Strategies for Continuing Professional Development of LIS Faculty in Sub-Sahara Africa

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ABSRACT

The paper addresses the need for structured access to continuing education opportunities by LIS faculty in sub-Sahara Africa. The paper takes as it starting point that human development, and in particular education, lies at the heart of Africa's sustainable development. The paper first discusses the barriers and challenges faced by LIS faculty in pursuing their professional development in the areas of teaching, research and service. A potential solution to the problem is then described in the form of an information and educational web based portal modeled after the Foundation for Professional Development, a health sector educational and development organization servicing the needs of health professionals in Southern and Eastern Africa.

INTRODUCTION

Library and Information Science (LIS) professionals, just as many other scholars and professionals in Africa, are faced with many challenges as well as barriers in pursuing their professional development in the areas of teaching, research and service. It is imperative that solutions are found to these barriers since they directly impact the sustainable development of the continent. Addressing these issues sets the agenda for this paper and the main focus is to address the need for structured access to continuing education opportunities by LIS faculty in sub-Saharan Africa.

The paper takes as its starting point the current socio-economic reality in Africa and argues that human development, and in particular education, lies at the heart of Africa's sustainable development. In the next section of the paper, the barriers and challenges faced by LIS faculty in pursuing their professional development in the areas of teaching, research and service are discussed. The paper concludes with a potential solution to the problem modeled after the Foundation for Professional Development, a health sector educational and development organization servicing the needs of health professionals in Southern and Eastern Africa.

LIS CONTINUING EDUCATION AND SUSTAINABLE DEVELOPMENT IN AFRICA

When discussing the different barriers and challenges facing LIS professional development in Africa, it is necessary to understand the broader context of the socio-economic picture in Africa as well as the importance of human development that lies at the heart of Africa's sustainable development.

The socio-economic picture in Africa is a blend of good and bad news. To a large extent Africa is still lacking behind most of the developed world. Apart from South Africa, no other economy in Sub-Saharan Africa is viewed as being part of the new emerging economies – like Korea, Malaysia, Brazil and India. While the developed world is entering into the new era of a global knowledge economy, characterized by advanced application of information technology and increased spending on Research and

Development (R&D), Africa is losing its scientists and scholars at an alarming rate. According to the World Bank (2002) more than 70 000 highly trained professionals, including library educators, are leaving the continent on a yearly basis (World Bank, 2002). Although Africa did make some significant progress to get more children to attend school, it is still failing to a large extent to educate its own people. The problem is not necessarily a lack of priorities, but more a lack of sufficient resources, specifically with regards to higher education and R & D. Many African countries do, for example, allocate a substantial percentage of their GDP towards education; however the dollar amount is still significantly lower than those in the developing world. There are still more than 40 million children who have never attended school and there is a shortage of 3 million teachers. (NEPAD Secretariat weekly newsletter 2005). According to a report published in 2006 by the OECD more that 60% of all adults living in Africa are illiterate. In the oil rich country of Nigeria, only 12% of those who can attend higher education can be accommodated. LIS schools are, in many cases, at the lower end of the priority list. Most countries in Africa hardly budget for R & D and, it would seem are not recruiting for intellectual capital to innovate and produce new technologies that will help to find solutions to Africa's problems. According to a report on Africa by the G8 countries in Sub-Saharan Africa the current spending on R&D is less than 0.1% of the continent's GDP and about 60% of all R&D activities are centered in South Africa. In the greater Congo basin there is virtually "no science at all" (Commission for Africa Report, 2005: 138). In the same report it is mentioned that Africa is economically now worse off than in 1960. Contributing to this problem is Africa's huge debt burden. In 1999 it amounted to US$ 231 billion, which translates into 76% of the Gross Domestic Product (Ellis & Padmore, 2003). Only a small percentage of this debt has been cancelled. According to the Economist (2005) aid in the past decade to African countries dropped from US$17.2 billion to only US$12.2 billion in 1999. This, according to the Economist, makes Africa not only too poor to grow, but also too poor to save (2005:24). On the political front new initiatives and reforms are taking place which are encouraging. Recently 40 of the 56 countries on the continent have had multi-party elections. In 1973 the number was only three (Commission for Africa Report, 2005). Troubling however, is the recent political

unrest in Kenya, South Africa and Nigeria. The situation in Zimbabwe is even worse. The country is on the edge of an economic collapse and the brink of anarchy.

Sustainable development is therefore very challenging in Africa. Servaes (2008:142) strongly argues that there can be no sustainable development without human development, which, we argue, includes continuing education opportunities for LIS educators in Africa. Any strategy for sustainable development in Africa should therefore start with a massive investment in building human capacity. This will lead to the creation of a strong and competitive knowledge sector that will make Africa more competitive and connected to the global body of knowledge. It is our opinion, based on this premises, that an investment in the continuing education of LIS educators in Africa will contribute to sustainable development in Africa. In the next section of the paper we review a number of challenges and barriers regarding LIS continuing education in Africa.

CHALLENGES AND BARRIERS TO LIS CONTINUING EDUCATION IN AFRICA

There are a number of barriers and challenges confronting LIS faculty seeking continuining education (CE) opportunities in Africa that effect sustainable development on the continent. Our review starts by contextualizing CE, followed by the identifying of alternative types of CE activities, defining them, and then pointing out the barriers and challenges these activities present in terms of teaching, research and service.

The review is based on a comprehensive literature search, including the analysis of conference proceedings, reports, and articles written by LIS education scholars. Included too are the results of extended consultations with colleagues at the East African School of Library and Information Science, the MA LIS Programme of the University of Dar es salaam, and the Department of Library Studies Kenyatta University.

Contextualizing the problem

LIS faculty

LIS Faculty refers to those qualified to educate and train LIS professionals and include academic teaching staff, as well as full time faculty members. Faculty members with rank of lecturer, senior lecturer, associate professor or professor implies that the individual holding it has both the formal LIS qualification and experience and has risen by promotion from the lowest to the highest rank. The promotion from one rank to the other is based on specified years of teaching experience, research output and service.

Continuing education

LIS faculty are exposed mainly to two types of education: the first type known as formal Education focuses predominantly on the teaching of theory. Formal education is furthermore characterized by an academic hierarchy moving normally from the Bachelors level, to the Masters level and eventually the doctoral level.

The second type is continuing education (CE) and is a means by which members of a profession maintain, improve and broaden their knowledge and skills and allows opportunities to further the development of their professional qualifications required by the discipline they practice. CE is also defined as the holistic commitment to structured skills enhancement and personal or professional competence. (http://en.wikipedia.org/wiki/ContnuiningProfessional _Development) (7/8/2005).

The Royal Institute of Chartered Surveyors (UK) explains Continuing Professional Development (CPD) by parsing each word so that the word continuing suggests that it is ongoing and never ceases, regardless of age or seniority. It is professional because it is focused on professional competencies in a professional role. And is it is developmental because its goal is to improve personal performance and enhance career progressing, which arguably is much wider than just formal training programs. The reason d'être for

CPD is to be proactive in addressing the problem of outdated knowledge, competencies and skills, that occurs constantly in professions, particular in the library and information professions. Strategies of CPD include: seminars, clinics, workshops, study tours, conferences and short specialized/tailored courses.

IDENTIFICATION OF BARRIERS AND CHALLENGES FACING LIS FACULTY FOR CPD IN AFRICA

African LIS faculty face a variety of CPD barriers and challenges when it comes to teaching, research and service. These are surveyed below:

Accreditation and Teaching

Specific barriers are encountered in seeking placement in accredited LIS education programs whether they are in schools, institutes or departments of library and information science. "Accredited" means that the institution/s should have satisfied the specified standards put in place by the accreditation authority. For example accredited institutions should have approved curricula which are reviewed periodically, qualified academic faculty that meet prescribed standards, suitable teaching and research facilities, and adequate funding, among others. Because of several factors many institutions are not able to obtain accreditation, and even those few that do usually still fall short of meeting all of the standards—resulting in programs that are understaffed, underfunded, ill-equipped and poorly managed. All these factors understandably create problems for LIS educators to effectively carry out the teaching mission of their institutions.

Research

LIS faculty must carry out research to generate or examine theory/practice to be taught, solve LIS research related problems or establish solid metrics to evaluate teaching/learning, research and service. But there are barriers here as well. These include: the exponential growth of student numbers that usurp faculty time to write

research proposals or carry out research, let alone publish; the lack of adequate financial and staff support needed to collect and analyze data, write and edit reports, and publish findings; the scarcity of resources, especially technological resources such as reliable computers, software packages, computer maintenance, and general technology support including training and computer literacy.

Service

LIS faculty are expected to provide professional service and outreach to different sectors of the community. These include membership on governing boards that deliberate issues affecting the LIS profession; involvement as consultants in educational, business and governmental agencies; serving as workshop and seminar leaders in the training of para-professional and professional staff; contributing to professional association activities, serving in leadership capacities. The barriers and challenges for LIS faculty in meeting service expectations are endless, and arise from these factors in addition to others already mentioned. Challenges include a lack of time to participate and no or little contact with the community. This is not only due to a lack of motivation to be involved, but also because of the fact that in many places there are is 'library community' to reach out to.

OTHER CONTRAINTS AND CHALLENGES AFFECTING CPD OF LIS FACULTY IN AFRICA

Apart from research, teaching and service related challenges LIS faculty are also confronted with other constrains. The following are considered to be the most important:

1. Lack of vigorous government support due to low political gain by government in power from LIS systems and services as compared to other popular social institutions such as hospitals, schools, or business initiatives. The consequence of this has been low priority that leads to slow adoption of policy and legal provisions; negligible funding; and little mobilization of public popular support.

2. Apathy and lack of creative leadership among the leadership of LIS professionals leading to poor PRO and therefore lack of strong professional fraternity solidarity and support.

3. Historical hangover of low status of LIS professionals as compared to other professions such as Law, Medicine, Engineering, Surveying, etc. This is partly contributed to lack of a Professional Register and Code of Ethics which should enforce the "closed-door policy"

4. Low Educational levels leading to illiteracy, poverty, disease affecting the majority of people in developing countries. Demand and urgency of LIS services and systems not attractive enough to solicit favorable support.

5. Inadequate number of educated, trained and experienced LIS professional corps to measure up to the giant responsibilities in LIS professional development

6. Lack of facilities such as furniture, equipment and space required for research, teaching and services.

7. Digital divide related problems. There are still problems regarding the information infrastructure such as the cost of hardware and softare as well as maintenance problems. Appropriate bandwidth is also a problem.

8. Shortage of donors' priority from LIS services and systems to the now topical priorities such as HIV/AIDS, human rights and disaster management. For example through the British Council and the American Information Services, UK and USA respectively used to be key funders of LIS professional development in the 70s and 80s. These priorities have now changed.

9. Non-availability of indigenous/local LIS publications/text books through lack of publishing and E-Book trade infrastructure and services.

10. Lack of effective co-operation or networking among LIS educators, students, researchers and institutions. Efforts to create networks, for example: the Library and Information Schools Network in Eastern, Central and Southern Africa (LISNET-ECSA, 2004) and the Standing Conference of Library Schools (SCALS, 1970) did not live beyond formation stage.

11. Lack of regular, well planned and executed continuining professional development programs e.g. seminars, clinics, workshops and conferences. Where these exist, limited participation is the order of the day due to distances, funding, etc.

12. Brain drain. Many African countries have lost LIS professionals to other countries because of poor working conditions, pay, and terminal benefits.
13. Lack of attractive career development structure causing frustration and a worst forcing LIS graduates to divert to other professions such as banking, mass media, etc
14. LIS slanted curriculum producing LIS graduates attuned to providing urban based LIS services thereby ostracizing rural areas where the majority reside and where therefore LIS services should be devoted.

The cumulative effect of some or all of the above barriers and challenges is the slow uneven and sometimes ineffectual development of continuing education initiatives and programs for LIS faculty. In view of this, systematic efforts should be undertaken by the LIS professional community with leadership from the various stakeholders, including the educators themselves, professional associations and societies, governmental agencies, among others. One potential solution is described below.

Finding a Solution: The East, Central, and South Africa Library and Information Studies Portal

As stated in the introduction a significant challenge to members of any profession is the need to stay current on issues and trends confronting the field, as well as the concepts, tools, techniques, skills and theories associated with the subsidiary discipline of one's subject area. This is no less true for the library and information professions, and in fact is made more difficult given that the information fields are driven and advanced by rapid technological change—change which is accompanied by gluttony of information too much to absorb. A double conundrum for the information professions and continuing education or human development exist in the underdeveloped countries where the technological infrastructure is weak, where professional associations are few or non-existent, and where training opportunities are lacking. Certainly as reported above Africa is a case in point.

In July 2004, IFLA/ALP funded a workshop in order to establish the Network of Library and Information Science Schools in Eastern, Central and Southern Africa. This network was established in order to facilitate cooperation between institutions. Isaac. M. N. Kigongo-Bukenya created the Directory of Library and Information Science Education Institutions in the Eastern, Central and Southern Africa Region [(DLISEI-ECSA)](#) as a reference tool for Library and Information Science education institutions in the ECSA region, as well as institutions and individuals worldwide who wish to locate information about LIS education institutions.

As a complement to the DLISEI-ECSA initiative and as part of this paper an information portal has been developed as a solution to some of the barriers and challenges faced by LIS faculty (particularly those in Sub-Saharan Africa) in pursuing their professional development in the areas of teaching, research, and service. It is meant to be a way of easily accessing digital material about LIS programs, conferences, and organizations worldwide. This portal contains links to both commercial and non-commercial sites of interest. The information contained here will be of interest to LIS professionals and students, as well as those interested in future careers in Library and Information Sciences.

BUILDING THE PORTAL

The Drupal content management system helps users create websites or manage documents by enabling users to manage all aspects of the site with a single program. Drupal contains many different modules that users can apply in order to manage user accounts, access usage statistics, configure search functions, and administer and organize content. Administrators can create user profiles to control what functions site users may access. For instance, administrators may allow users to create and add content to the site/document, may require users to obtain permission before posting materials, or may restrict users from posting at all. Administrators may further restrict the types of content displayed on the site by using modules. The different content modules allow for different levels of collaboration: administrators may choose between setting up books, to which

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all users may contribute, creating stories, to which users may add comments, or creating static pages.

One of Drupal's greatest assets is that it is an open-source system. As such, users are able to access the source code and can alter the code to meet their needs. Many users create their own modules to further customize their Drupal site. Some of these are tested by users in Drupal forums; if many users find the modules to be useful, they may be added to later releases of Drupal. Because Drupal has a large user base, there is a great deal of documentation available. Contributors to the Drupal forums are incredibly helpful to new users; users can post questions in Drupal forums and will receive answers almost immediately.

ECSA-SITE:

In creating the site for this project the assistance of two graduate students from the School of Information Sciences, University of Tennessee was solicited. Lauran Young a second year masters student was charged with designing the site and Carolyn Atono a third year doctoral student was responsible for gathering the content. The first step involved administration and content management and setting up the modules that would be used on the site. The TinyMCE editor, Views, Contact, Search, Statistics, and Menu modules, among others were enabled. Then user roles were created and user permissions configured. An Administrator role, that has full permissions to the site, and an Anonymous user role were also created. Anonymous users have the permission to view the full text of the site, access and print printer-friendly pages, use the search feature, and access the site-wide contact form.

For adding content to the site, static pages for each category were created which included: Academics, Conferences, etc. A new menu items for each page was then created, weighting the items so that the pages would be listed alphabetically in the left-hand navigation. Full-html on each page was enabled which allowed for the creation of links to outside sites, as well as for the anchor links on each page. It was decided that the links should not navigate users away from the ECSA site, so the html tags were edited to

allow the links to open in a separate browser window. It was our choice to provide the url within the links instead of assigning a name to the links. This allows users to copy and paste the url for later use, and also helps in troubleshooting dead links.

After creating the individual pages, the ECSA logo and banner was created using Adobe Fireworks. The theme used on the site was configured so the logo would blend seamlessly with the background of the site. Finally, an icon to display was created in the url of the webpage using an online service, hiding the user login.

The content of the portal spans 6 categories. These categories are listed and described below:

Academic Resources

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/4

On this page, you'll find links to directories of Library and Information Science programs worldwide, links to certification and continuing education programs in LIS and related fields, and professional development sources for recent and prospective graduates of LIS programs.

American Library Association (ALA) Accredited Programs

ALA provides an alphabetical directory of accredited Library and Information Science programs in the United States and Canada

http://www.ala.org/ala/accreditation/lisdirb/alphaaccred.cfm

Association for Library and Information Science Education (ALISE)

2007 Directory of Library and Information Science Programs and Faculty in the United States and Canada

ALISE members can purchase an electronic or print directory of faculty members in 60 Library and Information Science programs in North America

http://www.alise.org/mc/page.do?sitePageId=55644

Australian Library and Information Association (ALIA) Education Professional Development Page

ALIA provides information for those just entering the LIS profession, as well as professional development information for those already working in the field.

http://www.alia.org.au/education/

ARMA International Education Page

ARMA provides online education, web seminars, and certification for the Records and Information Management field

http://www.arma.org/learningcenter/index.cfm

Canadian LIS Programs

InfoNation provides links to schools of library and information sciences in Canada.

http://www.cla.ca/infonation/lisprograms.htm

Chartered Institute of Library and Information Professionals (CILIP)

Qualifications and Professional Development Page

CILIP provides information for recent and prospective graduates, employees in the LIS field, and employers. As well as offering professional development opportunities, they also visit schools providing LIS courses to speak to current students about the profession.

http://www.cilip.org.uk/qualificationschartership/

Click University

A service provided by SLA, Click University provides online and in-person LIS courses and seminars for members, as well as certificate programs to improve individual skills.

http://sla.learn.com/learncenter.asp?id=178409

New Zealand Library Association Inc. (LIANZA) Qualifications Page

LIANZA provides a list of LIS degrees and certificates available, as well as the schools that provide each degree in New Zealand

http://www.lianza.org.nz/development/education/qualifications.html

http://www.lianza.org.nz/development/education/providers.html

Records and Information Management (RIM) Certification

ARMA provides information about RIM certification in Certified Record Management, as well as links to additional information through a partner, Institute of Certified Records Managers (ICRM)

http://www.arma.org/careers/certification.cfm

Conferences

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/8

On this page, you'll find information about recent and upcoming conferences sponsored by professional organizations. You'll also find links to LIS organizations' calendars of events.

American Library Association (ALA) Events and Conference Page

ALA provides information about its 2008 midwinter meeting in Philadelphia, 2008 annual conference in Anaheim, and proposed dates of future meetings. It also provides information about promotional events, such as Banned Books Week.

http://www.ala.org/ala/events/eventsconferences.htm

Australian Library and Information Association (ALIA) Events and Conferences

ALIA's events page features a searchable calendar of events and conferences all over the world.

http://www.alia.org.au/events/

Association for Library and Information Science Education (ALISE) Annual Conference

ALISE provides photos, the schedule of participants, a list of speakers, and hotels and visitor information for their 2008 conference in Philadelphia.

--2008

http://www.alise.org/mc/page.do?sitePageId=55601

ALISE is accepting submissions for papers and posters, and is accepting nominations for awards for the 2009 conference in Denver.

--2009

http://www.alise.org/mc/page.do?sitePageId=62136&orgId=ali

ARMA International Annual Conference and Expo

ARMA provides information about its October 2008 conference in Las Vegas.

http://www.arma.org/conference/2008/index.cfm

American Society for Information Science and Technology (ASIS&T) related conferences

Registration is open for ASIST's Information Architecture conference in Miami, being held April, 2008. ASIST is currently accepting proposals for papers for its October, 2008

annual meeting in Columbus.

http://www.asis.org/conferences.html

Canadian Library Association (CLA) 2008 Annual Conference & Trade Show

CLA provides program information, speakers, and registration information about its May 2008 conference in Vancouver.

http://www.cla.ca/conference/2008/index.htm

Canadian Library Association (CLA) related events

CLA provides links to information about such events as Canadian Library Month.

http://www.cla.ca/AM/Template.cfm?Section=Events3

Council on Library and Information Resources (CLIR) Activities

CLIR shares its 2007-2009 programming and research agenda.

http://www.clir.org/activities/index.html

International Federation of Library Associations and Institutions (IFLA) Annual Conference

IFLA provides links to its past, present, and future World Library and Information

Congress: General Conference and Council meetings

http://www.ifla.org/IV/index.htm

New Zealand Library Association Inc. (LIANZA) Events Calendar

LIANZA provides an events calendar with links to pages about events and activities throughout the year including its 2008 conference in Auckland.

http://www.lianza.org.nz/cgi-bin/calendar/calendar.pl

Standing Conference of Eastern, Central and Southern African Library and Information Associations (SCECSAL)

SCECSAL provides information about its biennial conference being held July 2008 in Zambia and provides guidelines for authors submitting papers to the conference.

http://www.scecsal.org/zscecsal18.html

Employment Opportunities

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/7

This page provides links to fellowships, internships, job and career opportunities in LIS and related fields all over the world.

American Library Association (ALA) Employment Opportunities Page

http://www.ala.org/ala/education/empopps/employment.htm

Australian Library and Information Association (ALIA) Job Vacancies Page

http://www.alia.org.au/employment/vacancies/

Association for Library and Information Science Education (ALISE) Job Listings

http://www.alise.org/mc/page.do?sitePageId=55588&orgId=ali

Association of Research Libraries (ARL) Position Announcements Page

http://careers.arl.org/index.php?page=Browse

ARMA International Careers Page

http://www.arma.org/careers/index.cfm

American Society for Information Science and Technology (ASIS&T) Career Page

http://www.asis.org/careers.html

Canadian Library Association (CLA) Page

http://www.cla.ca/AM/Template.cfm?Section=Show_All_Jobs&Template=/TaggedPage/
TaggedPageDisplay.cfm&TPLID=4&ContentID=1868

New Zealand Library Association Inc. (LIANZA) Job Search Page

http://www.lianza.org.nz/development/employers/index.html

Institute of Museum and Library Services (IMLS) Employment Page

http://www.imls.gov/about/employment.shtm

Funding

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/6

This page provides links to awards and scholarship opportunities for LIS students, as well as awards and grants available to current professionals in the LIS field for scholarship and research.

American Library Association (ALA) Awards and Scholarships

http://www.ala.org/Template.cfm?Section=awards

Association for Library and Information Science Education (ALISE) Awards, Honors, and Grants

http://www.alise.org/mc/page.do?sitePageId=55539&orgId=ali

ARMA International Awards Program

http://www.arma.org/myarma/awards/index.cfm

Council on Library and Information Resources (CLIR) Awards & Fellowships

http://www.clir.org/fellowships/fellowships.html

Institute of Museum and Library Services (IMLS)

The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums. This page provides helpful information about past and present grants and other IMLS programs

http://www.imls.gov/

New Zealand Library Association Inc. (LIANZA) Scholarships and Grants

This page provides links to scholarships and grants to library and information professionals in New Zealand

http://www.lianza.org.nz/development/scholarship.html

Library and Information Technology Association (LITA) Scholarships in LIS

http://www.lita.org/ala/lita/newandnoteworthy/LITAScholarships2008.cfm

Museums, Libraries and Archives Council (MLA) Grants and Awards Page

MLA makes grants to sponsored bodies who promote different aspects of the work of museums, libraries and archives in the UK

http://www.mla.gov.uk/aboutus/grants

United Nations Educational and Scientific and Cultural Organization (UNESCO)

UNESCO provides various funding opportunities to carry out research and other projects in communication and information all over the world

http://portal.unesco.org/ci/en/ev.php-
URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html

International Federation of Library Associations and Institutions (IFLA) Fellowships, Funds, Grants and Awards

IFLA administers a number of Grants and Scholarships to enable aspiring library and information professionals from all over the world to enhance their training and to provide funding for new and exciting projects in the field of librarianship.

http://www.ifla.org/III/members/grants.htm

LIS-Related Organizations

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/3

This page provides links to the homepages of major Library and Information Science organizations worldwide.

American Library Association (ALA)

http://www.ala.org/

American Society for Information Science and Technology (ASIS&T)

http://www.asis.org/

ARMA International

http://www.arma.org/

Association for Library and Information Science Education (ALISE)

http://www.alise.org/mc/page.do

Australian Library and Information Association (ALIA)

http://www.alia.org.au/

Canadian Library Association (CLA)

http://www.cla.ca/AM/Template.cfm?Section=Home

Chartered Institute of Library and Information Professionals (CILIP)

http://www.cilip.org.uk/default.cilip

International Federation of Library Associations and Institutions (IFLA)

http://www.ifla.org/

Library and Information Association of New Zealand Aotearoa (LIANZA)

http://www.lianza.org.nz/

Library and Information Technology Association (LITA)

http://www.lita.org/ala/lita/litahome.cfm

Research and Publication Resources

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/5

On this page, you'll find links to major publications in LIS and related fields. You'll also find links to current research being conducted by LIS organizations and educational institutions.

American Library Association (ALA) Products and Publications

This page provides links to various ALA products (Books, Posters, etc) and periodicals (Journals, Magazines, Newsletters, etc.)

http://www.ala.org/ala/ProductsandPublications/Products_and_Publications.htm

Australian Library and Information Association (ALIA) Research and Exchange Partnership Page

http://www.alia.org.au/research/

Association for Library and Information Science Education (ALISE) 2006 Directory of Library and Information Science Programs and Faculty in the United States and Canada

http://www.alise.org/mc/page.do?sitePageId=55644

Annual Review of Information Science and Technology (ARIST)

ARIST is an annual publication produced for the American Society for Information Science & Technology (ASIST) and published by Information Today, Inc.

http://www.asis.org/Publications/ARIST/

Australian Academic & Research Libraries (AARL)

AARL is a quarterly journal devoted to all aspects of librarianship in university and college libraries, including the Technical and Further Education sector, and in research libraries of all types.

http://www.alia.org.au/publishing/aarl/

Australian Library Journal (ALJ)

The Australian Library Journal is published quarterly and contains a wide coverage of Australian library issues ranging from ongoing research to day-to-day news from the workplace.

http://www.alia.org.au/publishing/alj/

Canada Institute for Scientific and Technical Information (NRC-CISTI)

This is Canada's foremost provider of scientific, technical, engineering and medical information services.

http://cisti-icist.nrc-cnrc.gc.ca/main_e.html

Council on Library and Information Resources (CLIR) Publications

CLIR publishes newsletters, reports, and other occasional items. The full text of most of their publications is available on this Web site.

http://www.clir.org/pubs/pubs.html

International Federation of Library Associations and Institutions (IFLA) Activities and Services

http://www.ifla.org/act-serv.htm

Publications and other Resources

This page provides links to various IFLA publications, databases, directories, and indexes

http://www.ifla.org/ipubs.htm

The Information Management Journal (IMJ)

IMJ is the leading source of information on topics and issues central to the management of records and information worldwide.

http://www.arma.org/imj/index.cfm

Information Technology and Libraries (ITAL)

This page provides links to past volumes of ITAL as well as information for authors and advertisers

http://www.lita.org/ala/lita/litapublications/ital/italinformation.cfm

Journal of the American Society for Information Science and Technology (JASIST)

JASIST is a fully refereed scholarly and technical periodical that has been published continuously since 1950. This page provides a link to the full-text articles of JASIST (login is required).

http://www.asis.org/jasist.html

Journal of Education for Library and Information Science (JELIS)

This page provides links to subscription as well as manuscript submission.

http://www.alise.org/mc/page.do?sitePageId=55627

New Zealand Library Association Inc. (LIANZA) Publications and Resources Page

This page provides links to a number of publications including *The* NZ Library &

Information Management Journal (NZLIMJ) and Library Life

http://www.lianza.org.nz/publications/

LIS Research Areas Classification Scheme

This is a research classification scheme developed by ALISE

http://www.alise.org/mc/page.do?sitePageId=55727

Research in LIS pedagogy

This page provides a brief discussion of research in LIS pedagogy and teaching

http://www.alise.org/mc/page.do?sitePageId=55546

Technology Electronic Reviews (TER)

This page provides links to current and back issues of TER

http://www.lita.org/ala/lita/litapublications/ter/tertechnology.cfm

Other Resources

https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/9

These are links to helpful information to LIS students and professionals.

American Library Association (ALA) Professional Tools Page

This page provides links to resources helpful to the daily work of library and information

professionals

http://www.ala.org/ala/proftools/professional.htm

Australian Library and Information Association (ALIA) Issues and Advocacy Page

This page provides links to policy positions and issues pertinent to ALIA

http://www.alia.org.au/advocacy/

Association of Research Libraries (ARL)

This page provides links to ARL news announcements and activities the Association is

involved in.

http://www.arl.org/

The British Library

This page allows you to search the British Library's holdings

http://www.bl.uk/index.shtml

Canadian Library Association (CLA) Resources Page

In this section you will find resources produced by and for the Canadian

Library Association

http://www.cla.ca/AM/Template.cfm?Section=Resources1

Council on Library and Information Resources (CLIR)

CLIR is an independent, nonprofit organization that works to maintain and improve

access to information. In partnership with other institutions, CLIR helps create services

that expand the concept of "library" and supports the providers and preservers of

information

http://www.clir.org/

Digital Library Federation (DLF)

The DLF is a consortium of libraries and related agencies that are pioneering the use of

electronic-information technologies to extend collections and services

http://www.diglib.org/

International Association of School Librarianship (IASL)

IASL's mission is to provide an international forum for people interested in promoting

effective school library media programs as viable instruments in the educational process

http://www.iasl-online.org/

International Federation of Library Associations and Institutions (IFLA) Electronic

Resources Page

This page provides links to IFLA's electronic collections

http://www.ifla.org/II/index.htm

Institute of Museum and Library Services (IMLS) Resources Page

IMLS acts as a clearing house for information, helping museums and libraries nationwide

improve their service

http://www.imls.gov/resources/resources.shtm

Library Associates Companies (LAC)

LAC provides consulting and staffing services to organizations ranging from libraries to software vendors to new technology companies

http://www.libraryassociates.com/index.html

The Library Corporation (TLC)

TLC provides automation solutions to libraries

http://www.tlcdelivers.com/tlc/default.asp

Records Management Association of Australasia (RMAA)

RMAA's services range from participation in the development of standards for records management, to advocacy on records management issues, and the delivery of courses, conventions and seminars at both federal and state level

http://www.rmaa.com.au/index.cfm

Standing Conference of Eastern, Central and Southern African Library and Information Associations (SCECSAL)

SCECSAL is a regional grouping of library and information associations in Africa

http://www.scecsal.org/

The ECSA-LIS Portal resides on a SIS server https://drupal.sunsite.utk.edu/ifla.sis.utk.edu/?q=node/10. The web master for the portal will be a doctoral student within the College of Communication and Information. Content contributions should be sent to Cindy Lancaster, the SIS technology coordinator at (landcast@utk.edu).

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