Studies* is awarded to students in the MLIS program who demonstrate outstanding academic achievement and professional potential. Current endowment funds support two annual scholarships, one for an incoming student and one for a continuing student.

**Former students and colleagues of Betty Henderson are invited to pay tribute to her memory by contributing to the scholarship fund in her name.** Betty's concern both for the welfare of the MLIS program and for the students in the program were well known; her legacy will be a lasting one. Contributions should be directed to the School with the notation "Henderson Scholarship Endowment Fund".

## ***What the '96 Grads Think***

For the first time last year, the School's salary and placement survey included a question about our graduates' views of the MLIS program; these graduates were students in the program 1994-96 if they were full-time, or earlier if part-time. The specific question asked was very open-ended: "Do you have any comments about how well your MLIS program prepared you for a career in library and information services?" Twenty-one out of 28 respondents to the general survey (75%) answered this question--noteworthy in itself of how interested graduates were in the quality of their educational experience.

Graduates' verbatim comments (edited for anonymity) are available from the School.

Taken as a whole, '96 graduates said they were well satisfied with their MLIS program. They wrote very supportive comments like this: "excellent program", "glad I came here, supportive and knowledgeable profs, I love my job and it's thanks to everyone at SLIS!", "excellent and diverse faculty, varied resources and material content", "really enjoyed and got a lot out of the program", "prepared me very well" (mentioned twice), "good solid background", "very satisfied with skills and knowledge", "introduced me to theories behind the practice", and "expanded my knowledge of the field". The graduate who made the last comment captures the tenor of their peers' stories:

*Although I had considerable library experience before entering the MLIS program, the courses I took expanded my knowledge of the field by providing the theoretical background I lacked and also exposed me to aspects of librarianship in which I had no experience.*

Only one graduate of the 21 who commented did not share these positive views.

Graduates also mentioned a variety of social advantages that they had derived from the MLIS program but were not associated with any specific aspect or course:

- facilitated the establishment of professional contacts,
- opened many doors that would otherwise have been closed,
- was flexible enough to allow the pursuit of individual interests,
- encouraged personal as well as professional growth,
- developed the ability to work cooperatively with other librarians,
- instilled personal confidence,
- enhanced personal status at place of work, and
- broadened understanding of libraries and the culture of library work.

Among the 20 graduates who responded favourably to the program, many singled out specific aspects for positive comment:



- indexing (4 mentions)
- reference services (4)
- Internet training including HTML (3)
- cataloguing (3)
- theory of the field (2)
- library automation (Pat Waterton)
- business communication (Robin Inskip)
- document conservation (Jeannine Green)
- storytelling (Gail de Vos)
- children's courses
- database management
- collection development
- practicum
- "materials" course
- government documents
- advanced reference
- online searching
- bibliographic instruction.

Of the 20 graduates commenting favourably, six added suggestions for program improvement that centred on a) the lack of adequate technology-related courses, b) the need for more instruction on automation-related topics such as networking services, LANs, databases, and OPAC systems, and c) the need for more opportunities for practical library experience.

By way of postscript to the graduates' program suggestions, faculty have taken note of expressed concerns and are in full agreement with them. Some initiatives that have already in fact been taken were designed in the spirit of these concerns.

One example is the fall 1995 introduction of a practicum option offered in both terms that, together with the opportunity for hands-on reference experience through LIS 525, addresses more satisfactorily the earlier concerns about work experience in the program.

Information technology is an area of even greater expansion in the MLIS program. While it is always difficult for the School to keep financial pace with advances in this area, graduates' concerns are being ameliorated with the recent introduction of three Internet and software courses by the Faculty of Education that are accepted into the MLIS program, as well as several other program enhancements that include Dennis Ward's advanced information technology course option for which basic Internet skills are a prerequisite.

Exposure to automation is also being achieved through continuous incorporation into other parts of the MLIS curriculum. Our commitment to enhanced technology options in the program is further underscored by the School's current search for a new full-time faculty member with teaching and research interests in the general area of information management.

*Alvin M. Schrader and Tim Haysom*

## ***Report to the SLIS Community, 1997-98***

### **Students:**

There are presently 94 students enrolled in the MLIS program (66 full time and 28 part time); part time students now make up 30% of the student body. There were 24 graduates at Spring Convocation 1997 and 8 graduates at Fall Convocation 1997.

Our students and graduates were awarded a record number of 32 scholarships, 11 academic prizes and 3 travel awards in 1997. Two MLIS students hold Province of Alberta Graduate Scholarships in 1997-98, out of a total of 37 available at the Master's level at the University of Alberta.

Both fall and winter sessions of the fifth annual *Partner's Day* program, in which MLIS students shadow practitioners for a day, were again very successful. The winter session on January 30 was topped off by a reception attended by an estimated 100 people. *Partner's Day* is sponsored by Partners in Education, a local support group. Thanks to student Anne Carr-Wiggin for superb organization of both sessions.

The twelfth annual *Professional Development Day*, planned and carried out entirely by students in the MLIS program, was held March 6, 1998, with 50 to 80 people attending over the course of the day. The School's Alumni Association, LISAA, together with the School, sponsored a "Welcome to the Profession" reception at the end of the day. Thanks to students Kerry Anderson and Juanita Ottens for organizing the Day's events.

Student ratings of 1997 fall-term graduate and undergraduate courses show that the School continues to have above-average instructors compared to all other U of A



faculty. This includes both continuing and part-time faculty. Students rated SLIS courses in the top 25% at the University on the two major indicators of teaching quality, overall course effectiveness and overall instructor effectiveness.

### **MLIS Curriculum:**

*information technology* - While keeping pace with advances in information technology is a continuous challenge for the School, for the past several years we have been encouraging our students to take various Internet and software courses currently offered by other Faculty of Education departments. Also regularly available are Dennis Ward's advanced information technology course (LIS 538), for which basic Internet skills are a prerequisite, and the management of information technology course (LIS 537), being team-taught this winter by Pat Waterton and Dave Rushton. Exposure to automation is also being achieved through continuous incorporation into other parts of the MLIS curriculum. Our commitment to enhanced technology options in the program is further underscored by the School's current search for a new full-time faculty member with teaching and research interests in the general area of information management. This will bring to a successful conclusion the School's three-year faculty plan to strengthen research and teaching specializations.

*practicum* - The optional practicum (LIS 590) introduced into the program in 1995 continues to be popular, with term enrollments ranging from 5 to 14 over the past three years. About half of all students take the practicum during their program. Together with the opportunity for hands-on reference practice in Toni Samek's advanced reference theory and field experience course (LIS 525), which now includes a major component on bibliographic instruction, opportunities for practical experience are more satisfactorily structured into the MLIS program than in the past. Annual placement surveys also show that most students obtain work experience before or during their MLIS.

*information resources in academic disciplines* - This course, taught on an experimental basis by Toni Samek for the first time in the fall term 1997, replaces the three 'type of literature' courses.

*"best student papers" Web site* - a final requirement in the MLIS program is for students to select a major paper produced during their program for mounting on the School's Web site - look for a wide variety of interesting and useful contributions to the

literature of library and information studies over the next many years!

### **Faculty:**

*Alvin Schrader* was appointed Director for a 5-year term effective July 1, 1997. Schrader received the CLA 1997 *Award for the Advancement of Intellectual Freedom in Canada*, "in recognition and honour of his leadership and courage in defending and promoting the principles of intellectual freedom in Canada," an award given only four times in the last decade and the first time to an individual rather than a library. Schrader was also recently chosen to represent CLA on the IFLA Committee on Freedom of Access to Information and Freedom of Expression.

*Anna Altmann* is on sabbatical January-June 1998. She and Hope Olson gave invited presentations, together with Gillian Michell of UWO, to a Symposium on Women and Technology at the University of Wisconsin-Madison in October 1997.

*Margaret Mackey* accepted a tenure-track position with the School effective July 1, 1997. Margaret's research specialization is library and information services for youth. She brings with her a \$50,000 research grant from SSHRC to study changing literacies in students at various grade levels.

*Dianne Oberg* was on sabbatical July-December 1997. Last year and this, she obtained \$47,000 in funding to develop an Internet-delivered diploma program in teacher-librarianship, and with additional funding in 1998-99 the goal is to have all eight courses available by December 1998. The program also provides the core specialization for an MEd program in school librarianship, and Oberg is working with UBC, UPEI, U Sask, and U Regina to negotiate access to the courses as part of their respective MEd programs in this area.

*Hope Olson* was awarded tenure and promoted to associate professor effective July 1, 1998. Olson and Dennis Ward have just received a 3-year SSHRC research grant of \$76,000 for their proposal to study subject access to marginalized knowledge domains with feminism as a prototype.

*Toni Samek* was on leave January to June to complete her doctoral dissertation, which she defended with flying colours on January 15 at the University of Wisconsin-Madison. She is also expecting her first baby any day now.

Faculty renewal and heightened research productivity are part of the School's strategic plan, and the administrative relationship



with the Faculty of Education continues to be strongly supportive and mutually agreeable in our efforts to meet these goals.

#### **Facilities:**

Sophisticated computer needs of faculty members have been fulfilled through research grants and new faculty start-up grants. Therefore, limited capital funding available to the School is devoted to the continuous upgrading of the student computer lab. Negotiations in the wake of the Rutherford Library renovations are ongoing; while student access to washrooms is still inadequate, unrestricted elevator access alleviates that situation to some degree.

Thanks to alum Della Jacobson, Health Knowledge Network, for conceiving and naming the School's new listserv, *JEROME-L*, dedicated to fostering communication among librarians and friends of libraries in Alberta!

#### **MLIS Reaccreditation:**

We have begun planning for the **March 22-23, 1999 on-site visit** of the MLIS accreditation review panel. A Steering Committee and Working Groups have been established, and our target for the *Program Presentation* (self-study report) is the end of October 1998. **Alumni, employers, and friends of the School are encouraged to submit comments to the Director no later than May 15th.** More information is available upon request.

#### **Scholarship Endowments:**

It is with sadness that we report the passing of two distinguished librarians who were generous scholarship donors in recent years, Miss Lesley Heathcote and Professor Emerita Betty Henderson. Contributions in the name of either donor will be gratefully received, or you may contribute to our general scholarship fund if you prefer.

*Alvin M. Schrader, Director  
April 1998*

### **THANK YOU TO OUR SUPPORTERS**

The faculty and staff of the School of Library and Information Studies would like to take this opportunity to express our

thanks to our many alumni and friends for their generous financial support. Your gifts and support have enriched the learning environment at SLIS. We want you to know that your donations help us in many different ways:

- \* creating scholarships and prizes,
- \* keeping our technology up to date,
- \* advertising the MLIS program and
- \* recruiting students,
- \* supporting faculty research,
- \* hosting and co-hosting workshops and seminars.

*Please bring any error or omissions to our attention so we may correct them.*

**Our thanks to each and every one our supporters!**

#### ***Friends of SLIS***

Anonymous  
Gretchen Brundin  
Edeltraud Crow  
Mary Frost  
Bernard Kowalewski  
Ingrid Roth  
Margaret Evelyn Russell  
Alvin Schrader  
Ilona Storie  
Kathleen Troppman  
John Wright  
Shirley Wright

#### ***Alumni***

June Arnison	Grad '84
Betty Barlow	Grad '72
Jennifer Barnes	Grad '95
Jeffrey Barber	Grad '91
Grant Birks	Grad '69
Joanne Bucklee	Grad '75
Michael Brydges	Grad '78
Jill Cerezke	Grad '95
Lucy Chang	Grad '91

Sylvia Chetner	Grad '74
Constance Clifford	Grad '84
Claudette Cloutier	Grad '94
Susan Cross	Grad '71
Kathleen DeLong	Grad '79
Judy-Lynn Downey	Grad '89
Sylvia Flood	Grad '84
Linda Fritz	Grad '78
Karen Hamilton	Grad '93
Karen Herring	Grad '95
Carol Anne Hutchinson	Grad '95
Asgeir Ingibergsson	Grad '80
David Jenkinson	Grad '69
Elaine Kaga	Grad '91
Dawn Keer	Grad '91
Marjorie Kennedy	Grad '74
Charlene Kramer	Grad '76
Heather-Ann Laird	Grad '90
Linda MacCallum	Grad '93
Blake McDougall	Grad '83
Colleen Mares	Grad '94
Luise Mendler-Johnson	Grad '90
Heather Murray	Grad '86
Marjorie Niehaus	Grad '71
Dianne Oberg	Grad '84
Jean Olsen	Grad '79
Karla Palichuk	Grad '93
Linda Payne	Grad '70
Coral Peterson	Grad '92
Shelley Marie Pirnak	Grad '93
Andrew Raczynski	Grad '93
Jenny Rootman	Grad '70
Marla Scollon	Grad '70
Linda Slater	Grad '88
Sharon Siga	Grad '88
Beverly Speight	Grad '95
Marnie Swanson	Grad '69
Maria Swarbrick	Grad '92
Lisa-Jane Watson	Grad '89
Gary Weber	Grad '96

**THANK YOU EVERYONE!**

The School of Library and Information Studies invites you to attend its Alberta Library conference session entitled "New Literacies Research and Other Discoveries". This session (G7) will take place on Saturday, May 2 from 1:30 -3:00 pm.

Kerry Anderson, MLIS graduating student, will discuss her recent in-depth interviews with rural library staff about their CE needs.

Anne Carr-Wiggin, MLIS graduating student, will discuss her research with students in an Edmonton area jr. high school about information and library use.

Dr. Margaret Mackey, SLIS faculty member, will report on her study of changing literacies - reading, viewing and game playing as observed in students in grades 5, 8 and 11.

Immediately following the session, there will be a reception, sponsored by the Library and Information Studies Alumni Association, for Alumni and Friends.

**Everyone is welcome to attend!**





### ***MLIS ACCREDITATION REVIEW PROCESS - INVITATION TO PARTICIPATE***

It's that time again! Over the next 12 months, the School will be actively engaged in preparing the self-evaluation report that forms the basis for the scheduled accreditation review of the MLIS degree program at the University of Alberta, now tentatively set for March 22-23, 1999. Accreditation is administered through the American Library Association's Committee on Accreditation, with the support of the Canadian Library Association which sends a CLA observer to all Canadian site visits. This review will be the School's first under the *1992 Standards for Accreditation*.

The new *Standards* emphasize the need for broad constituency input and the adoption of a continuous planning process of objectives, activities, and tasks that have clearly identified, measurable outcomes, with a timeline of 3 to 5 years.

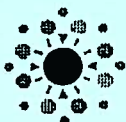
One of the new features is the requirement for a *Plan for the Program Presentation*. The *Plan* outlines the general approach that will be taken in the self-evaluation process, identifies strategic planning documents and existing sources of data, takes previous reviews into account, and identifies data collection needs and plans. It acknowledges that the self-evaluation process must be broadly based among all of the School's constituencies, with an initial focus on mission, goals, and objectives.

The self-evaluation component culminates in the *Program Presentation* (the "Self-Study Report" for those of you familiar with the *1972 Standards*). This is an outcomes assessment document that includes an evaluation of the MLIS program's resources, objectives, strengths, and limitations, with the ultimate purpose of improving its educational effectiveness. The emphasis is on the development of a continuous program planning, development, and improvement process. Broadly, the purpose is to answer the question: To what extent do our graduates acquire the competencies needed for professional practice? The *Program Presentation* forms the basis of the on-site review by an External Panel.

Preliminary planning began in the fall 1997, with School Council appointment of an Accreditation Steering Committee to be charged with overseeing the planning process, and the designation of full-time faculty members to chair Working Committees for each of the seven accreditation standards. The faculty began drafting the *Plan* at an all-day workshop in December, and three meetings in January and February were devoted to discussion and revision in preparation for consideration by the Steering Committee at a meeting held on March 23, 1998; the *Plan* was approved at that meeting with minor modifications. Plans are also underway to hold focus groups with a wide variety of the School's constituencies; focus groups with new and continuing students in the program were scheduled for early April. A copy of the *Plan* is available on request.

As part of the self-evaluation process, we invite comments and input from every graduate of the MLIS program about its effectiveness in preparing them for professional work and lifelong learning. Equally, we invite comments and input from employers of our graduates and from all of our other colleagues and friends. Our target date for feedback is May 15, 1998.

## **NEWS**





SCHOOL OF LIBRARY AND INFORMATION STUDIES  
University of Alberta

***QUESTIONS TO CONSIDER ABOUT THE MLIS PROGRAM***

*You may wish to respond to some or all of the following questions in framing your feedback, in order to help us evaluate the quality of the MLIS program for purposes of the accreditation review process.*

1. Does the program provide sufficient intellectual challenge and learning to justify the degree? Is there adequate breadth and depth? Is there a sufficient range of courses?
2. Does the program provide an environment that fosters student participation in the definition and determination of the total learning experience?
3. Are there adequate opportunities for faculty and students to exchange information on research in progress, for example, through faculty and student research projects and research seminars? Is there a research climate in the program and the School?
3. Is the quality of student supervision adequate to ensure an excellent program? Are the procedures appropriate for monitoring progress and supervising the capping exercise? Are students taking an appropriate length of time to complete their degrees?
4. Does the program attract high quality students? Are there too few or too many? Does the program have an appropriate balance of students? Is there an appropriate number of students within the areas of study for active exchange of ideas?
5. Is the program fulfilling an important mandate? Should its goals and objectives be narrowed or broadened or otherwise modified (see over)? Does the School's vision statement reflect the MLIS program mandate?
6. Do you have any recommendations for improving the program? What redirection if any of available resources, or addition of new resources, would be required to make the program significantly better?
7. Are the facilities, space, laboratory resources, library holdings, access to library holdings, and other resources adequate to support the program?
8. Do you have any other comments about the quality of the MLIS program or about how well it prepares students for a career in library and information services?

**Please submit your comments (letter, fax, phone, or email) by May 15, 1998 to:**

Alvin M. Schrader, Chair, Accreditation Steering Committee  
Room 320 Rutherford South  
School of Library and Information Studies  
University of Alberta  
Edmonton, AB T6G 2J4

