

The ANZTLA *E* Journal

Australian and New Zealand Theological Library Association  No. 19 (2017)



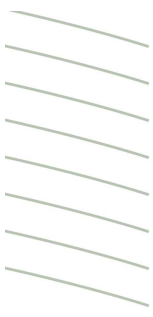
The conference logo for the 32nd ANZTLA Conference, which was held in Perth from 10 to 13 July 2017, brings together the conference themes of innovation, collaboration, transformation. The light bulb is used to depict new ideas flourishing; the square links are used to signify links between ANZTLA libraries and colleagues; and the circle of arrows signify continual renewal and growth. This conference certainly fostered and enhanced the "development of theological and religious libraries and librarianship" and the wonderful papers presented are contained in this issue – enjoy!

Kerrie Stevens, Eve James, Huw Sandaver

Editorial team

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Leading Quietly: Widening the Circle of Influence

Dr Brian Harris

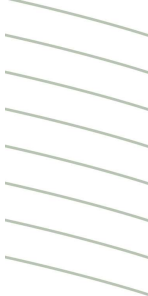
This paper explores the theory of quiet leadership and its relevance for those who assume they are not leaders or who lead reluctantly. It discusses some of the key virtues of quiet leadership – modesty, restraint, tenacity, interdependence and other-centeredness – and links these to theological images of leaders as servants, shepherds, stewards, sages and seers, all the time exploring how ordinary people can widen their circle of influence and their capacity to lead lives which are a force for good.

I think that most of us want to make a difference in life, but we doubt that we can. We don't usually think of ourselves as leaders – that lofty status belongs to others, who are larger than life and really not like us at all. And yet we all know that in our own way we can make a difference. This has been expressed in different ways. “*It is better to light a candle than to curse the dark*” is one of my favourites.

Or perhaps you have seen the Starfish clip on YouTube where a young boy is throwing starfish washed up by the tide and in danger of being killed from the rising sun, back into the ocean.¹ A man watching the boy challenges him. “Why are you doing that? Don't you see how many starfish there are? You can't possibly throw them all back in. What difference can you make?” But the boy simply bends down, picks up another starfish, throws it in the ocean and says – “there, I made a difference to that one.”

Those of you who might have worked in some of the poorest countries of the world where need simply overwhelms you, know the wisdom of that. **Not being able to do everything should never be an excuse for doing nothing.**

¹ <https://www.youtube.com/watch?v=Z-aVMdJ3Aok>



It's the reason I wrote my book, *The Tortoise Usually Wins*, because I wanted to affirm that ordinary people can genuinely make a difference, and can change the world, one step at a time. And I thought it would be helpful to talk about some of these insights at this ANZTLA conference because librarians are often falsely caricatured as people who you overlook – people who work quietly in the background tracking down obscure texts and volumes, people you wouldn't quickly link the L word to – leadership. But I don't for one moment believe that caricature to be true. To the contrary, I believe that anyone who really wants to make a difference, and who carefully and systematically thinks about how they will do so, can. Here is what I wrote in the opening chapter of *The Tortoise Usually Wins*:

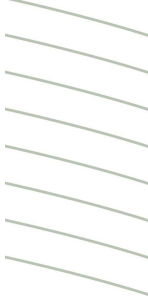
I've written this book for those who consider themselves as unlikely leaders. If you are one of them, you probably don't consider yourself to be the most talented, charismatic or gifted individual. You might have landed up in a leadership position, but are perhaps surprised that you got there. Alternatively, you might be well aware that you gained the post because you were the only available candidate. Or it could be that you hold no leadership position, but you'd like to, not because you relish the limelight, but because you believe in what your group is trying to do and you'd really like to help them to do it a little better. It could even be that the thought of leadership makes you want to run a mile, but you feel disgruntled with the way things are and wish that there were better leaders around to deal with the challenge. It could be that your name is written against that challenge, even though that option hasn't yet dawned on you and the thought of it fills you with an uneasy sense of panic.

All these scenarios are ones which call for quiet leadership.

Quiet Leadership is a theory of leadership that sidesteps questions of charisma, and when looking at the characteristics of a leader focuses on leadership virtues and values, rather than innate abilities. It explores ways to have influence regardless of formal position, and it examines the relationship between desired outcomes and virtues such as restraint, modesty and tenacity.

It debunks the myth that the good is the enemy of the best and suggests that the reverse is true. Too often competent people are paralyzed into inactivity by unattainable images of perfection. Rather than make their helpful contribution, they retreat so as not to be in the way of a great leader. The trouble is that very few great leaders exist. While it's wonderful when they do, the leadership void in most organizations points to their rarity. Quiet leaders realize this. They are modest enough to know they are not great, but they are tenacious and committed to the task and willing to work co-operatively with others to achieve it. When released to make their good contribution, very pleasing things happen. What's more they happen in real life – not in the fantasy land of non-existent heroes (3-4).²

² Brian Harris, *The Tortoise Usually Wins: Biblical Reflections on Quiet Leadership for Reluctant Leaders* (Milton Keynes: Paternoster, 2013).



Can we be leaders and can we influence others? Our conference theme certainly suggests that we can, for it builds on the blocks of transformation, innovation and collaboration – and if that truly happens, current reality will morph into an alternate reality – a transformed, innovative, collaborative reality, and transformed realities only happen as a result of leadership. Let’s recap some leadership 101 principles.

Those who study leadership theory will tell you that key theories of leadership usually fall into one of four categories – heroic or charismatic leadership, positional leadership, leadership through influence, or leadership assessed in the light of outcomes.

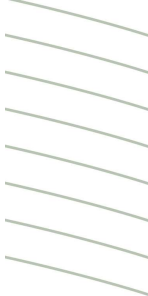
A quick comment on each.

The heroic or charismatic view of leadership tends to be the default drive. Those who embrace it point to qualities inherent within leaders, which make it more likely that they will gain a following. Some are natural genetic advantages that people have. For example, taller people are more likely to be seen as leaders. Whilst we can try and boost our height with heels, over the longer term, there is not much we can do about that. If we are shorter than average, we are less likely to be seen as charismatic leaders. Note that I said less likely. Disadvantages can be overcome, and sometimes, with good humour or creativity, we can work disadvantages to our advantage. For all that, less likely means less likely.

Others we can remedy more readily. For example, charismatic leaders are usually optimistic and affirming. They speak about their hopes more readily than their fears, and in so doing, inspire others. Now we might not naturally be optimistic people – indeed, we might be people who find that anxiety and fear more naturally grip our hearts, but we can intentionally think about what we speak about, and instead of deferring to our Eeyore-like instincts to immediately focus on the sad and depressing, we can speak to our hopes and dreams. Once we have been alerted to the issue, it is a matter of choice - albeit that we might need to remind ourselves to tilt towards the positive instead of the negative, and we might need to remind ourselves over and over again. Those who are natural charismatic leaders rarely need such reminders. For them it is more of an instinct, but some instincts can be reproduced, and we can learn from them.

Positional view of leadership focus, not too surprisingly, on position. If you want to know who the leader is, look for the one who holds the CEO title – the Boss. However, increasingly leadership theorists note that whenever significant change takes place it is almost always as a result of leaderships (plural) rather than leadership (singular). And there are many positions of influence within most organisations. Whether position is used as a doorway to leadership or not, largely depends on whether the holder of the position is alert to the possibilities inherent within the position they hold.

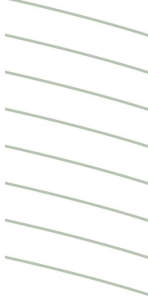
Most of you work in theological libraries. Think of the position you hold. You are the gateway to the conversation that has taken place about the Christian faith for the last 2000 years. Our students and staff look to you to point them to aspects of that conversation that they wish to explore. Some of them are charismatic leaders who will talk about their findings far and wide. What they say will often be shaped by what you point them towards.



You might like to think about causes you wish to champion to make sure they get an adequate airing. I see our own librarians at Vose Seminary do that wonderfully well. Amongst our many, many racks of books, they have opened up spaces where a cluster of books orientate facewards instead of spine wards, towards anyone walking down the line. What difference does that make? A huge difference. I know it for myself. Like any academic I'm aware that there are certain books in my field that I must read, and I will track them down no matter how obscure the location. But I also select books spontaneously to enrich me. And I have noticed that more than 70% of my spontaneous choices comes, not too surprisingly, from those books which orientate facewards towards me. Space only allows that to be a relatively small number – so who selects which books face outwards... well, you do. And in doing that, you are shaping which books are more likely to be read. And in shaping which books are more likely to be read, in your own way, you are shaping which ideas are more likely to find traction, to be disseminated and to make a difference. Now do that intentionally over a 40 year career, and you actually do make a difference. It is one little example of positional leadership.

The third common view of leadership suggests that leadership is about influence. Though for the last decade plus I have been the principal of Vose Seminary, before that I was a pastor of a few Baptist churches. Baptist churches work with a congregational system of government – in other words, it is the congregation who ultimately make all the decisions for the church, not the pastors. Now the pastor or pastors can certainly use their influence to try and shape the decisions that get made, but so can anyone else in the congregation. Ask any Baptist pastor about the influence exercised by some congregational members and they will have a story to tell you... sometimes one that inspires, but often not. The pastor might stand up at a members meeting and propose a bold new plan, but as he or she does so, a member of the congregation might somewhat too obviously fold their arms and snort softly. That might be all they do, but as every eye in the meeting glances towards that person, the die is cast and you know the plan is doomed. Though they utter not one word of protest at the meeting, after that non-verbal cue (if they are a person of significant influence), you know the plan will be voted down. That's leadership through influence – in this case, not very constructive leadership, indeed, this is an example of influence being used as a brake rather than a door opener, but it is leadership in the sense that leadership is about impacting outcomes – in this case, influence leads to a 'no' outcome.

But that's a negative example. Let me use a more positive one which I hope will be closer to home. After I published *The Tortoise Usually Wins*, my home church decided to encourage church members to read it – which was really nice of them. Unfortunately the day it was announced, the announcer was at best ho hum. It came garbled out as, "Brian's just published a new book you can purchase, the craft group meets on Wednesday, and please remember to pick up your children from children's church at the end of the service." The notice was totally lost in the wad of the usual trivia. Not too surprisingly, no one paid any attention to it and the large pile of my books was no smaller even when we were deep into our after church tea time, and the window of opportunity for sales was fast fading. At that critical point Bec Oates came to me and said, "Brian, your books aren't selling. Why?" "I don't think anyone heard the notice," I grumbled in reply. "That's not good enough," she said. "I'll get them moving." And bless her, she did. She went up to one group of people after another and asked, "Have you purchased Brian's book yet? It's really good.



And so cheap. Better get in quickly before they all sell.” Within minutes, every book was sold. All she did was to use the influence she had through knowing most of the people there to get the books sold. I’d like to think she made a contribution for good by doing that!

The fourth view of leadership focuses firmly on outcomes. This view suggests that it really doesn’t matter if you do or don’t have charisma, a position from which to exercise leadership, or even much influence. At the end of the day, when leaders are around, things happen, and you get different outcomes. If they are good leaders, the outcomes are good. If they are toxic leaders, like Hitler, the outcomes are terrible, but regardless, when leaders are around, you get different outcomes. Some theorists consider this view as an extension of the leadership by influence view, because they say you can be a person of influence, but unless you carefully think about the outcomes you want, you might not use the influence you have to get the outcomes you desire. And indeed, all too often we see examples of people using their influence to stop things from happening, rather than to lead a group towards a more desirable future.

So there you have it – four key views on leadership... charisma, position, influence and outcomes. Tonight I want to champion one simple idea. Even if you are not naturally a charismatic leader, you can be a very effective leader in the sense that your involvement leads to a better outcome than would otherwise have been achieved, and you do that by taking seriously the possibility that you can make a difference if you work steadily, persistently and resiliently towards the good that you have identified Joseph Badaracco³ who, together with David Rock,⁴ is usually credited as the pioneer in the work on quiet leadership, has written:

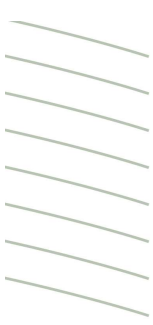
Over the course of a career spent studying management and leadership, I have observed that the most effective leaders are rarely public heroes. These men and women are rarely high-profile champions... They move patiently, carefully, and incrementally... I have come to call these people quiet leaders because their modesty and restraint are in large measure responsible for their impressive achievements. And since big problems can only be resolved by a long series of small efforts, quiet leadership, despite its seemingly slow pace, often turns out to be the quickest way to make an organization – and the world – a better place.

If it is true that it only takes patient persistence to make a difference, how come most of us are not far more effective leaders? There is, as always, a catch. Dan Allender has written about some of the challenges of leadership in his excellent book *Leading with a Limp*.⁵ In it he notes that all leaders eventually have to face five categories of problems. He classifies these as being:

1. Crisis
2. Complexity
3. Betrayal
4. Loneliness
5. Weariness

³ Joseph L. Badaracco Jr., *Leading Quietly: An Unorthodox Guide to Doing the Right Thing* (Boston: Harvard Business School, 2002).

⁴ David Rock, *Quiet Leadership: Six Steps to Transforming Performance at Work* (New York: Harper Collins, 2006).



I have explored these five leadership challenges with many groups over the years, and usually ask which challenge group members find the most difficult in their own leadership. The most common answer is betrayal – that awful realisation in leadership that someone you thought supported you fully, someone who had your back, is actually singing a different tune behind it. That is hard to deal with. But here is the liberating thing. The fact that betrayal finds its way onto a list of the five most common leadership challenges underlines its inevitability. When it happens to us, it means we can breathe deeply and say “though this feels very personal, it was always going to happen sometime.” Just being able to say that helps to normalise the experience, and normalising it helps to take some (though not all) of the sting out of it.

However, rather than dwell on betrayal, I thought tonight I’d rather say a little about the leadership challenge of complexity... and I do that very mindful of the complex setting in which you practice your profession. Constant change is the new normal, and if you’ve been around for a few years, the job you initially signed up for is probably not the job you are doing right now.

In complex situations I draw great encouragement for the ethically perplexing situation the Hebrew midwives, Shiprah and Puah, found themselves in thousands of years ago. You find the account in Exodus 1. Let me recap it briefly.

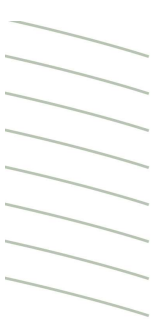
After Joseph had helped to rescue both the Egyptians and Hebrews during his time as Prime Minister of Egypt, a new Pharaoh came to power who knew nothing about Joseph. And indeed, we should always worry when we have leaders who have no historical perspective. Declaring the Hebrews to be enemies, this Pharaoh puts them into slavery, but even that is not enough to allay his fears. He decides that in future, all male Hebrew babies must be killed at birth. He accordingly instructs two Hebrew midwives, Shiprah and Puah, to act as his executioners, and to kill all Hebrew male babies at birth. Aghast at this instruction, and no doubt terrified at the likely repercussion for disobedience, these two women know only one thing. This is a command they cannot obey. And they don’t.

Inevitably Pharaoh calls them to account. It is here that they tell their creative porky. “Hebrew women,” they declare, “are not like refined Egyptian women, who need the services of a midwife. Hebrew women are like old cows. Their babies simply drop out. So what’s a midwife to do? We are never called in on time to kill off the males.”

It’s an obvious untruth, but prejudice makes fools of all who fall for its allure, and Pharaoh is duped. You can almost hear him saying, “I knew it. Those Hebrews just aren’t like normal people.”

God is clearly pleased with the midwives’ response, because Exodus 1 tells us God rewards them with children of their own. What is more, what are their names? Shiprah and Puah. That’s significant, because in the ancient world having your name remembered (along with having children of your own) was seen as the greatest of all blessings. By contrast, Pharaoh’s name was – pass. The passage deliberately omits it. He forever remains “Pharaoh who?”

⁵ Dan B. Allender, *Leading with a Limp: Turning Your Struggles into Strengths* (Colorado Springs: WaterBrook, 2006).



Now lest you feel, what's the big deal about this, let me clarify the ethical issues in this scenario.

The midwives lie – and God rewards them. Does that mean lying is OK? “Hold on,” you say, “they lie to save lives. They realise not all ethical obligations are of the same magnitude. Saving lives trumps truth telling – it's not such a big deal.” Really – what was the lie they told? “Hebrew women are not like Egyptian women” is the direct quote from the passage. That's a very dangerous lie. It “others” all Hebrew women, indeed all the Hebrew people. It's the stuff that makes the mass extermination of groups possible. Actually, it's the kind of attitude that made the Holocaust possible. Say that people aren't really like other people and any atrocity becomes acceptable. This was a very dangerous lie.

What's more, it's an unsuccessful lie. On hearing it, Pharaoh simply shrugs and says, “so death at birth isn't possible. We'll drown them instead.” And that's exactly what happens.

So Shiphrah and Puah are not just liars, but dangerous, unsuccessful liars. But God ensures that their names are remembered and they are given children of their own. In the impossible situation in which they found themselves, they did not find a tidy way forward. But God fully understood their dilemma, and rewards them.

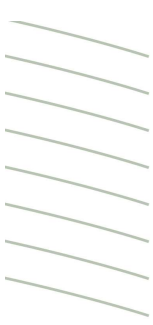
I'm sure you see the difference this makes. Leadership invariably leads to situations of real complexity – situations where you sometimes have to decide between bad and worse, or when the right path forward is alarmingly filled with compromise. And this passage quietly affirms that God understands, and simply requires us to act in accord with our most deeply held convictions, and then to leave the outcome to the God who knows every aspect of every situation.

And let's be realistic. The context in which we have to exercise our own quiet form of leadership is not easy. The Christian faith is being challenged more vigorously than ever before. While the new atheists express their criticism of Christianity in different ways, in essence they are saying that it is intellectually vacuous, morally suspect and experientially empty. It's a harsh trio of charges.

In their own way, our theological libraries are more important than ever. They provide resources to equip us for this context – be they intellectual resources, or resources that challenge us to more godly living, or which spur us to greater creativity in the church communities we help to form and shape.

As ever, as we try to provide leadership in this setting, we need to hold to the five S words that describe the essence of Christian leadership in any setting. Leaders are to be

- S – Servants
- S – Shepherds
- S – Stewards
- S – Sages
- S – Seers



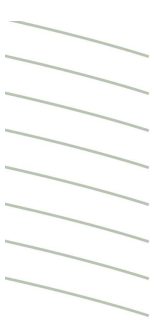
A brief comment on each in closing.

If reduced to selecting one of these five, I would opt for servant leadership. Servant leadership reminds us that the criteria for successful leadership is not what happens to the leader, but what happens to the group they serve. The image of Jesus washing his disciples' feet springs readily to mind. That this takes place only a matter of hours before his arrest and crucifixion is all the more startling. Surely this was a time when Jesus could have expected a little personal pampering. He received none of it. Feet needed to be washed, and it was clear no one else would do it, so he did. He modelled the ethic of serving to the end. Now it is true that we must be willing to serve others in whatever way is most helpful, but don't forget, that for servant leaders, that is most frequently through your leadership. We serve via leading. You serve our institutions by making sure that your libraries are rich resources inviting people to read, to think, to reflect, and to challenge their practice in the light of the global conversation around the Christian faith. Never underestimate the contribution made when that is done well.

As shepherds we remember that the people we lead, guide and direct, matter. They are people. They need nurture, help and encouragement. The student who is overwhelmed by the wide array of texts they are confronted with needs your time and guidance. And it needs to be thoughtful guidance, ideally based on a growing relationship. While ultimately it is up to the student to decide what they will read, you can be a wise friend, pointing out a direction that is helpful. To the international student bewildered as they try to understand theology in a new language, you can sometimes point to some alternate texts that could make a difference. Libraries are not anonymous places where individual learners quietly set about finding useful pieces of information. They are filled with perplexed seekers after truth... and with students who want the easiest text that will ensure a pass grade... and with students who feel they don't really belong and who are spending a little too much time in the library, as it safeguards them from having to converse with peers they don't feel fully comfortable with. They are all there... and you are called to exercise quiet leadership by making a difference by shepherding those within your orbit.

The leader as steward is often a challenge. Actually, we do have to ensure value for money. We do have to be accountable in the resources we track down. Most of our theological libraries are relatively small. At a conference like this I hope it will be possible to foster relationships and collaborative links that make it possible to ensure that even the smallest of our libraries has access to so much more, because we are there for one another, helping to make sure that rare and often expensive resources need not be endlessly duplicated, but that we can find ways of sharing through innovative collaboration.

I'd like to challenge you as librarians to be sages – genuinely wise people. Your task is not simply to get others to read and reflect, it is to read and reflect deeply yourself. Your institutions are filled with specialists – they read deeply on a limited range of topics – and that is appropriate for that is the nature of their task and discipline. But your task is to read widely – to be interested in everything, and to be able to share insights on a wide range of topics. I don't know if you think of yourself as being a sage – but genuine



wisdom is in short supply. The students at our theological colleges are usually caring and thoughtful people. But most often they are younger than we are. And they are looking for role models and wise guides. Why not add sage to the list of ways in which you hope to make a difference.

The last S word is “seer” – the leader as one who has a sense of what the future will hold, and of what will be needed to ensure that the future is better than the past. While we must live in the present, we should do so in a way that is well informed by the past, and with a tilting towards the future. In other words, we should not be kicking and fighting change, but looking at ways to herald it in in the most God honouring and life affirming way possible. Courage belongs to the people of God. The people of God need never be afraid of the future, for they know that ultimately the future belongs to God.

So here we are, at the ANZTLA 2017 conference, and over the next few days we will focus on the related themes of transformation, innovation and collaboration. They are hugely important themes. If we take each seriously, and find ways to implement our findings, we can help to shape a different future. And my hope for each of you is that you will see yourself, in one way or another, as being a leader in this change process. If you do that in a charismatic and colourful way – wonderful, but if for you the path to leadership is through quiet and careful reflection, persistently and tenaciously using the positions you hold and the influence you carry to alter the eventual outcomes for your institutions and communities you serve, that is every bit as wonderful. And if in the midst of the different leadership roles you carry you face the usual cluster of challenges, crisis, complexity, betrayal, loneliness and weariness, breathe deeply, and remember that God most truly knows and understands your situation – and is perhaps calling you to live a life a little less ordinary, one that actually makes rather a difference...

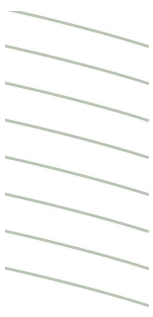
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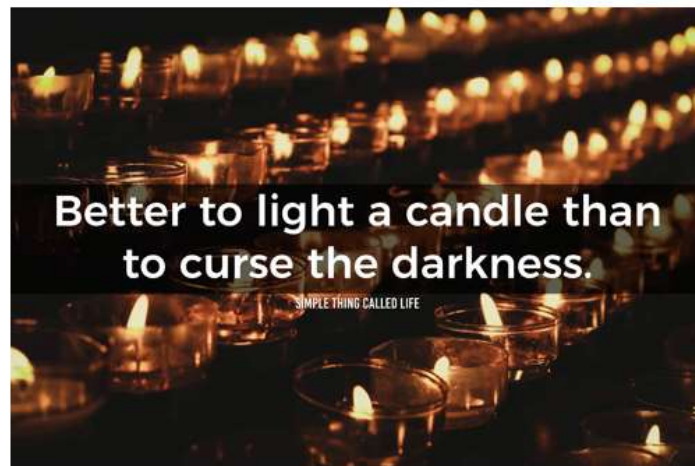


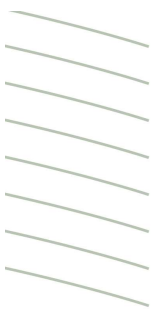
Dr Brian Harris, ANZTLA Conference, Perth,
2017

Leading Quietly: Widening the Circle of
Influence



A principle...



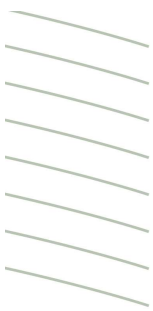


The starfish principle...



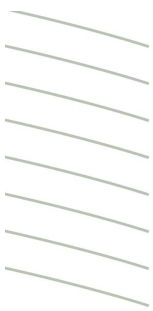
Quiet Leadership

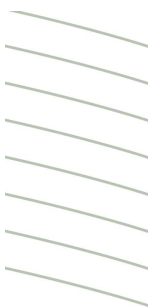


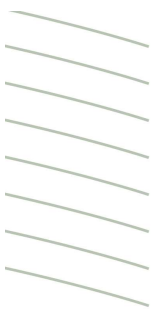


Four Views on Leadership









Joseph Badaracco, Leading Quietly

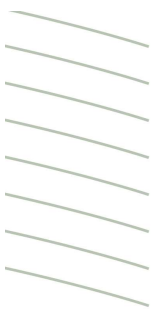
over the course of a career spent studying management and leadership, I have observed that the most effective leaders are rarely public heroes. These men and women are rarely high profile champions... They move patiently, carefully, and incrementally



Joseph Badaracco, Leading Quietly

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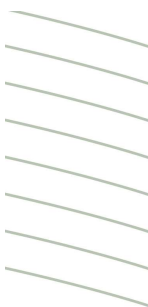
Allender, Leading with a Limp, 5 Key Leadership Challenges

Crisis
Complexity
Betrayal
Loneliness
Weariness



Complexity: Exodus 1 as an Ethical Dilemma





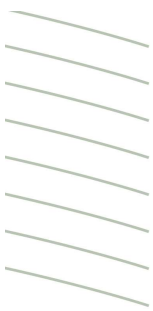
The Leader as Servant



The Leader as Shepherd

A Shepherd Will:	A Cowboy Will:
Lead his sheep	Drive his cows
Stay with the sheep	Visit the cows to check on them
Take his sheep to good feed and water	Expect his cows to find good feed and water
Know his sheep individually	Tag his cows to identify them as his
Fight to protect his sheep	Kill whatever kills his cows (afterwards)
Go after the lost sheep	Expect to eventually find the lost cow
Has a following (his sheep)	Has cows, who try and avoid being bothered by him



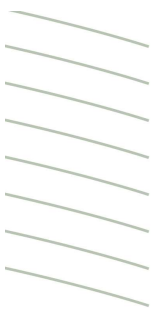


The Leader as Steward



The Leader as Sage



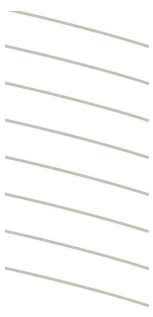


The Leader as See'er



You, the quiet leader...





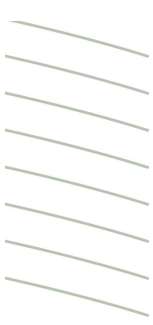
"Alone We Can Do So Little; Together We Can Do So Much": Collaborative Library Projects at the University of Divinity

Kerrie Burn

Mannix Library, University of Divinity

Abstract

The librarians associated with the University of Divinity in Australia (founded 1910) have a long history of co-operation. These librarians have been formally meeting for over 20 years to discuss and resolve common issues and to advance projects of mutual benefit. Through their shared vision it has been possible to achieve significantly more than would ever have been possible if they had not worked collaboratively. This paper will highlight a number of recent library projects that have required the collaboration of the eleven constituent university colleges and those colleges' fifteen associated libraries. Projects include the development of the Library Hub, enabling all staff and students to access a significantly increased number of online resources. Cooperation among librarians has also been instrumental in enabling the introduction of a single University ID card across all libraries, as well as instituting a collaborative



purchasing model for the ordering of single title eBooks across the university membership. The fifteen libraries are also currently implementing a new combined library catalogue (UDCat) which will give greater world-wide exposure to the collections of all participating libraries. Future projects under discussion include the creation of University-Library agreements that will outline the rights and responsibilities of both parties and the development of a formal retention policy so that no individual library discards any unique title from their collection. This presentation identifies some of the factors that have facilitated the success of recent collaborative projects as well as potential barriers to project success.

Introduction

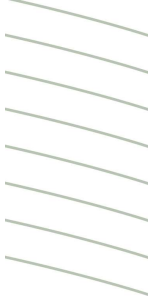
My presentation today will highlight a number of collaborative library projects undertaken at the University of Divinity (UD) over the past few years. The quote from the title, “Alone we can do so little; together we can do so much”, which is attributed to Helen Keller, is one that seems particularly appropriate to much of the work that I am involved in at the University. I’m sure the sentiment is also relevant in your own theological library communities as well as in the library world generally. Librarians are no strangers to the value of collaboration in assisting us to achieve our shared goals.

This paper provides a brief overview of a number of projects, some completed, some currently in process, and some that I would regard as aspirational, where librarians are still in an initial conversation stage.

What is the University of Divinity?ⁱ

The UD was established as a single corporate entity in 1910 by an Act of the Parliament of Victoria (the state where Melbourne is located and the University is based).ⁱⁱ The Act empowers the University to confer degrees and award diplomas and certificates in divinity and associated disciplines. Originally known as the Melbourne College of Divinity, the legal name of the institution changed to the University of Divinity in 2012 when it achieved University status. The UD is the second oldest self-accrediting Higher Education institution in Victoria, and the sixth oldest in the country, and it is currently the only Australian University of Specialisation.

The UD is responsible for the admission and graduation of all of its students. However, students have a relationship with the University through enrolling in units and courses offered through one of the UD’s eleven Colleges. It is a collegiate model like Oxford University or the Graduate Theological Union at Berkeley. Since its inception the University has been both collegiate and ecumenical in nature and the eleven Colleges represent the interests of a range of Christian denominational traditions. This includes three Catholic Colleges, as well as Baptist, Lutheran, Anglican, Uniting Church, Salvation Army, Churches of Christ, and Coptic Orthodox Colleges.



Despite having eleven Colleges, the overall number of students is relatively small with a Full Time Equivalent (FTE) number of approximately 700 students. Four of the colleges have less than fifty FTE students, five colleges have between 50 and 100 FTE students, and two colleges have between 100 and 150 FTE students. The University awards certificates and diplomas all the way through to Masters and doctoral degrees. While students have a “home” institution they can enrol in units offered at any of the colleges. There is a single student management system used to record all student data and a single Learning Management System used by all Colleges to provide students with online access to unit course materials.

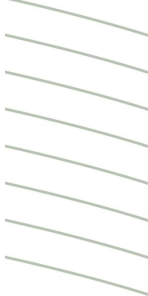
Where I fit into the picture is that for a little over 4 years I’ve been the Library Manager at Mannix Library which provides library services to staff and students at Catholic Theological College. I also currently chair the Library Committee for the UD and manage the University’s online Library Hub (which we’ll hear more about later). My professional career has mostly been in the theological or University library sector, including about 7 years at Whitley College: the Baptist College of Victoria, which is another member college of the UD.

Libraries Associated with the University of Divinity

The relationship between the University and its fifteen associated libraries has historically been through the Colleges.

- Each Collegiate Agreement between the University and a College also must list the library or libraries that are affiliated with that College. All listed libraries must be accessible to all staff, students and other members of the University. Some colleges have more than one library, though some are quite small, specialist libraries that have limited staffing and resources.
- The main multilateral forum for cooperation between libraries is the UD Library Committee – which is an official sub-committee of the University’s Academic Board. The Library Committee includes representatives from all college libraries, as well as student and academic staff reps. The Chair of the Library Committee is also a member of the University’s Academic Board. This library committee was formalised and made an official university body in 2012 after existing as an unofficial but regular meeting of librarians since the 1990s.
- The University also provides some direct funding for libraries – which is based on student enrolment numbers, and some research grant systems.

However, each library is still autonomous and will have its own rules and regulations, governance and legal ownership arrangements. Libraries have different collection strengths which will often reflect their denominational emphases or more specifically its ownership by a particular Catholic religious order. As well as resource differences individual libraries will also have different budgets, staffing



arrangements, loan periods, and opening hours. Each library has its own website. There are at least five different Integrated Library Systems (ILSs) being used across the network and there more than one classification systems used for the different collections.

Despite these differences, the libraries associated with the UD have a long history of co-operation. Librarians have been formally meeting for over twenty years to discuss and resolve common issues and to progress projects of mutual benefit. Through the shared vision of these librarians it has been possible to achieve significantly more than would ever have been possible if they had not worked collaboratively.

Collaborative Library Projects

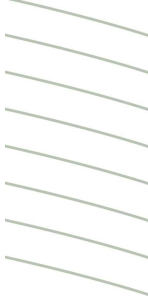
1. Library Hub

As the name suggests the University's Library Hubⁱⁱⁱ is a central place where all staff and students of the UD can now access online resources, databases, eBooks and a range of other useful links and academic resources.

Prior to the establishment of the Library Hub in 2016 the extent of access to online resources depended on the home College where one was enrolled or a staff member. There was no consistency of experience for all students. Some college libraries subscribed to a small number of databases and some had no access to online resources at all. In addition, the same core online resource had sometimes been purchased by more than one library.

To help to rectify this situation the Library Committee proposed to the Academic Board that one library within the network be authorised to manage the provision of online library resources for the whole of the University. This proposal was subsequently approved by the Academic Board in May 2015 and a specific Library Resources goal (with associated funding) was incorporated into the University's strategic plan. A competitive application process ensued with all libraries being invited to apply for the role in June 2015. The management of the development and ongoing maintenance of the Library Hub was subsequently awarded to Mannix Library in August 2015 and an initial three-year contract was signed with the University in December 2015. The Library Hub had its official launch in February 2016 which coincided for us with the start of the new academic year.

Although there is no position of Chief University Librarian, as the manager of the Library Hub I was now authorised to perform a functionally analogous role of negotiating with vendors on behalf of the whole of the University. All subscriptions are now taken out in the name of the University of Divinity and are paid for by the University. The same range of online resources, which are now far more extensive than any individual library had previously been able to provide, are now available to all University of Divinity students and staff irrespective of where they are located across the University.



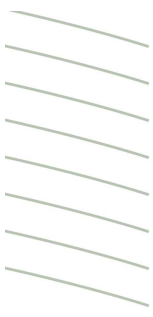
There was a huge amount of work involved in a short period of time to get the Library Hub established and ready for the start of semester. The infrastructure for the Hub incorporates a number of interconnecting products and technologies. Mannix Library was already using SirsiDynix's Horizon ILS and Enterprise and we used this same set up to create a separate new interface for the Library Hub. We used OCLC's EZproxy for authentication against the University's Theological Academic Management System (TAMS). Students were able to use the same unique username and password to access the Library Hub as they used to access both TAMS and the University's Learning Management System. The initial range of resources included products from vendors including ATLA, EBSCO, ProQuest, Oxford, and JSTOR. We used the EBSCO Discovery Service (EDS) API to wrap around all of this online content and produce a single integrated results list from a Google-like search. The implementation and customisation of the various components took some serious hard work but it was very gratifying to see the final product come together in a relatively short space of time. In the 2+ years since it was established the Library Hub has continued to grow with new resources being added each year.

I believe that one of the additional benefits of the success of the Library Hub is that it gave librarians the confidence that further collaborative projects could also be successful.

2. Single University ID/Library Card

This project was managed by the Library Committee. However, it also involved collaboration with groups and individuals across the University including staff at the Office of the Vice Chancellor (the UD's central administrative office), the Student Services Committee, Heads of Colleges, Registrars within each college, and those staff at each College that would actually be producing the new cards when students enrolled. Previously students could borrow from all libraries but they needed to obtain a separate borrowers card from each library. So, one of the primary advantages of the new system was that the single ID card enabled all staff and students to borrow from all libraries within the network. A standard template was established for cards which were co-branded with both University and College logos. The barcode on each card was based on the student's number in the University's TAMS system and could be read by all of the different ILSs.

The project was rolled out in 2017. Initially one printer was purchased and the implementation of the new card was trialled at one College, namely Catholic Theological College. We created a detailed procedures document which was tweaked with each successive implementation. This helped to ensure consistency of practice and accordingly of the final card product no matter where it was produced across the University. Some Colleges needed to implement new procedures, for example taking photographs of their students, which they hadn't been doing previously.



3. UDCat Replacement

UDCat (<https://divinity.on.worldcat.org/discovery>) is the name given to the combined library catalogue for the libraries associated with the University. A former version of UDCat had existed for over ten years. However, the technology on which it was based was now very old and needed to be updated, and not all libraries were included. Testing also revealed that search results were very unreliable and for optimal results you often still needed to search individual library catalogues. This meant it was not really adequate or fit for purpose.

The new UDCat uses OCLC Discovery and was launched in early 2018. Once again the project was managed by the Library Committee. It relied on the pre-existing relationship between OCLC and Libraries Australia, Australia's National Library database, which sees Libraries Australia records being incorporated into WorldCat. This project relied on all UD libraries becoming members of Libraries Australia and contributing their library holdings to the national database. Once again it was a project that was rolled out over time. We had an initial core group of five libraries that were part of the initial combined catalogue because they were already contributing their holdings to Libraries Australia. Smaller libraries have been assisted with the task of becoming members and contributing their holdings by larger libraries in the network that were familiar with requirements and processes. Libraries using the same ILS also worked together to understand what was required for their systems. One of the added benefits of this project is that the collections held by UD libraries have become more discoverable, which gives greater world-wide exposure to the collections of participating libraries. This is particularly useful in showcasing unique or rarely held items and special collections, which in turn helps to raise the profile of the library collections held across the University.

4. eBook Purchasing Model

The Library Hub includes several eBook packages but many librarians also wanted a way to be able to purchase single title eBooks. Several libraries had previously purchased a small number of individual eBook titles but most libraries had been holding off on doing this waiting for a University-wide model. Because Mannix Library was already managing the Library Hub and was responsible for ensuring that all eBooks were available via the Library Hub we also took the lead with this project. This involved establishing a UD GOBI account with YBP/Ebsco solely for the purpose of purchasing eBooks. Individual selectors from libraries interested in purchasing eBook titles were set up with GOBI accounts and given the ability to search and select. Mannix Library staff are then responsible for processing the orders, ensuring MARC records are added to the catalogue and available in the Library Hub, and managing the invoicing. Mannix Library pays the original invoice and then is reimbursed by the library making the selections. Once again all eBooks purchased by this model become available to all staff and students across the University. This project has been particularly beneficial as it supports the increasing number of online units being taught across the University. This eBook purchasing model remains opt-in with not all libraries choosing to participate at this time.



5. Print Journal Optimisation

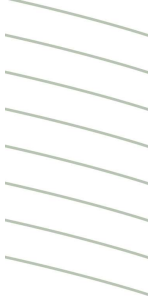
This project I initially thought would be an easy one to progress. It involved collaboration with regards to our print journal collections. In Australia and New Zealand there is a long-established product known as AULOTS, which is managed by the Australian and New Zealand Theological Library Association (ANZTLA). Theological libraries contribute their print journal holdings data to this online database. It is often an easy way of tracking down journal titles held by smaller libraries that may not be listed on Libraries Australia. Initially the idea for this project was about the collation of AULOTS data for our libraries so that we could make informed decisions in the future about journal holdings and current subscriptions. There was no pressure for libraries to cancel subscriptions or consolidate holdings. However, what was initially considered to be a simple data collection exercise ended up taking many months to complete. Not everyone's AULOTS data was up-to-date and not everyone was able to provide an accurate report of their journal holdings at the same time. We now do have a consolidated list of all journal holdings which resulted from merging individual library reports into a single Excel file. This has enabled us to get an idea of duplication and titles where multiple libraries have small print runs of the same title. This information will inform decisions about reducing duplication and the potential relocation of volumes to single locations in order to consolidate holdings and free up resources for more subscriptions. It may be that some libraries could also consider the cancellation of some of their print subscriptions or aggregation to make complete runs of paper journals. This project is still definitely a work in process.

6. Collated Library Statistics

This next project was very similar to the journals. Each year ANZTLA libraries are asked to complete an annual statistics form. The suggestion was that when libraries emailed their completed forms to the ANZTLA statistician they would also email them to the Chair of the UD Library Committee. The data from all UD libraries could then be compiled. Once again this process ended up being a fairly torturous one with statistics forms being received over a spread-out period, and with forms being filled out inconsistently. However, the data once compiled has proved to be useful for a number of purposes. It has been useful to be able to source this collated data quickly when information has been requested, rather than having to contact libraries each time statistical data is required. It has been useful for benchmarking purposes, to compare UD library statistics with those from other theological libraries in Australia and New Zealand. The data has been used in the completion of University reports and provided on request to vendors. The collated UD library statistics have also been enhanced with additional technical data, for example, IP ranges and details of Integrated Library Systems.

7. UD-Libraries Agreement

The creation of the University-Libraries Agreement has been a significant project that has been a long time in process but is now nearing completion. I already mentioned that there is a collegiate agreement

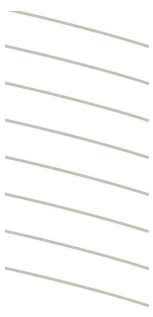


between the University and each College. This additional Agreement is a way of formalising the relationship between the University and individual libraries, and in particular with the legal owners of libraries, who may not necessarily be the same as the College that the library serves. The Agreement has taken many months of development and legal review to get to the point where all parties agree on the final text and feel positive about endorsing its content. Essentially the Agreement affirms the critical role of libraries in the life and mission of the University. It spells out the rights and responsibilities of all parties. For example, all libraries are obliged to provide access and borrowing rights to all members of the University. Funding arrangements are detailed including library fee payments from the University to libraries, and the eligibility of librarians to apply for UD research grants. The University is responsible for maintaining funding for the Library Hub. Libraries are required to contribute to the work of the University's Library Committee and to provide representation on this committee. Librarians agree to contribute to the development of policies related to provision of library services and resources, and to abide by the policies that are developed by the Library Committee and approved by the Academic Board. All but one library have now indicated that they are happy with the latest draft and are willing to proceed with signing the final Agreement. This project was another that was included in the Library Resources goal of the University's Strategic Plan 2016-2025. The completion of this project will be a significant achievement. The establishment of the University-Libraries Agreement will both clarify and strengthen the relationships that already exist between the University and all of its associated libraries. These libraries are critical to the University's mission and support the University's teaching, scholarship and research.

8. Library Collections Policy – Last Copy Preservation

Once again this project was an initiative of the Library Committee and a collaborative project related to collection development. It arose after a distressful situation for one particular librarian when a large scale weeding project was undertaken at one of the smaller libraries owned by a religious order. A large portion of the collection was to be shipped off to an overseas location, without reference to the librarian, and without going through any systematic process of de-accessioning records from the library catalogue.

The Library Committee has subsequently worked on the development of a Library Collections Policy with its initial focus being on last copy retention. The policy recognises the distributed nature of our collections, with a range of research strengths and available special collections. The basic premise of the retention policy is that before any item is removed from any library collection, UDCat, the combined libraries catalogue is checked to ensure that any unique item is not discarded. The development of this policy affirms the librarians' commitment to the stewardship of our combined resources and to ensuring that resources are available for future research. Although developed by the Library Committee the Libraries Collections Policy will also be approved by the University's Academic Board. This process has the added benefit of raising the profile of libraries, librarians and library collections to all members of the Academic Board.



9. Shared Integrated Library System

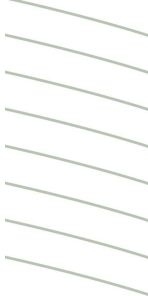
This project certainly remains a work in progress. According to the University's Strategic Plan we are only committed to investigating the feasibility of such a project in 2018. In our ideal library scenario, it would be desirable to be able to search all catalogues simultaneously and to have live availability data. This combined catalogue would also be fully integrated with all of the University's online resources. Achieving this goal has some significant hurdles to overcome. There are currently at least five different ILSs as well as various versions of these systems in use (SirsiDynix – Horizon & Symphony, SoftLink (Liberty), Follett Destiny, and KOHA). Additional issues to be resolved include those associated with data quality and reaching consensus on future cataloguing standards.

The implementation of a shared Integrated Library System would be a significant undertaking if indeed the project was thought to be both feasible and desirable. Such a project would require buy-in from multiple stakeholders and require a considerable investment of time, personnel and financial resources. However, I believe that librarians associated with the UD couldn't have even contemplated such a project a few years ago, without having already worked together and achieved successful outcomes on several other collaborative endeavours.

Collaboration

There are a number of factors that foster the success of collaborative projects. At the heart of any collaboration is the strength of the relationships that exist between all involved parties. Relationships founded on trust and goodwill will greatly facilitate the success of any collaborative project. A belief in the benefits of collaboration can also lead to a willingness of participants to share information and contribute. Support from the University has also been vital. This support involved including library goals in the University's Strategic Plan, which talks about "fostering greater collaboration", taking requests or proposals from the Library Committee seriously, and providing appropriate funding as required. Another aid to collaboration success is having an appropriate leadership model. This model might include being able to start with the outcome in mind, avoiding dictatorial styles of leadership but instead having leaders who will listen, who will champion good initiatives and who have energy and drive. Flexibility is also key to success, knowing when it is important to provide opportunities for all to contribute, versus when it is in the group's best interest to have one person appointed who can liaise with vendors on behalf of everyone. Benefits of collaboration have definitely included an increase in the profile of libraries across the University, but also an increase in the profile of librarians. Collaboration has also provided beneficial professional development opportunities for members. This has included the development of project and people management skills, negotiation, public speaking, report writing, and policy development.

Conversely, some of the potential barriers to collaborative project success include distrust among parties, or where there is an imbalance of power between project members. Another factor is where members feel a pressure to contribute to a project rather than using opt-in models which rely on voluntary contributions.



Good leadership has a corresponding requirement of good ‘followership’ or in this case, the ability of each library to apply conscientiously decisions or determined coordinating details made centrally or by a project’s directors, and also the good faith that the leadership team, or subcommittees engaged in coordinating information and forming policy and implementation practice are doing so with good will, institutional neutrality and professional competence. Poor communication about any project will also result in less engagement and buy-in from all stakeholders. Within the University library community there can also be a tension between the autonomy of individual libraries and their commitment to the collaborative work of the “University Libraries” network. Often this tension can occur because of the time commitment associated with any collaborative project and because of the relatively low staffing levels at some of the individual libraries.

Conclusion

Despite some difficulties along the way, the librarians’ experience of collaboration and working together on a variety of projects had been largely positive. Success has resulted in increased energy and a group of librarians who are willing to engage with new possibilities, and with the confidence that further collaborative projects will also be successful. The totality of the success of many of these projects has led to the increased recognition of the role of libraries and librarians at the University of Divinity. The work of the Library Committee is seen as a model for the wider University community of what is possible through collaboration, having a shared vision, and the belief that we can achieve so much more when we work together.

Endnotes

ⁱ See www.divinity.edu.au - The University website includes links to all of its associated Colleges and to the online Library Hub.

ⁱⁱ For a more substantial account of the origins of the University of Divinity see: Peter Sherlock, “The foundation of the Melbourne College of Divinity,” *Journal of Religious History* 40, no. 2 (June 2016). DOI: 10.1111/1467-9809.12279

ⁱⁱⁱ See <http://library.divinity.edu.au/>

This paper was first published in:

American Theological Library Association. (2018). Summary of Proceedings. *Seventy-second Annual Conference of the American Theological Library Association*. Indianapolis, Indiana: ATLA.

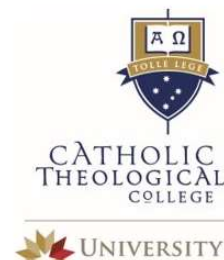


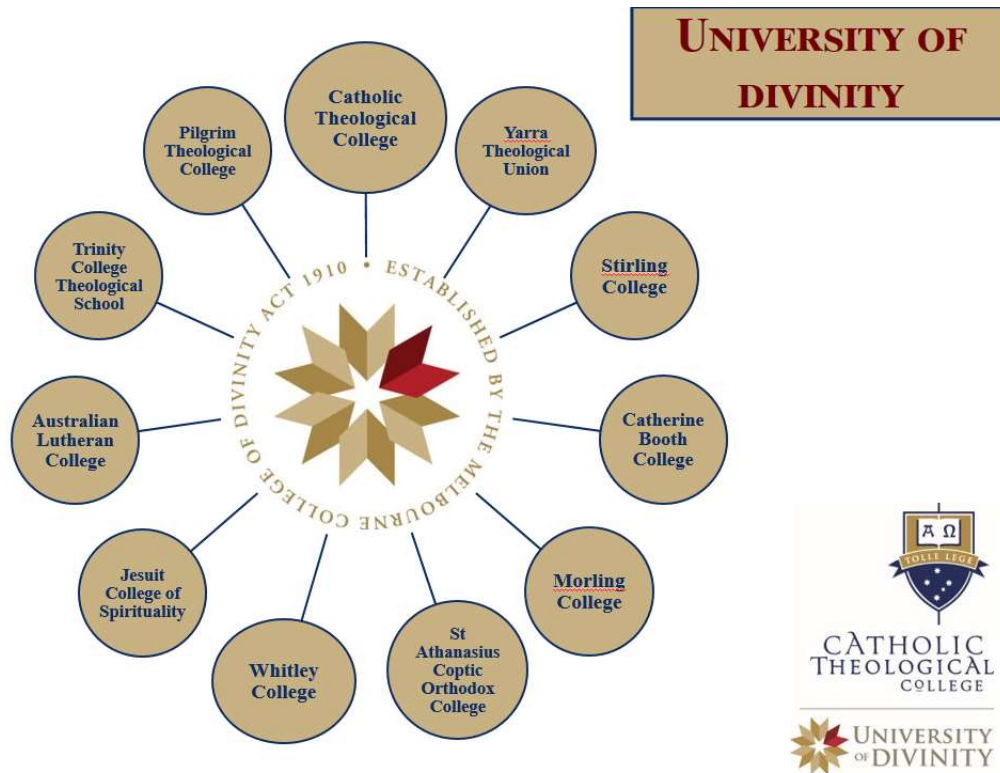
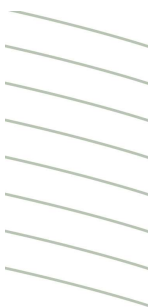
**“Alone we can do so little;
together we can do so much”:
Collaborative Library Projects at the
University of Divinity**

Kerrie Burn
Mannix Library
Catholic Theological College
kerrie.burn@ctc.edu.au

Overview

- University of Divinity
- University of Divinity Libraries
- Collaboration History
- Library Projects
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 2. Single University ID/Library Card
 3. UD Cat replacement
 4. eBook purchasing model
 5. Print Journal optimisation project
 6. Collated UD library statistics
 7. UD-Libraries Agreement
 8. Library Retention Policy
 9. Shared LMS
- Collaboration – Aids/Benefits and Barriers
- Conclusion/Questions





CATHOLIC THEOLOGICAL COLLEGE



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UNIVERSITY OF DIVINITY

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Eucharistic Conversation | Live Stream
Advanced Biblical Languages
Book Launch | Saint Augustine on the Resurrection of Christ
Creative Writing Academic Grants

Advanced Biblical Languages
Greek Reading, Epistles
Hebrew Reading B

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Key Dates	International Students	Trinity College Theological School	Whitley College
Centre for Research in Religion and Social Policy		Yarra Theological Union	

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1. Library Hub - www.divinity.edu.au/library

2. Single UD ID Card



- Replaces multiple cards used for each library
- Co-branded with University and College logos
- Barcode based on Student number
- Can be read by different LMSs
- Being rolled out in 2017



3. UDCat Replacement

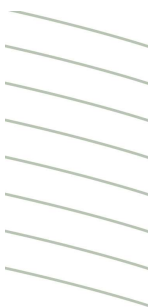
- <https://divinity.on.worldcat.org/discovery>
- Combined Library Catalogue
- OCLC – Libraries Australia



4. eBook Purchasing Model

- Single Title eBooks
- University of Divinity YBP GOBI account
- eBooks made available via the Library Hub
- Ordered centrally but paid for by library selecting title
- Opt in program

The logo for EBSCO eBooks, featuring a green circular icon with a white 'e' and the text 'EBSCO eBooks'.The logo for ProQuest Ebook Central, featuring a blue square with a white book icon and the text 'ProQuest Ebook Central™'.The logo for ATLA Historical Monographs Collection, featuring the text 'ATLA Historical Monographs Collection: Series 1 & 2'.The logo for Oxford Scholarship Online, featuring the text 'Oxford Scholarship Online'.



5. Print Journal Optimisation

- ANZTLA AULOTS Holdings Data
- Individual Library Reports merged into one Excel file
- Potential for review of duplicate holdings at multiple sites
- Relocation of volumes to consolidate holdings in single location
- Cancel print subscriptions?

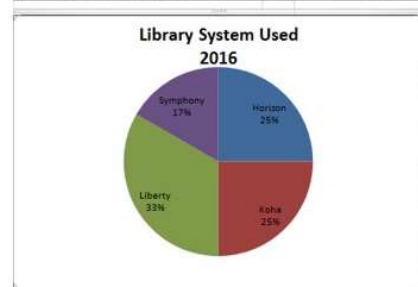


[AULOTS holdings](#)

6. Collated Library Statistics

- ANZTLA Statistics
- Kerrie S + Kerrie B
- Benchmarking
- University Reports
- Data for vendors
- Additional data

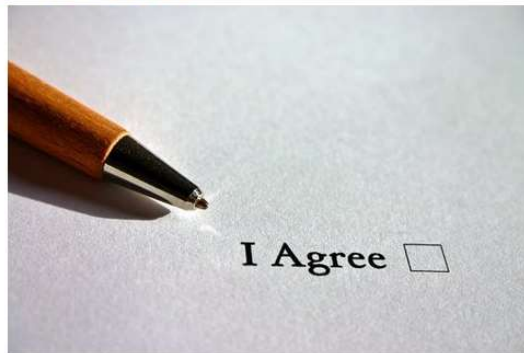
INSTITUTION	STATE	LIBRARY SYSTEM USED
		[73]
Australian Lutheran College - Löhe Memorial Library	SA	SirsiDynix Symphony
Catherine Booth College - Eva Burrows Library	VIC	Liberty
Catholic Theological College - Mannix Library	VIC	SirsiDynix Horizon (Hosted)
Dalton McCaughey Library	VIC	SirsiDynix Horizon
Divine Word Missionaries - Patrick Murphy Memorial Library	VIC	Koha
Dominican Studium Library	VIC	Destiny
Moring College - Gilbert Wright Library	NSW	Softlink Library
Queen's College - Featonby Library	VIC	SirsiDynix Horizon
Redemptorist Community - Redemptorist Libraries	VIC	Koha
St Athanasius Coptic Orthodox Theological College - Library	VIC	Koha
Franciscan Order of Friars Minor - St Paschal Library	VIC	Liberty v. 5, build 8
Stirling Theological College - Campbell Edwards Library	VIC	Destiny
The Carmelite Library	VIC	Softlink Library
Trinity College - Leeper & Millison Libraries	VIC	Symphony Workflows
Whitby College - Geoffrey Blackburn Library	VIC	Softlink Library





7. UD-Libraries Agreement

- Formalises relationship between University and libraries
- Affirms critical role of libraries
- Entitlements
- Obligations
- Strengthens partnerships



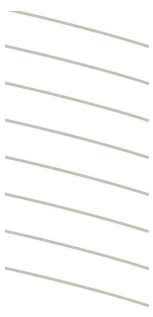
8. Library Retention Policy

- Policy initiative of the Library Committee
- Arose in response to library “culling”
- Last copy retention policy
- Affirms librarians commitment to stewardship of resources & future research
- To be approved by Academic Board



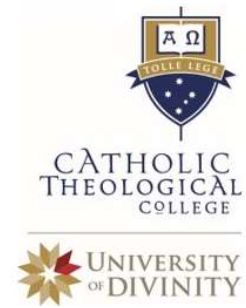
CATHOLIC
THEOLOGICAL
COLLEGE





Thank you!
Questions?

Kerrie Burn
kerrie.burn@ctc.edu.au





A Tale of Two Libraries: Collaboration Between Christ College and Chinese Theological College Australia

Kate Seldon & Belinda Law

Abstract

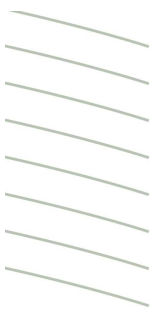
Kate and Belinda will share how the CTCA and Christ College collaborate.

Both will give a brief history of their colleges, and how the colleges working together to benefit students in sharing resources, hence benefit the colleges.

This may be a future collaboration model for an established institution and a new and small college.

A TALE OF TWO LIBRARIES

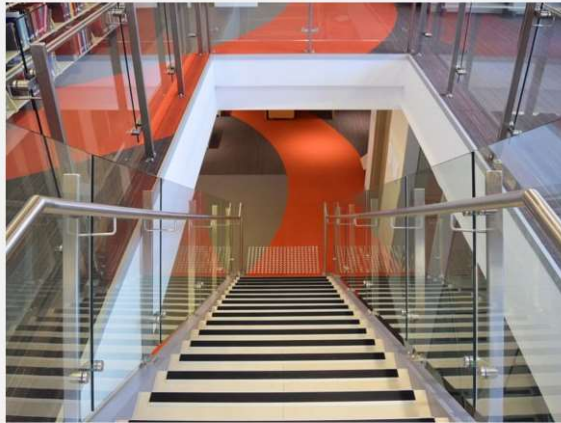
KATE SELDEN AND BELINDA LAW



THE NEW
BUILDING –
LIBRARY TAKES
UP THE TOP
TWO LEVELS

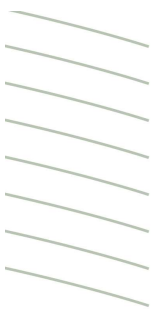


TWO LEVELS



THE NOISIER
LOWER LEVEL





QUIET LOUNGE

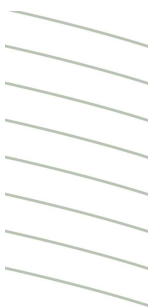


LOWER LEVEL



LOWER LEVEL





CTCA TIMELINE	
1991	Inspired in ANZ CCOWEE
2000	Registered as a non-profit religious organization
2000	Commenced certificate course in Chinese
2006	Commenced associate licentiate programs
2009	Set up Library – using SLS
2010	Commenced ACT course
2013	Library system to <u>WorldShare</u>
2017 August	Commence Master of Arts (Theology/Ministry)

At the Australia & New Zealand Chinese Congress on World Evangelization in early 1991, delegates were inspired to establish the ministry of Chinese theological education in Australia. By God’s grace, after nearly ten years of discussion and research a cross-denominational Chinese Theological College Australia Inc. (“CTCA”) was formed and registered on 15th September 2000 as a non-profit religious organization and commenced to deliver theological courses in Chinese.

CTCA started its certificate programs in 2000.

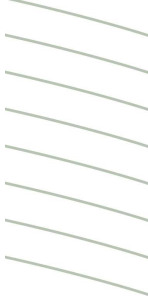
Due to increased demand, its associate licentiate programs commenced in 2006.

The Library was set up in 2009 preparing for the approval from the ACT (Australian College of Theology) to teach the ACTs program in Chinese in 2010

2010, CTCA started teaching ACT courses.

New Course in second semester 2017 – Master of Arts (Theology/Ministry) – The first MA unit “Interpreting and Preaching the Sermon on the Mount”

CURRENT SITUATION
The Australian College of Theology awards in Chinese through CTCA under the terms of a Tripartite Contract signed between Christ College, CTCA and the Australian College of Theology (“ACT”) and is currently in a mentoring relationship with Christ College
The Library collection contains approx. 8000 items mainly in Chinese

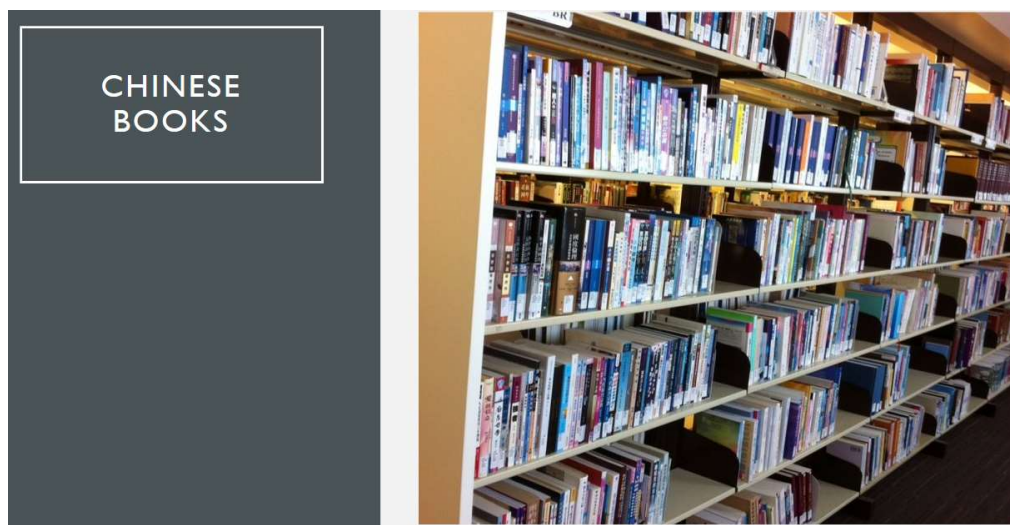


CTCA is approved to teach the ACT's program in Chinese by ACT under the terms of a Tripartite Contract signed between Christ College, CTCA and the Australian College of Theology (ACT). CTCA is currently in a mentoring relationship with Christ College.

CTCA's degree students can choose to undertake the Australian College of Theology programs entirely in Chinese or partly.

The goal of our College is training future church leaders and equipping Christians for ministries. We focus on providing a holistic education, including spiritual formation, intellectual formation and character formation.

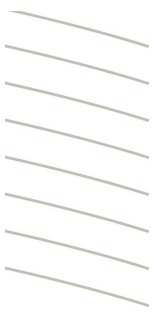
The Library was set up in 2009, it occupies nearly four rows in the upper level of Christ College Library. The library holds more than 8000 items, majority in Chinese.



We have our own Library System - OCLC Worldshare in which includes a Local catalogue for patrons and library management system for staff.

OneStop – a self checkout/checkin standalone PC supported by EnvisionWare.

Collaboration – CTCA students can use CC English resources; CC students can use CTCA Chinese resources .



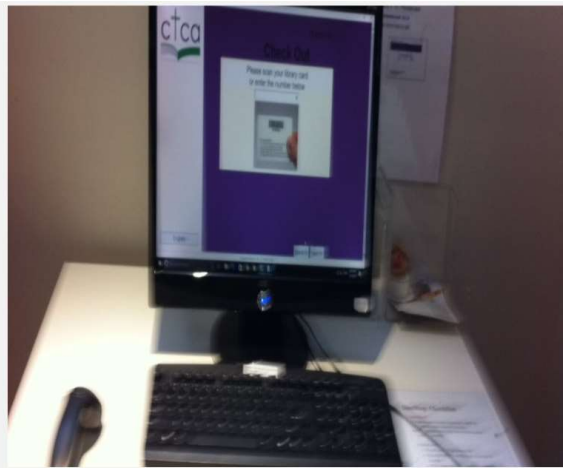
LIBRARY SYSTEM

OCLC WorldShare - Record management, Acquisition, Circulation, Administration

WorldCat Local – Local catalogue – access to patron’s own borrowing record, reserving and renewing items

EnvisionWare – OneStop self checkout and checking

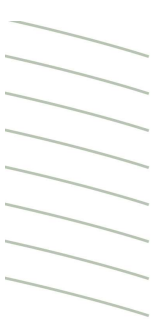
ONE STOP SELF-CHECKOUT CHECKING STATION



Students from both colleges share library computers, equipment, also learn from each other by their cultural differences.

CTCA STUDENTS IN THE LIBRARY





Kate and I exchange ideas about library operations, and Kate gave a demonstration on using electronic resources in CTCA classes.

I am grateful for Kate's help for our students and for accommodating our needs as we grow.

While CTCA does not have its own campus, it is renting Library space and shelves, classrooms and office space from Christ College. It allows us to collaborate and is a working model of collaboration for an established college and a new and small collage.



The Role of Collaboration in Collecting Relevant Feedback

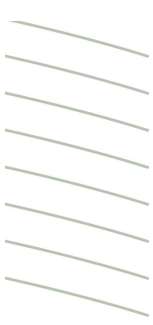
Keziah Doughty

Abstract

Improving library services for students and faculty relies heavily on clear communication and feedback from library users. I felt that Campion’s “Library Services Survey” (a general survey covering broad aspects of the library) was an ineffective way of obtaining feedback – few patrons bothered to do the survey and it was difficult to pin-point problems or implement strategies to address them. By taking a more collaborative approach that involved library assistants, students of all year groups and faculty members, I was able to gather feedback and suggestions on a particular aspect of the library services, specifically the usefulness of a selection of online resources. Throughout this process, it was evident that collaboration had to be based on a genuine personal connection and a desire to provide the most beneficial online resources for both students and staff.

Introduction

As the Librarian and Study Skills Adviser at Campion College Australia, a liberal arts college in Sydney, I am responsible for managing a library collection of just over 25,000 physical books as well as a variety of ebooks, online journals and databases. These resources predominately cover the subjects taught at Campion including theology, philosophy, literature, history, Latin and Ancient Greek. Campion has around 100 students, most of whom are school leavers. This presentation is based on my experiences last year which highlights the importance of collaborating with students to collect relevant feedback about library resources.



Purpose for Collecting Feedback

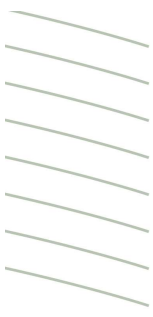
Improving and adapting library services and resources relies heavily on clear communication and feedback from library users. Campion includes a “Library Services Survey” among other surveys at the end of each semester, however, I was finding that few students actually completed this survey as it was quite long and the broad questions it contained were ineffective at identifying specific areas for improvement or demonstrating the usefulness of particular resources.

In 2016, I wanted to evaluate the usefulness of Campion’s online resources and while the usage statistics provided some indication of how much each database or journal was being used, the statistics didn’t really reveal the extent to which the content was helpful or useful for students, or if it was sufficiently accessible to them. The “Library Services Survey” likewise provided some indication of the level of satisfaction for online resources in general but was not specific to individual resources. Consequently, I decided that closer collaboration with students was needed to undertake a more thorough analysis of the usefulness of our online resources.

Strategies

In an effort to collaborate with the students to gather effective feedback, I utilised a few different approaches. Firstly, I created small feedback slips which asked users if they had found what they were looking for, if there was a subject area they wanted more resources for and what type of format they preferred using (book, journal, online journal, online database for example). This feedback generally came from students using the library’s front desk services and provided some insight into their preferences regarding subject and format.

As the students seemed quite happy to provide this feedback, I decided to try some informal focus groups to gauge their opinions on the online resources. To do this, I simply approached the students, asked about their studies or a particular assignment and then asked if they would mind sharing what they thought of the online resources with me for a moment or two. I targeted students from all year groups, including those who tended not to borrow physical books or use the front desk services. While this was very informal (I didn’t take any notes while I was with them) it was also highly insightful as the students really opened up and started to talk freely about what they enjoyed or found difficult concerning the online resources when I made it apparent that I was genuinely interested in what they thought. This informal method also allowed me to ask some follow-up questions to clarify comments and explore not just *what* resources students enjoyed using, but also *why* they found them helpful.



Online Survey

To make changes to library services and resources, especially changes that involve the budget, more concrete results are needed. As a more official method of collecting feedback, I designed and sent an online survey to all the students. This was the first time that I had used this method or written a survey for such a specific aspect. I used the information I had received from the feedback slips and focus groups to narrow the range of the survey and I enlisted the help of my student library assistants to help formulate it and provide suggestions on the wording and format. The assistants also helped me test the survey before I sent it to the entire student body.

As students are often asked to complete fairly long surveys, I kept this one short to mitigate the effect of 'survey fatigue'. As a result, the survey had 10 questions, only 8 of which were compulsory. The first question in the survey was "How well do you feel you use the library's online resources?" Students could then evaluate their own research practises by choosing an answer from 'Efficiently' to 'Could do better.' I also ensured that there was an option to select 'I don't use the online resources' to capture any data from these students. A number of the following questions provided a scale for students to rate the usefulness of specific resources (from 'very useful' to 'not useful' and 'what's this?'). One of the questions was used to determine the value that students placed on these resources by asking them "Overall, how important are online resources to you?" I also provided a comment field for all of the questions to allow students the opportunity to provide additional comments should they wish to do so.

I was aware that surveys tend to be very dry and repetitive with formal language so I made an effort to use humour and more casual language to engage the students and make them a little more interested in responding. I really tried to emphasise in both the email I sent asking the students to complete the survey and in the survey its self the fact that their collaboration and honest feedback was very important as it would help the library provide the best resources for their needs.

Finally, I provided some external motivation by allowing all students who completed the survey to choose a book (for free) from those that were left over from a recent book sale. This was done purely on a trust basis and was also a way of thanking the students for their collaboration in this project.

Results

I was very happy with the results from the survey as over half the student population completed it. Many of the students also provided additional comments and ideas in the optional comment field that I provided which were very helpful in analysing the results. A few key issues were identified including some resources that were not so beneficial to students, difficulties with access, and the need for continuing education on using the resources and reminding students about them. After some discussion with the faculty, I developed some strategies to deal with these.



Outcomes

As a result, a couple of online resources were discontinued and the ones that were retained were promoted more heavily. I also worked on better ways of making the online resources more visible in the catalogue and accessible for students. To date, I have not received any complaints about the cancellation of online resources and the ones that were retained have seen a massive spike in usage and downloads.

I have tried to provide more educational workshops on using the online resources throughout the semester, as opposed to just during the first few weeks, and produced a small booklet (*Choosing and Using Online Resources*) to help students with this. More information has been provided on the website and I also increased communication, both written and verbal, with the students to remind them of the resources and how to access them. This year I have had far less inquiries about what online resources we have or how to access them.

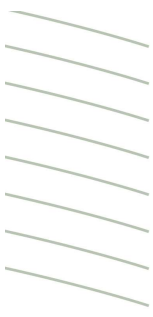
More importantly however, students have commented to me that they are happy with the online resources that the library provides and the faculty have reported to me that students are using valuable online resources and demonstrating relevant research in their written work and assignments.

Throughout the process of seeking to obtain feedback from students, I tried to make it clear in all communication and interaction with them that I wanted to provide the best possible materials for them. When they realised that the feedback slips, focus groups and survey were offering them a chance to collaborate in this entire process, the students were willing to honestly share their opinions, experiences and ideas. Overall, this was a valuable process not just for me but also the students, the library and the college community.



The Role of Collaboration in Collecting Relevant Feedback

Keziah Doughty,
ANZTLA Conference, July 2017



Purpose

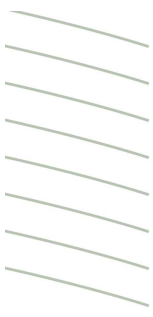
- Need to evaluate the usefulness of online resources.
- General 'Library Services Survey' insufficient:
 - Too lengthy,
 - Impersonal language,
 - Broad questions not relevant to evaluation of specific resources.
- Usage statistics are helpful; also need student feedback.

Strategies

- Feedback slips
 - Three simple questions relating to subject and format.
- Informal focus groups
 - General feedback on online resources.
- Online survey
 - Targeted to specific resources.

Online Survey

- Short with a narrow focus.
- Most questions had an optional comment box.
- Humour was important!
- The value of collaboration was emphasised.
- External motivations/rewards provided.

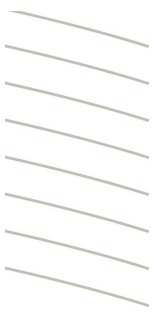


Results

- High response rate.
- Key issues identified:
 - Less beneficial resources,
 - Access problems,
 - Continuing education.
- Strategies developed and implemented with discussion and support from the faculty.

Outcomes

- Some resources discontinued; others promoted.
- More instructional workshops.
- Educational booklet and information on website.
- More frequent communication.
- Student and faculty satisfaction.



Young People in the Library: Innovative Methods of Engagement

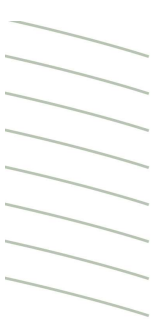
Oksana Feklistova

Abstract

What are we doing for younger users, to keep them engaged in the library? What use is our library making of mobile technology? How are we changing the space in the library to make it more interactive or to accommodate the way that young people want to learn or study? This talk and video show how we are bringing the younger, 'always on,' 'always connected' generation into the library, physically and virtually at Tabor College of Higher Education.

Introduction

OCLC is one of the world's leading research centres analysing the challenges facing libraries in a rapidly changing information technology environment. Like most librarians, I've been following OCLC's research and advice by reading their reports and attending online webinars for a number of years. These resources are free, and I find them useful and full of practical information. In October last year, I received an invitation to submit a Lightning Talk Video for their upcoming annual Asia-Pacific conference. The invitation had a very attractive message attached promising that the makers of the 5 best videos would receive a free conference registration in Hong Kong.



The theme of the conference was Tracking digital footprints and using it to recognise and predict user behaviour. To tie up with the theme, the video had to show work that the library is doing with younger users, to keep them engaged in the library.

There were certain requirements for the video, ie it had to be reasonably 'unprofessional', ie not made by a marketing department; filmed with a mobile device, like a laptop, smartphone or tablet; and no longer than 5 minutes.

The Video

And at Tabor we decided to give it a go. Making the video turned out to be a great experience in which all our library staff and many students got involved with. We received a lot of advice and creative ideas from our students. I must admit our original script was pretty straightforward – we listed all the changes and were going to talk about each one of them. But when we started filming, one of our young advisors came up with a much more creative idea of storytelling. You can see it in the “mission impossible” episode.

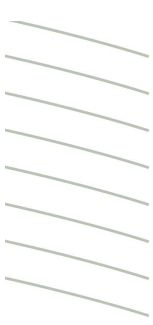
In short, the video shows some of the innovations of the past 3 years that were implemented in order to satisfy our younger students’ needs and improve their library experience. We have around 450 FTE students at the college, with the average age being 37. Students aged between 17 and 25 comprise 32% of all student population. This is the group that we call “younger students”.

The video was filmed entirely with an iPhone6. The music track was purchased from www.pond5.com. The voice-over is done by Stephen Spence, Vice President of the college. Here is the video we made:

<https://vimeo.com/185876575/919c6cf689>

Young Tabor Students

Tabor library is a small academic library, with four library staff working at Adelaide campus and one at Forrestfield campus, WA. Naturally, we all do a lot of counter work with students, so we have continuous interaction and feedback. It’s very important for us to find out what our students really need and want rather than relying on assumptions. In addition to this student feedback and observations we also undertake other methods of data collection, ie web- and paper-based user surveys; interviews with students; usability testing and data analytics. These methods are part of our evidence-based approach in decision making. We then translate our findings into practical solutions with the help of the NMC Horizon, IFLA and OCLC reports and best practice.



Based on our findings, Tabor younger generation students are:

- always connected to their mobile devices and social media
- social and prefer to work together in groups rather than alone
- impatient and expect instant access, immediate answers, not willing to wait for anything
- confident with technology and support innovations. Up-to-date technology is an expected service
- independent - prefer self-service, like doing things by themselves and not having to ask for help
- like a comfortable environment, including nearness of cafe and visually appealing, comfortable and flexible furniture
- despite the fact that they are born digitally, many have low level information literacy skills and struggle in an academic environment
- don't like purchasing textbooks – they expect them to be provided
- don't like returning books on time
- many study online/externally

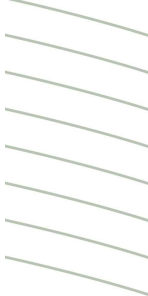
Innovative Methods of Engagement

The improvements we have implemented are grouped around four main themes: Library Systems (Technology), Collections, Facilities and Services.

Systems/Technology

For the Library to remain a relevant and desirable place for younger students to visit, we knew that we had to improve our technology. We had extremely weak WiFi on campus with just a few hotspots available. We replaced it with a Sisco controller and increased the number of access points from 5 to 15. WiFi is now college-wide and students have the ability to print wireless from their own devices from anywhere on campus.

We installed a Charging station for all mobile devices and increased the number of computers in the library despite some resistance from IT department. They argued that students bring their own laptops and do not need PCs in the library. Many students do indeed bring their own devices and we installed laptop bars for their convenience. Yet all the computers in the library get used and are greatly in demand. We equipped every workstation with powerpoints and extension boards with USB-ports, and all student PCs now have headphones permanently attached to them, to allow them watch their online lectures without inconveniencing other users.



In 2014, we replaced our ‘old’ library management system (vLibrary from Functional Solutions) with Alma (ExLibris) and its discovery service Primo. This attractive looking catalogue with a Google-like simplicity is embedded in Moodle and provides students with access to library resources including e-books and journals 24/7. At the same time Alma has a strong suite of analytics so we can easily monitor the usage of resources. Our statistics showed a 45% increase in full-text retrievals of electronic resources compared to what it was before Primo.

Collections

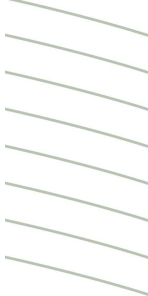
We introduced a digital preferred collection strategy at Tabor two years ago (where e-books would be purchased in preference to print), and in this short period of time the number of e-books has increased from just a few to over 200,000. Not everyone likes e-books but when it comes to convenience, saving money and for those studying externally not having to wait for a book to arrive by post and therefore being able to complete their assignment on time the advantages outweigh the disadvantages.

Library-licensed e-textbooks, especially in the areas of Teacher Education and Humanities and Social Sciences are hard to find because publishers know they are required texts and prefer each student to buy an individual copy. Many students decide not to buy their textbooks because of their high cost, and as a consequence they are more likely to fail their course. Inspired by Western Sydney University’s initiative to provide their undergraduate students with free digital textbooks, last year we signed a Higher Education E-textbooks agreement with Pearson, our main supplier of the Australian resources for the School of Education. It allows up to three concurrent users to access a textbook at a time via MyiLibrary platform. To date, we have purchased licences to 15 e-textbooks. Traditionally and as part of library policy we keep a hard copy of each required textbook in the overnight loan collection. Naturally we see a lot of circulation and drama when a textbook is not returned on time. When we looked at the statistics for the e-textbook usage for the first semester we were pleasantly surprised. Each title has been “borrowed” on average 196 times in 10 weeks. That is a lot of borrowing that library staff didn’t have to do, access convenience and money saved for students. This year we are expanding our interest in e-textbooks to the range offered by ProQuest.

In order to enhance the awareness of e-book availability, we attach labels to the print books that also have an e-copy. The labels say “I’m available as an e-book” and have a QR code linked directly to an e-book.

Facilities

When it comes to furniture, we prefer educational furniture suppliers to library suppliers. This is because educational furniture offer a fabulous range of bright colours and flexibility – tables come in different shapes compatible with each other, with folding flip tops, and have castor wheels. It’s really easy for students to either bring them together for a group discussion or take apart for individual study. Bean bags are popular because students can take them to a quiet place with their laptop and work or sleep!



Unfortunately the growth of collaborative practice has added challenge of keeping the library quiet. Every allocated “quiet” space for individual work, even carrels very quickly become group study spaces with students pulling in chairs and tables. We are working on a solution by creating zones in the library where partitions prevent furniture from being moved too easily.

Originally the library looked very dark because the rows of tall bookshelves were blocking all the natural light. Shelves should work with natural light, not against, so what we did is we took off dust covers (or canopy shelves) and removed two shelves from each bay that was aligned with a window. This created paths of unobstructed light. And light there was! It is amazing how much space changes with the right light.

We then noticed students using those “shelf-windows” for placing books when browsing shelves and writing notes and references. So we installed natural wood colour tops and turned them into standing workstations that are both practical and look great.

Services

Because our younger students are independent, confident with technology and like to do things by themselves, the Library installed Self-checkout unit empowered with RFID technology.

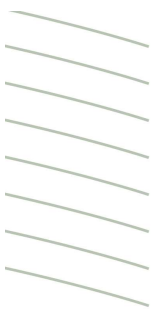
It was a two-stage project – first came the Kiosk and it was working OK but not great because people had to scan in one item at a time to borrow. With the RFID technology I love looking at students’ faces when they place a pile of books on the pad and it goes tick-tick-tick-tick-tick on the screen. They’re like O-o-o-! We were expecting a learning curve with this new technology but it was next to zero because the new generation Kiosks are easy to use.

Our digital delivery service has always been popular but thanks to the new library system, the process of requesting scans of articles and book chapters has been simplified to just two mouse clicks.

For students studying online or those who choose not to come to the Orientation we created Library Orientation LibGuides and self-help videos. So if it’s 2 o’clock in the morning and they don’t know how to download an e-book they can watch a short video and learn. If you check Moodle analytics you can clearly see the convenience of this service, because 20% of students use the self-help videos between midnight and 3am.

To address students’ expectation of ‘instant’, we send SMS notifications about holds available. SMS text messages service is a nice alternative to emails and much more useful for younger students.

We introduced a live chat support a couple of years ago. Again, the response to this real-time service seems to suggest that younger users prefer chat to a phone call.



Our students now don't have to remember when borrowed items are due to be returned or renewed because we implemented automatic renewals on loans. This has lowered stress and anxiety levels in both students and library staff.

We now deliver information literacy workshops on-demand only and around major assignment time, tied up to the assignment topic.

Conclusion

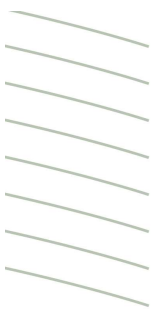
This video project was not only extremely fun to do, but it was also a great opportunity for us to summarise and reflect on all the changes we have implemented over the last few years. This gave us all a sense of achievement and reason to celebrate a job well done.

And there is more to this story because our video made to the top five and I was lucky enough to go to Hong Kong and enjoy the conference.

Young people in the library: innovative methods of engagement

Oksana Feklistova
Library Manager
Tabor College of Higher Education

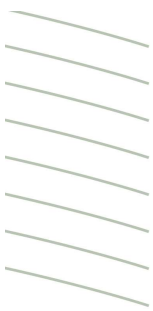




Libraries at the Crossroads

Tracking Digital Footprints





Tabor Library



Young Tabor Students are ...

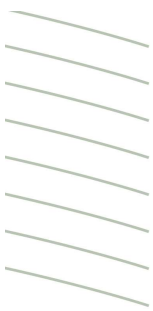


- ✓ always connected
- ✓ social
- ✓ impatient
- ✓ confident with technology
- ✓ independent
- ✓ love comfort
- ✓ lacking information literacy
- ✓ don't like buying textbooks
- ✓ don't like returning loans
- ✓ study online

Systems

- ✓ Wi-Fi
- ✓ Charging station
- ✓ PCs +++
- ✓ Laptop bars
- ✓ Powerpoints
- ✓ ALMA/Primo





Collections

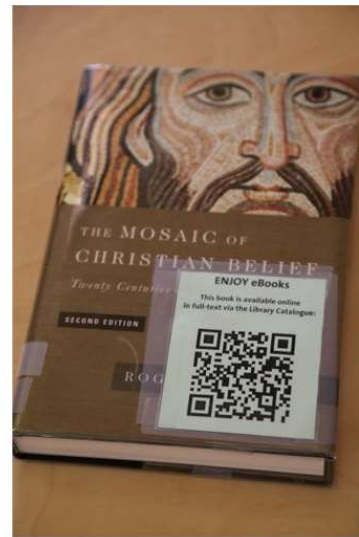
✓ Digital strategy

✓ eTextbooks



Collections

✓ QR codes



Facilities

✓ Furniture





Facilities

✓ Furniture



Facilities

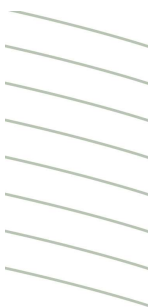
✓ Shelves



Services

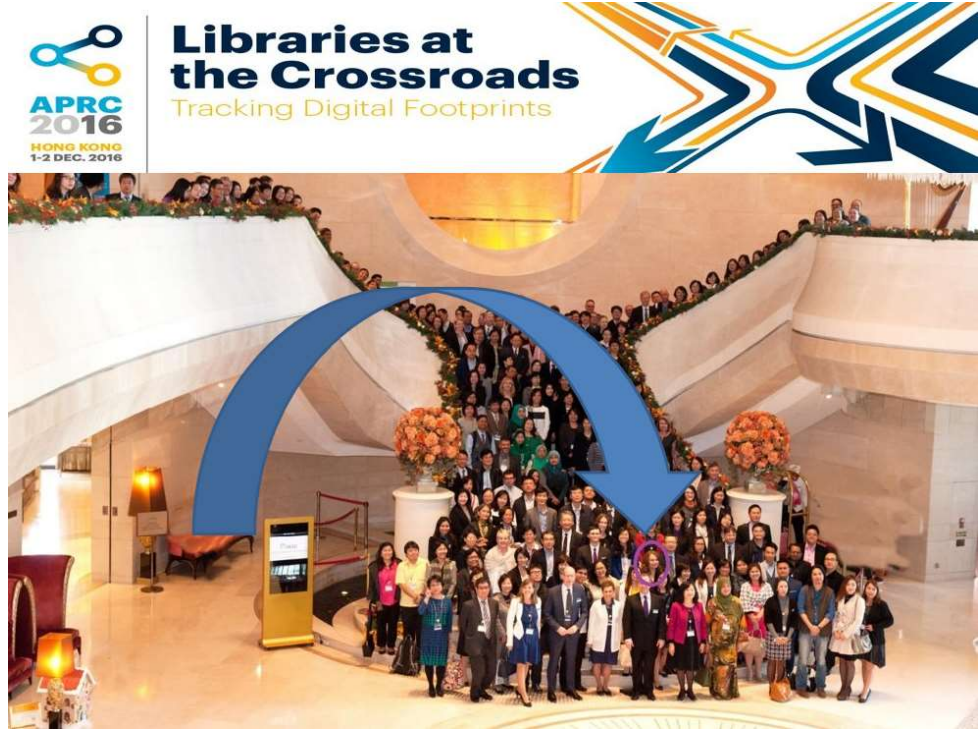
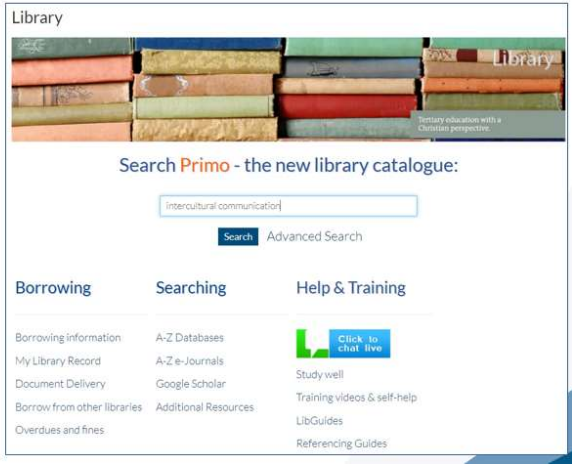
- ✓ Self checkout unit + RFID
- ✓ Document delivery
- ✓ LibGuides
- ✓ Self-help videos





Services

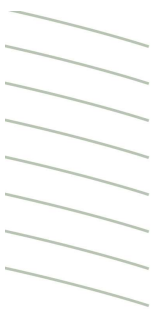
- ✓SMS
- ✓Live Chat
- ✓Auto renewals
- ✓Information literacy



Thank you!

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Transforming Character

Dr Richard Paul Hamilton

Transforming Character

Paper presented at the 32nd ANZTLA conference
University of Notre Dame Australia, Wednesday 12th
July 2017

Dr Richard Paul Hamilton, Senior Lecturer, Philosophy and
Ethics, UNDA

Overview

A simplistic political dichotomy places concern with character on the political right. In popular culture virtue talk is almost exclusively the preserve of conservatives and at its worst it is little more than victim blaming.

However not having access to virtue language prevents those of us on the progressive side of politics from properly articulating the moral and spiritual harm that poverty, inequality and oppression does to both victims and perpetrators.

We need therefore to recover Aristotle's insight that it is pointless to discuss character in isolation for the types of polity in which character is formed and sustained.

Second Nature

The Renaissance of Virtue Ethics from the 1980s onwards is now well known.

Much of that work has been self consciously 'naturalistic' but it is a very peculiar form of naturalism.

Philosophers like Philippa Foot and John McDowell have emphasised the importance to ethical thought of the fact that character is a developmental concept

We acquire it, or fail to acquire it, in the context of becoming initiated into a linguistic community.



Annette Baier A Naturalist View of Persons

To be a naturalist is to remember that “Persons are born to earlier persons, and learn the arts of personhood from other persons”.

A view which she contrasts with the Kantian orthodoxy that

“To be a person is not to be born of woman, nor indeed to be born at all, but to spring forth from some fertile noumenal field of Ares fully formed and upright”.

Annette Baier (1991) 'A Naturalist View of Persons' *Proceedings and Addresses of the American Philosophical Association* November 1991, 5-17

A proper upbringing

In *Natural Goodness* (2003) Philippa Foot places great store on the concept of a “proper upbringing”

A well brought up person comes to recognise the demands of virtue in the same way that someone with properly functioning vision sees colour.

For that reason there is no need to press ethics into providing a compelling argument for the moral sceptic or sociopath.

However, as it stands the concept is so vague as to be question begging.

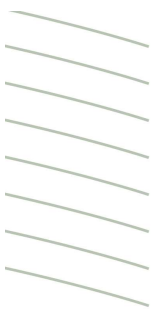
A South African Predicament

Several years ago a white South African woman in one of my lectures asked me how I would brought up children under apartheid teach them to resist and expose them to profound danger or to turn a blind eye and do well in conventional terms.

A couple of years this predicament became real for me when I went to work there.

Although the formal structures of apartheid have been dismantled, RSA remains an obscenely unjust society.

What do I do as a white academic living there, even temporarily?



Between Indifference and Anguish

Attentiveness is a “burdened” epistemic virtue in Lisa Tessman’s (2005) sense

As a white academic I could have turned a blind eye (as many Australian academics do to the suffering of our indigenous citizens and of refugees) written my book and enjoyed a very comfortable life.

Or I could have thrown myself into largely futile political activism.

In addition to the danger of burnout there is the added danger of White Saviour Complex.

Moral failure beckons in every direction.

Virtue Politics

I have no satisfactory solution.

But what it showed me in a very real sense is how virtue thinking can provide a powerful intellectual resource for the criticism of unjust social conditions.

The injustice of South Africa is to a large extent bound up with the ways in which it leads to inevitable moral failure.

We can think about the ways in which the refugee issue and indigenous questions and the looming environmental catastrophe also make moral failure inevitable.



Concluding thoughts

Character is not an all or nothing thing, formed in early childhood.

It is a lifelong endeavour. It can be unformed or destroyed e.g. through torture or abuse.

We all have stewardship over the characters of others especially though not exclusively of the young.

More importantly, much character formation is institutional and we must therefore have just and well functioning institutions.

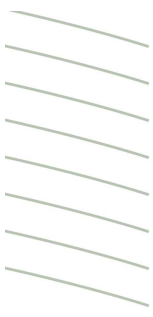
“The Personal is the Political”

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Baier, Annette (1991) 'A Naturalist View of Persons' *Proceedings and Addresses of the American Philosophical Association* November 1991, 5-17

Foot, Philippa. (2003) *Natural goodness*. Clarendon Press

Tessman, L. (2005). *Burdened virtues: Virtue ethics for liberatory struggles*. Oxford University Press



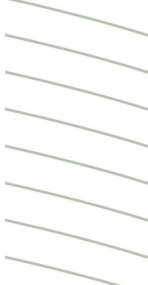
The Transformation of the Ursula Frayne Catholic College Library: Creating a Contemporary and Collaborative Learning Space

Jean Parker

My name is Jean Parker and my position is the Coordinator of Library Services at Ursula Frayne Catholic College. I am a qualified teacher and have been teaching in primary and secondary schools for 10 years. In 2014, I was working at Ursula Frayne as a Year 7 Teacher and Cluster Leader when the Library Coordinator position was advertised. I had a great passion for libraries and reading which inspired me to apply for the position. I started the role in 2015 and was assigned the huge task of transforming the library space. This is the story of our journey and I hope that you find this information helpful as some of you may be transforming your own libraries.

Our Context

Ursula Frayne Catholic College is a co-educational Catholic school that caters for students from Kindergarten to Year 12. The K-6 Campus is located on Balmoral Street in East Victoria Park, 3 kilometres from the Duncan Street



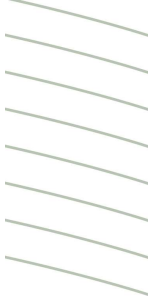
Campus (7-12) in Victoria Park. The Duncan Street Campus is located approximately 5 kilometres from the Perth CBD so we are close to the city. Ursula Frayne Catholic College is multicultural and students come from very diverse backgrounds. We perform well academically for a school of our size and socio-economic status. We also have a strong pastoral care support program for our students at Ursula Frayne.

There is a library on each campus but this presentation is focused on the library at the Duncan Street Campus – namely the Anne Parker Library. The library was named after the first Principal of the College, Anne Parker. Our library is a busy place. We have a high volume of students in the library each day as we open at 7.45am and close at 5pm each evening. We are licensed to hold 183 people and we would be close to that limit during each break time. It is a very social space and has been nicknamed the ‘living room’ of the school. Students work on laptops and study with friends as well as play games. Chess is very popular at the College and we have many Chess sets that get used frequently. We have a relatively small staff in our library for a school of our size but we have an excellent team. Each staff member has a variety of skills that they bring to the team.

Creating a Vision for the Library

In 2014, a committee was set up to review the role of the Anne Parker Library in the College. The committee was made up of a group of teachers and was led by the Deputy Principal. The committee visited a number of school libraries, analysed statistics and conducted research on the latest trends in libraries. There were a number of recommendations that came from the review. Firstly, it was evident that the library needed to become the ‘hub’ of the school and a meeting place for students and staff. It was deemed necessary to develop the 21st Century learning skills of students to better prepare them for when they leave school. The library also needed to be a flexible and collaborative space. We have limited classrooms in our College so rooming can be tight and the library often acts as a ‘spill-over’ space. The Coordinator was to become a member of Academic Council and be part of discussions and decision making with other leaders within the school. The library needed to complement the teaching and learning programmes throughout the College and also be adequately resourced to meet the needs of students and teachers. As the IT department is located next to the library, it was found that a closer relationship needed to be created between the two teams.

I then had to interpret the review and make some decisions about what the space would include. To create a flexible space, we needed to purchase shelves on wheels so that we could move shelves around. We needed to have multi-level seating and mixed furnishings to suit the needs of students and their different types of learning styles. The service desk/circulation desk needed to be moved to the centre of the library so it would be visible for all students in the library. We had to establish a warm and inviting atmosphere, particularly as it needed to be a safe space for students who have some issues and anxieties around socialising with others. We were required to provide quality resources and personnel for students and staff. We needed to advance our use and integration of technology to align with what other schools were providing their clientele. With the increasing use



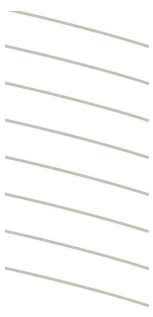
of technology in today's society, we also understood the importance of promoting information and digital literacies. Ultimately, we knew that we needed to utilise the library space effectively to ensure that we could be a successful library. We were aware of schools that had replaced libraries with resource centres, e-centres and classrooms and we were adamant that the library was still a 'must' in a school.

Initially, we needed to conduct a mass-weed. The library resources had not been weeded in a long time and we needed to weed the outdated and irrelevant books. We then made the controversial decision to split our fiction section into genres. We conducted research into this idea and did not make the decision lightly. We decided to use the same genres as some of the public libraries so that students would see some continuity when they visited other libraries. We introduced student requests so that students were more empowered to choose the books that would be on our shelves. Our goal was to focus on customer service and to let students and staff know the types of service that the library could provide for them. The library team wanted to promote reading through exciting displays that would engage the students. We also encouraged other departments to display some of their work in the library so students could view what other classes were doing. The library also housed a set of 32 iPads that were not being used so we promoted the use of iPads by downloading new apps and using the iPads in library classes to create Book Trailers and other fun activities.

The Transformation Process

The following photos show the transformation from the old to the new space. We noticed the whole space change with new carpet and fresh paint and how well all of the new furniture came together.

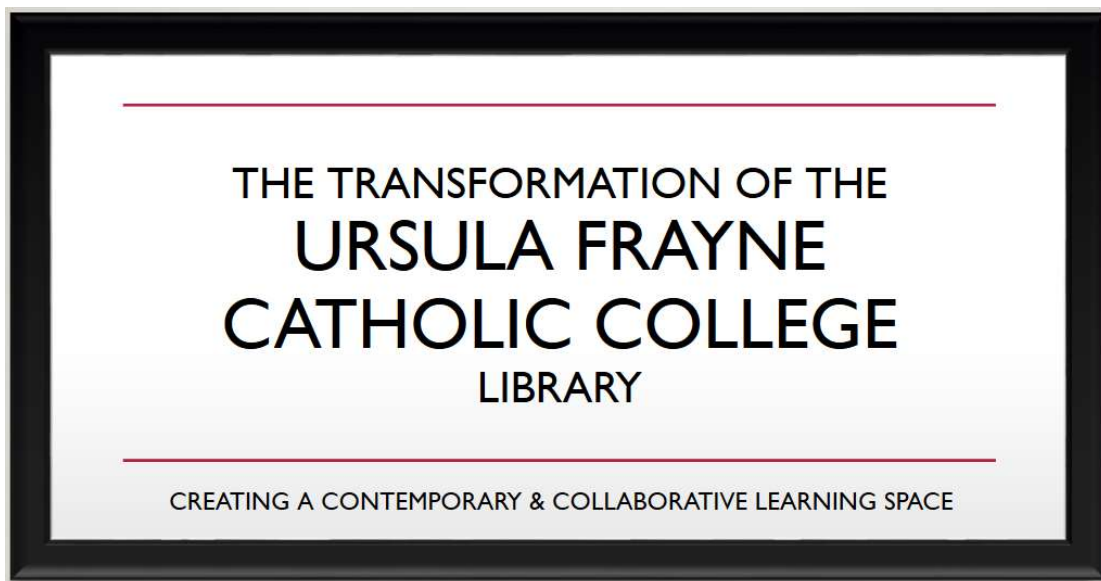
Following the transformation of the physical sense of the library, we were still keen to make changes in the way that it was operating. After much research and consultation, we decided to change to a new Library Management System – Oliver - that would operate across both campuses (we were previously on two different systems). We introduced Libguides by Springshare where we started creating Research/Topic guides for staff and students. It has been a great way to integrate all of our physical and digital resources for students. These Libguides have allowed us to promote the use of ClickView and we also subscribed to some databases from Gale. We noticed that lots of other libraries all over the world were using social media to promote reading and events so we got on board and started an Instagram account (follow us @ufcclibrary) and a Pinterest page. It was important that we continued to reflect on the initial vision for the library to ensure that we stayed focused and were achieving the goals that had been originally set. Our focus has been to promote reading through visual displays, use forward facing display shelves, pick 'holiday reads' for staff and aim to have books that the members of our community want to read. Hence, our weeding still continues.



The Future of Our Library

I think that there are so many exciting things happening in libraries that we want to ensure that we are keeping up to date with the latest trends – even if the ideas will not necessarily suit our needs, we are still keen to know what other libraries are doing. This year one of our library staff members created a bookmark for our library and we would like to investigate the potential of creating a library brand that personalises our College libraries. We have already hosted one Makerspace expo run by the Digital Student Leaders and our aim is to purchase some products for the library and have a designated Makerspace. In my Year 8 library classes, I'll be starting some Project-Based Learning opportunities for students to continue to develop inquiry-based learning skills. We need to continue marketing our library and even expanding beyond our walls by being present across the whole College. I would still love to start a reading program for students in the Middle School as reading levels continue to drop but I am still investigating programs that are suited for secondary students as many reading programs are aimed at the primary schools. All Catholic schools in Western Australia will be launching 'Leading Lights' as a management system which may affect current library systems so we are keen to know more about the possibilities moving forward.

In conclusion, this has been our journey so far and has included some of the ideas that have worked for us. My best advice would be to know your own context so that you can create a vision to suit the needs of your community. Be willing to research and visit lots of libraries to identify possibilities for your library's transformation. I asked colleagues and other experienced librarians many questions so I would suggest that you utilise the people around you too. Be prepared to take some risks – some will work and some will not but it can be very rewarding to do something different and it pays off. We really have to 'sell' the role of the library now so that people recognise how important they are in our communities.



THIS SESSION WILL COVER:

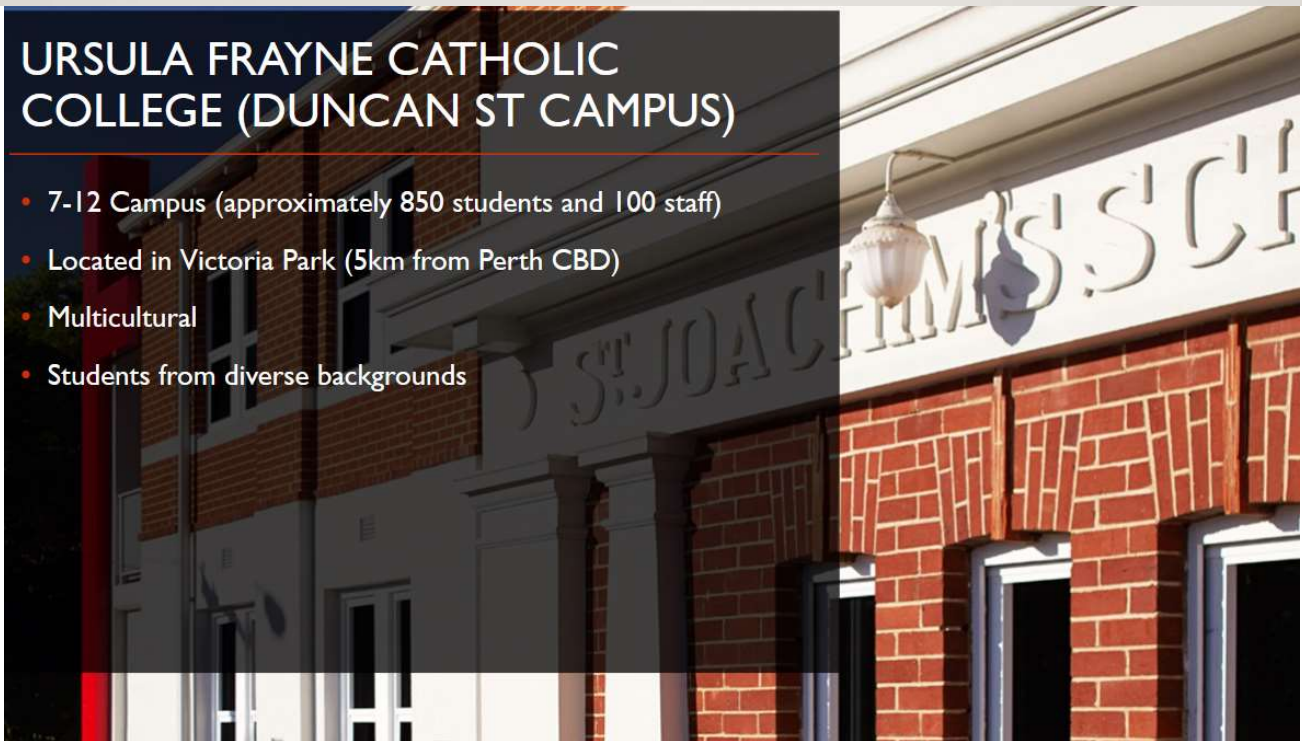
- Our Context
- Creating a Vision for the Library
- The Transformation Process
- The Future of our Library

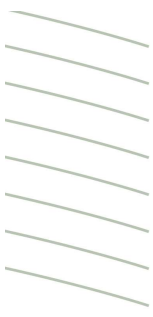


OUR CONTEXT

URSULA FRAYNE CATHOLIC COLLEGE (DUNCAN ST CAMPUS)

- 7-12 Campus (approximately 850 students and 100 staff)
- Located in Victoria Park (5km from Perth CBD)
- Multicultural
- Students from diverse backgrounds





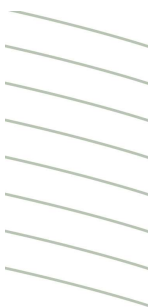
THE ANNE PARKER LIBRARY

- High volume of students in the library each day (before school, break times, after school)
- Social space (games, conversations, laptop use)
- Fiction readers
- Study space
- Staffing:
 - 1 x Teacher 5 days per week
 - 2 x Technicians (2 days each)
 - 2 x Officers (1 day each)

CREATING A VISION FOR THE LIBRARY

LIBRARY REVIEW RECOMMENDATIONS

- Library to become 'hub' of the school
- Develop 21st Century learning skills of students
- Collaborative, flexible space
- Head of Library is a member of Academic Council
- Library to complement teaching and learning programmes
- Establishment of close relationship with IT department



MY INTERPRETATION OF THE RECOMMENDATIONS

- Shelves on wheels
- Multi-level seating
- Mixed furnishings
- Service desk in the centre of the library
- Warm and inviting atmosphere
- Quality resources
- Integration of technology
- Promote information literacy and digital literacy

OUR AIM

Looks Like	Sounds Like	Feels like
<ul style="list-style-type: none">• Open-plan• Semi-private• Technology rich	<ul style="list-style-type: none">• Students collaborating, communicating and sharing• Active participation	<ul style="list-style-type: none">• Safe• Inviting• Comfortable• Modern

“The ways in which a library uses its space and resources to support the development of its community is crucial to its continuing success.”

-Les Watson, educational advisor, consultant on learning spaces, and editor of *Better Library and Learning Spaces: Projects, Trends and Ideas* (2012).

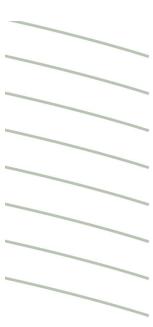
INITIAL CHANGES

- Mass weeding
- Split fiction books into genres
- Introduce student requests
- Focus on customer service
- Promotion of reading
- 'Listening Lunches'
- Student art displays
- Promoting the use of iPads



THE TRANSFORMATION PROCESS

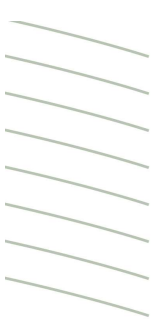


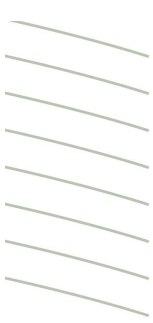


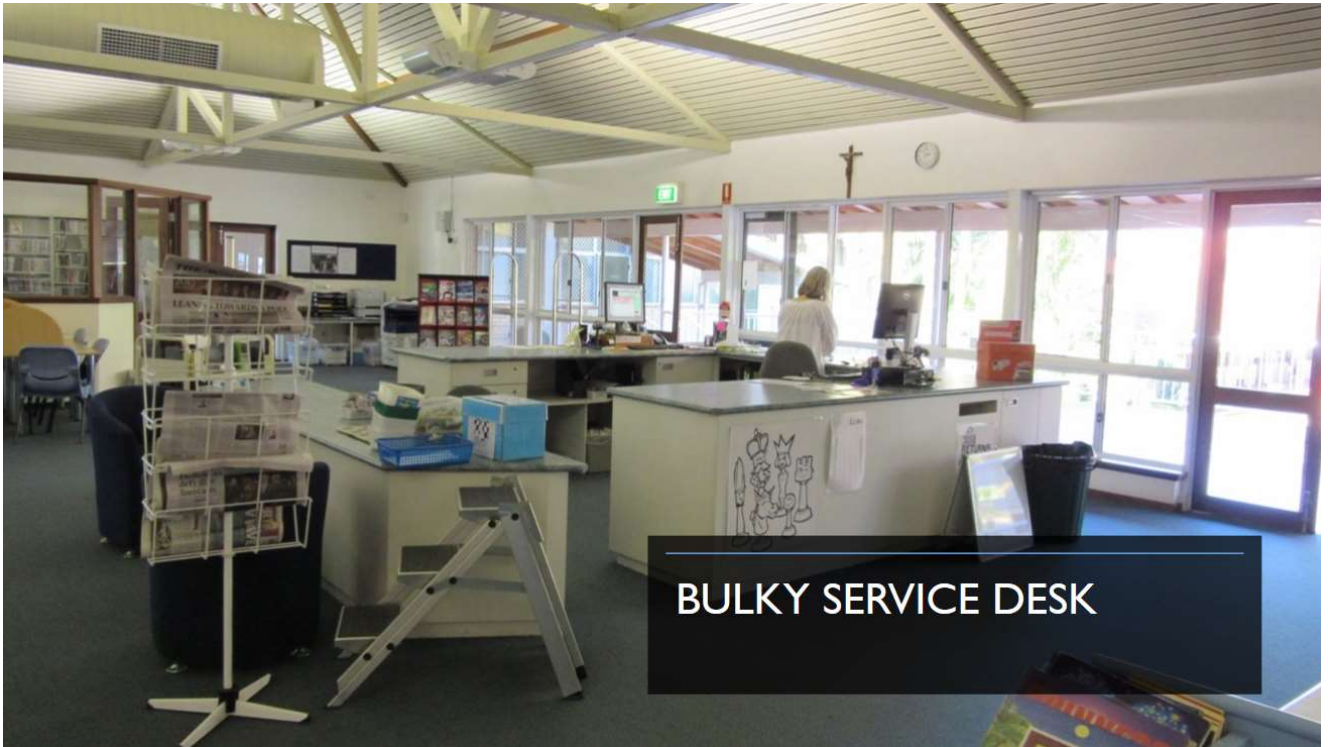
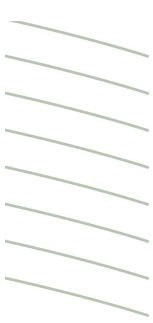
CONFINED SPACES

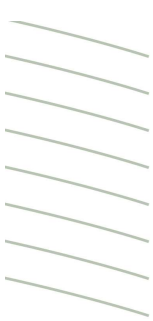


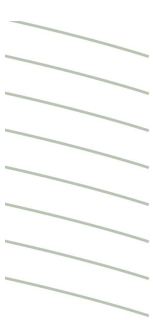
DATED FURNITURE

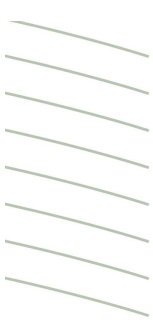


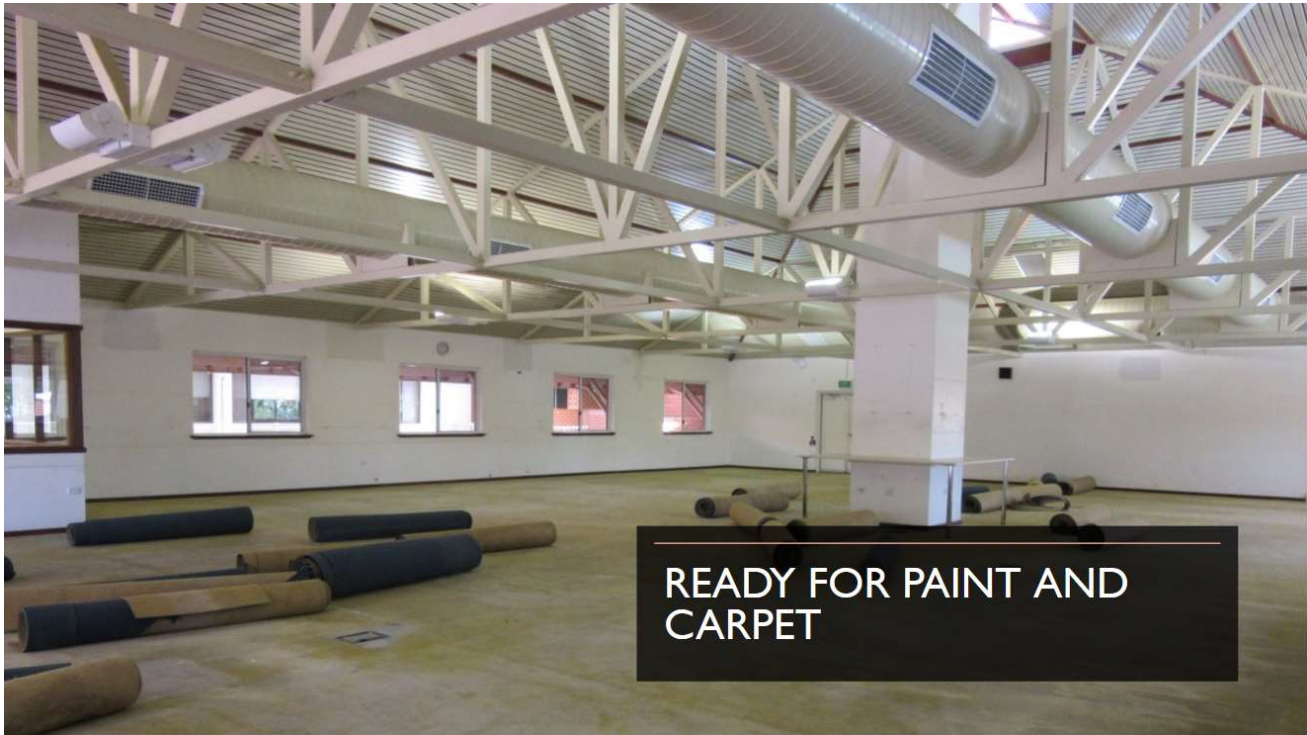
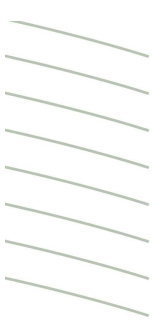


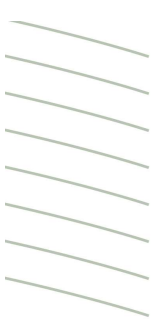


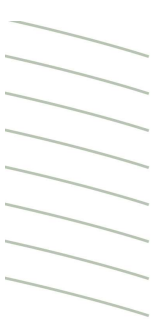


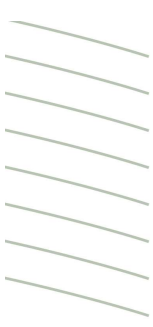


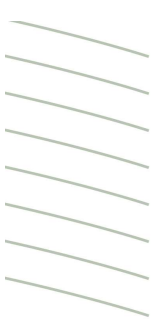


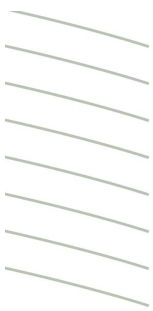












Note: (3) slides showing student faces have been removed from publication.

FOLLOWING THE TRANSFORMATION

- Change to new Library Management System for K-12 (**Oliver**)
- Introduction of **Libguides** (Research guides)
- Promotion of **ClickView**
- Purchase of Databases (**Gale**)
- Social media (**Instagram, Pinterest**)
- Library displays
- Professional development of staff
- Continual reflection on the vision
- Weeding continues
- Forward facing displays
- Signage
- Promote reading to staff



Follow us @ufcclibrary

THE FUTURE OF OUR LIBRARY

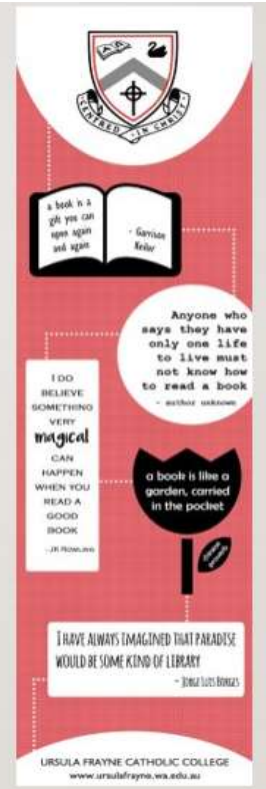
WHERE TO NEXT?

- Library branding
- Create a designated space for STEM project work (Makerspaces)
- Introduce **Project-Based Learning** to library lessons
- Develop research and referencing skills of students
- Move beyond the library walls
- Reading program
- Leading Lights?



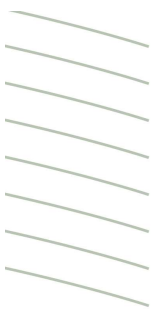
IN CONCLUSION

- Know your context
- Create a vision for your library
- Conduct research
- Learn from others, ask advice
- Be prepared to take risks
- 'Sell' your library to staff and students
- Continually reflect on the vision – has it changed?



RECOMMENDED SUPPLIERS

- WA Library Supplies – shelving, service desk, stools
- DVA Fabrications – booth seating, casual seating, ottomans, book cube, returns trolley
- Officeline – student chairs, cupboards
- Merchandising Libraries – library signage
- Softlink – Oliver LMS
- Raeco – genre sticker labels



Do Digital Natives Need Libraries?

Dr Barbara Combes



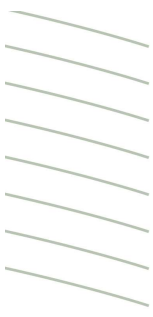
Do digital natives need libraries?

Australian and New Zealand Theological Libraries
Association (ANZTLA) 2017

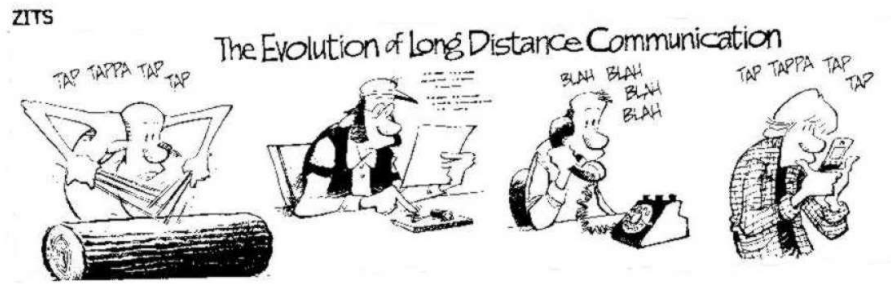
Dr Barbara Combes

Charles Sturt University, School of Information Studies

School of Information Studies



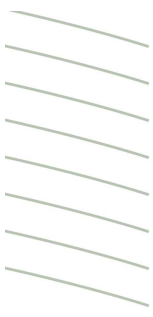
What is a digital native?



By Jerry Scott & Jim Borgman

What is a digital immigrant?





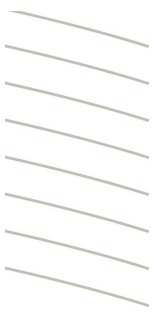
Technology, devices, stuff



By Jerry Scott & Jim Borgman

Timeline

- 1984 – first email in Germany
- 1989 – Tim Berners Lee invents html coding protocols - makes the World Wide Web (WWW) possible.
- 1991 – CERN introduces the WWW to the public
- 1993-94 – first web browsers appear, Mosaic and Netscape
- 1995 – public domain Web goes live in the USA
- 1997 – public domain Web is available in Australia
- 1998 – blogs first appear, Google begins
- 1999 – peer-to-peer file sharing, Napster
- 2000 – dot-com bubble bursts
- 2001 – Wikipedia launched, terms digital native and digital immigrant appear, Marc Prensky 2004 – Facebook goes online
- 2005 – YouTube launches
- 2006 – Twitter launches
- 2017 – WWW and public access to the Internet is 20 years old in Australia



Digital natives or digital refugees



Research

- Children born into Generation Y (>1990, original natives), believe the younger generations understand and use technology better than they do.
- Common terms - tech-savvy, computer-savvy, Internet-savvy.
- Early work - observation of what young people appeared to be doing, rather than what they were actually doing.
- Result – popular literature and quasi academic literature about the digital native, Generation Y, Millennials, Generation Z.
- Digital natives – coined in 2001, term still has resonance with politicians, educators and the general public.
- Another term – digital refugees (Scanlon, 2009).

Digital natives or digital refugees



Research

Digital native attributes

- Young people have an innate aptitude for using technology.
- They are able to multi-task and use technology in innovative ways.
- Use technology for connectivity and social engagement.
- Technology exposes them to a wide range of ideas and cultural differences, thus leading to a more socially inclusive outlook.
- Access to information via the Internet and electronic resources leads to a greater knowledge base which means independence and the ability to question and confront information.
- Digital natives are preoccupied with free expression and have strong views, a result of being exposed to a lot of information on the Internet.

How do the natives really use technology?

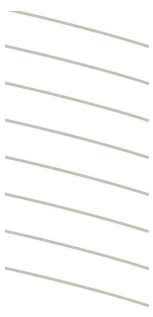


By Jerry Scott &
Jim Borgman

Digital natives or digital refugees

Research (Combes, 2009)

- Digital native is a myth.
- Young people do not use technology any differently from older people.
- Very confident when using technology – adopt a play and learn learning strategy. They teach themselves how to use it.
- Use technology very superficially.
- Adapt technology to suit their needs.
- Do not have a deep understanding of how it works.
- Susceptible bad aspects of technology due to ignorance, including:
 - cyberbullying and trolling;
 - phishing, poor security and safety; and
 - copyright and plagiarism.



Digital natives or digital refugees



Research (Gulatee & Combes, 2016)

- Conducted in Thailand, comparison with 2012 study.
- Young people use technology to diarise their lives eg. food porn.
- Do not use new technologies – cost factor.
- Use technology to stay in touch with family and friends.
- Use mobile technology and social media apps to conduct online education, eg. Facebook live
- They teach themselves how to use it.
- Do not have a deep understanding of how it works.
- Susceptible bad aspects of technology due to ignorance, including:
 - cyberbullying and trolling;
 - phishing, poor security and safety; and
 - copyright and plagiarism.

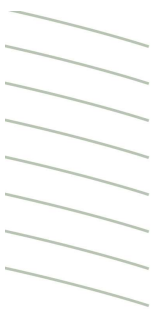
Digital natives or digital refugees



Research (Gulatee & Combes, 2016)

Conclusions

- Not much has changed since 2009.
- Young people use technology in a similar way.
- Use is superficial – young people use technology primarily for connectivity, entertainment and ego publishing.
- Issues:
 - Use technology as a toy not a tool for learning or information-seeking.
 - Use ≠ expertise in how to use the technology effectively, efficiently or ethically.
 - When the consequences of using the technology are serious, then this lack of understanding and expertise is also serious.



Digital natives, stories & information Charles Sturt University

The digital native is a myth that continues to drive educational policy and affect how people use technology.

Major implication – we do not teach children or young people how to use it in schools because they already know.

Teach themselves – using trial and error based on success – very powerful pedagogy.

Come to school with a culture of technology use based on habit.

Everyone does the same thing!

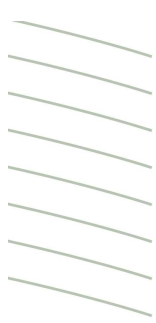
Digital native story



Demonstrates how a belief in misinformation can have dire consequences for those who believe the myth.

Perpetuated by the public media, belief in the idea of a digital native has led to an overwhelming oversimplification of an increasingly complex and shifting information landscape.

Pre-Internet/WWW a simple information landscape, defined by traditional boundaries and dichotomies such as fiction and nonfiction, and spaces such as libraries where we could access information, with help provided.



Information in the 21st century



So what changed with the advent of the Internet/WWW?

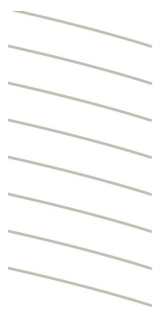
- Information has become widely available to everyone at the touch of a button.
- Anyone can be an expert or famous.
- Everyone can publish an opinion or bias.

Information in the 21st century



Interesting perceptions/beliefs:

- the WWW contains all information;
- it is a one-stop-shop for all information;
- everyone can find the information they need, and interpret and use it;
- no-one needs to act as a mediator (no information managers required - thank you);
- all information on the WWW is free;
- all information on the Web is good information;
- technology is the solution to our information and therefore, our educational needs; and
- age matters!



Information in the 21st century



Current trends for libraries - negative:

- withdrawal of funds for staffing, infrastructure and collections for cultural repositories, and public access to free information agencies (libraries, museums, art galleries, archives);
- withdrawal of teacher librarians in schools;
- withdrawal of traditional services such as mobile libraries and services for the aged and disabled;
- Govt. and business services and service delivery only available online; and
- education and training available wholly online and freely available (MOOCs) ie. no discernible costs.

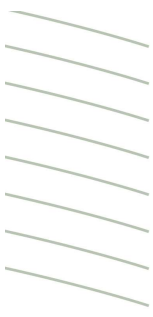
Information in the 21st century



Current trends for libraries - positive:

Business and Govt. beginning to realise:

- the enormity of information overload and digital records;
- that digital records require managing and personnel need help with access;
- difficulties with electronic storage and the ongoing integrity of information, especially digital information;
- the importance of information and the information culture of an organisation to continued economic success;
- ongoing issues with the security of information;
- the cost and sustainability of technology; and
- rapid change that is a characteristic of this landscape.



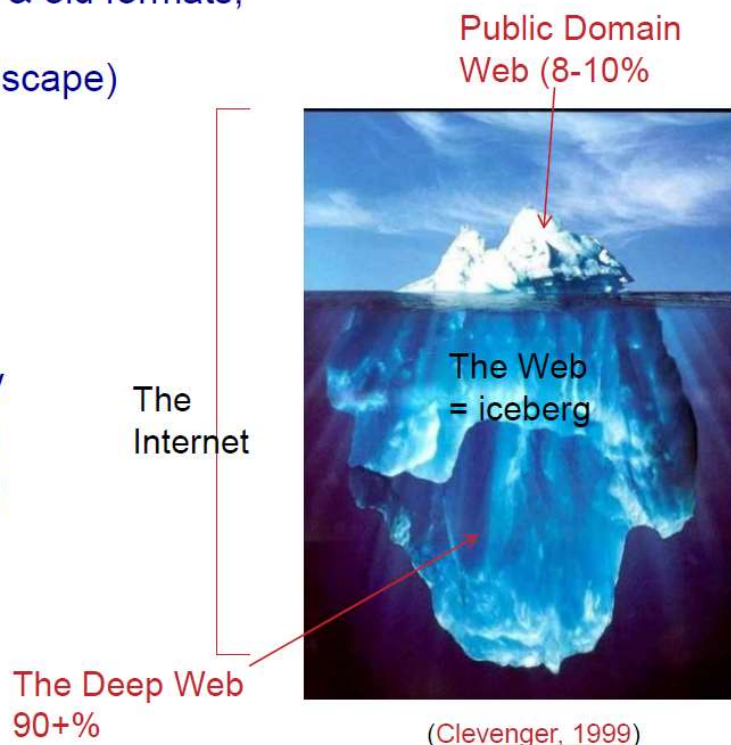
Information in the 21st century

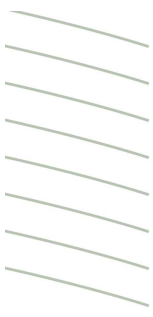
So what does this information landscape look like?

Information in the 21st century

A dynamic information landscape characterised by:

- Technological change (new & old formats, delivery modes)
- Differentiation (layered landscape)
- Overload
- Complexity
- Density
- Decontextualisation
- Access 24/7
- AI enhanced & user friendly
- Faster, smaller, convergent
- > Storage, cloud computing
- Easy manipulation
- Multimodal
- Multimedia
- Interactive

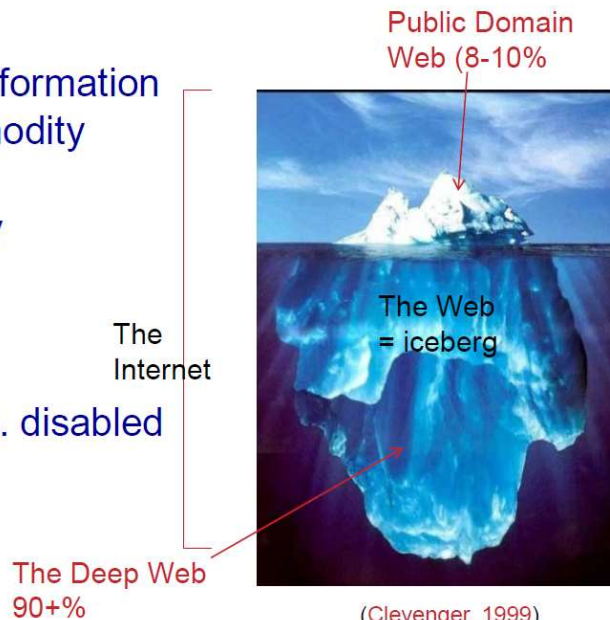




Information in the 21st century

A dynamic information landscape:

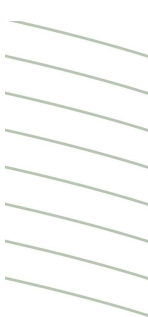
- Internet2
- Restricted access to information
- Information as a commodity
 - copyright
 - intellectual property
- Hidden costs
 - privacy issues
 - security issues
 - equity of access eg. disabled



Information in the 21st century

Technologies:

- Multipurpose/functional mobile phones: iPods, Blackberries, iPhones
- Kindles, iPads, eBook readers
- Digital cameras, video cameras
- Flash drives, mobile memory, USB sticks, “the cloud”
- Laptops, tablets, notebooks, notepads
- Thin client technology
- Wireless, bluetooth
- Multi-user Web conferencing, Adobe Connect, online/flipped classrooms
- Learning Management Systems, BlackBoard/WebCT, Moodle, LAMs ...
- LMS (Library Management Systems)
- 3D, stereophonic, haptic sensory devices, ...



Information in the 21st century



Web 2.0 Utilities to ensure your complete happiness!

Get Totally Wired In - Sign Up for ALL of These Sites Today!

SITES YOU MUST BE ON FOR COMPLETE HAPPINESS

SITES YOU MUST BE ON FOR COMPLETE HAPPINESS

Ludwig Gatzke.

Information in the 21st century



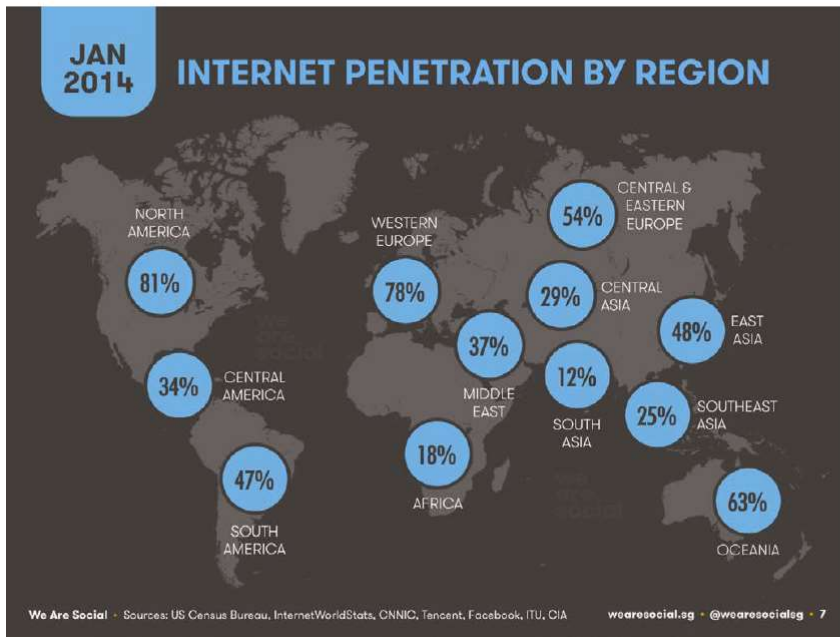
Web 2.0 Utilities – Interactive – Social - Public domain - One-to-many

- [RSS Feeds](#)
- [Twitter](#)
- [Nings](#)
- [Jing](#)
- [Wikis](#)
- [Blogs](#)
- [Voicethread](#)
- [Diigo](#)
- [Flickr](#)
- [Pinterest](#)
- [Weebly](#)
- [Instagram](#) ...

web 2.0

Batac, A.J.

Information in the 21st century



Large numbers of people do not have access to the Web.

Access =

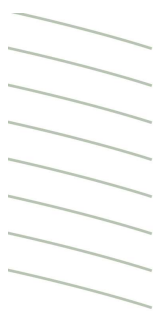
- Physical access =
 - infrastructure;
 - technology.
- Cognitive access =
 - finding information;
 - being able to read and interpret it;
 - being able to use and re-purpose it.

Simon Kemp

Information in the 21st century

Utilities:

- Internet2, Internet3
- Web 2.0, Web 3.0, Web 4.0
- Facial recognition
- Aggregator software (Spokeo)
- Tracking, GPS or locator software
- Virtual worlds
- Multimedia, simulations, gamification, ...
- eBooks, vooks, digidocs,



Students in the 21st century



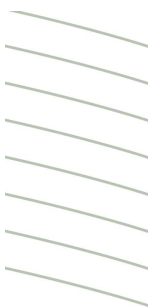
Assumptions:

- Digital natives vs digital immigrants or just digital refugees
- Computer literate?
- ICT literate?
- Digitally literate?
- Internet/network literate?
- Information literate?

Literacy in the 21st century



- Traditional literacy
- Computer literacy
- Critical literacy
- ICT literacy
- Internet/network literacy
- Screen literacy
- Multimedia literacy
- Digital literacies?
- Visual literacy/discrimination
- Information management
- Information inquiry literacy?
- Transformational literacies? Transliteracy?
- Metaliteracy
- Higher order thinking - analytic and synthesis (making meaning)



Literacy in the 21st century



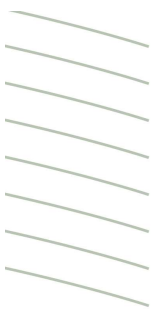
- Academic literacy
- Business literacy
- Cultural literacy
- Workplace literacy
- Music literacy
- Science literacy
- Critical literacy
- Media & information literacy (UNESCO)
- Technology literacy
- Adult literacy, aliteracy
- Lifelong learning
- Lifewide learning
- Just-in-time learning
- Formal learning
- Informal learning

Information literacy in the 21st century



<p>Working with Information Being able to:</p> <ul style="list-style-type: none"> • locate information using a range of sources and delivery modes; • authenticate/evaluate information (establish authorship, veracity, authority, recency, relevance) • skim and scan, make notes; • filter unwanted, inappropriate or information that is not useful • reference (intext and end of text); • understand and use information appropriately/legally (copyright, plagiarism, intellectual property, privacy, security) and ethically; • use a range of technologies to present information (consider facilities of technology, design, layout) in a variety of forms (visual, oral, textual) and delivery modes (print, audio, Web 2.0, multimedia, website); • understand and apply ethical and appropriate use – copyright, creative commons, privacy, intellectual property; • understand and apply cultural diversity and sensitivity; • demonstrate the attributes of a Global Digital Citizen – netiquette, use of language, considered use of multiple tools; and • workplace information literacy – transitioning to a new workplace (accessing career information, job sites, being able to write a CV, conduct an interview, know who to ask for information, learning in the workplace). 	<p>Managing Information Being able to:</p> <ul style="list-style-type: none"> • use a range of resources, formats and delivery modes (text, print, pictorial, oral, human, multimedia, online, electronic); • use a range of information management tools and technologies (email, electronic file structures, indexes, contents, catalogues, databases, citation tools, online curation tools); • categorise, collate and store information for later use; retrieve information stored for later use; • work collaboratively in a team, roles; • manage time, meet deadlines, create work schedules; • select and use convergent devices to meet an information need – mobile devices, apps; and • understand how new developments in technology affect information management – the cloud, digitisation, data integrity and preservation.
<p>INFORMATION LITERACY Competencies, skills, making meaning & thinking</p>	<p>Communicating Information Being able to:</p> <ul style="list-style-type: none"> • communicate effectively and efficiently using a range of media (including print) across a variety of formats and delivery modes; • recognise, understand and apply appropriate language conventions using a range of media and across a variety of formats and delivery modes; • understand and apply appropriate privacy, communication and copyright laws to all forms of communication; • understand and apply appropriate cultural sensitivity to all forms of communication; • understand and apply workplace knowledge and conventions to all forms of communications; and • understand and apply rules of netiquette/online/email etiquette.
<p>Thinking about information Being able to:</p> <ul style="list-style-type: none"> • ask the right questions to begin an information enquiry, problem-solving; • develop an hypothesis or line of inquiry; • concept/mind map to establish scope of inquiry; • interrogate, analyse, information – understand and make meaning, interpret; • deconstruct information and meaning using a range of resources, tools, technologies; • substantiate/support your argument; • reconstruct understandings to develop new information-knowledge; • transfer thinking and information skills to solve new problems; and • understand other terms – lifelong learning, life-wide learning, formal vs informal learning, just-in-time learning. 	<p>Literacy making meaning Being able to:</p> <ul style="list-style-type: none"> • develop/practise language literacy skills – reading, writing, viewing, listening & understanding; • develop/practise online literacy skills, interrogating information on screen, iconic literacy, digital literacy, multimedia literacy, ...; • develop/practise visual/image discrimination and interpretation, ...; • develop/practise technology literacy skills - computer literacy, ICT literacy, Internet/network literacy, ...; • develop/practise graphical interpretation, numerical literacy, statistical literacy, ... and • understand other literacy terms – transformative literacy, ecological literacy, meta-literacy, critical media literacy, adult literacy, aliteracy, illiteracy, media and information literacy (UNESCO), academic literacy, ...

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Why do we need libraries?



The idea of the digital native is a myth.

Everyone uses technology in similar ways, especially for information-seeking.

The rate of development of technology often inhibits expertise.

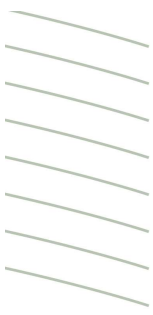
The information landscape is complex, shifting and undergoing constant change.

How complex is it?

Information landscape



- Floridi calls this new information domain the infosphere, which includes all informational entities and their agents, properties, interactions, processes and mutual relations.
- The infosphere includes cyberspace as well as offline and analog spaces of information.
- The infosphere is an environment that is continually evolving.
- Information communications technologies (ICTs) and the convergence of technologies are 'reontologizing' (a very radical form of re-engineering) the very nature of the infosphere (Floridi, 2007).



Information landscape



Information landscape = infosphere

Information landscape includes:

- all information in all its forms, undifferentiated by delivery mode;
- the humans who inhabit the landscape, intervention activities, developments in technology, ideas, cultures of use and attitudes; and
- old technologies and information that exists in older formats (information artefacts such as print, DVDs/video, radio, television).

Information landscape

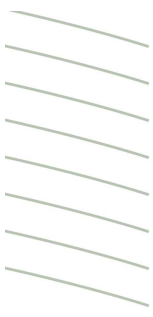


The information landscape of the twenty-first century is:

- a very complex and evolving concept; and
- currently populated by new and old information artefacts and people.

Both of these characteristics ultimately change the structure of the landscape itself and how society views it.

Therefore developments in technology affect the landscape and the humans who inhabit it and vice versa.



Confusion abounds!



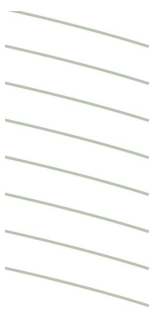
The information landscape can be very confusing place.

- Multiple use of terms is changing the meaning of language eg. literacy, friend.
- Multimedia presentations eg. simulations, real-life simulations, docu-dramas, dramatised documentaries, mockumentaries and documentaries.
- Commercials, infomercials, edu-mercials.
- Entertainment, reality TV, virtual reality/life games, virtual worlds, edutainment and infotainment.
- Print – fiction, nonfiction, faction, real-life stories, true stories, authorised and unauthorised biographies, and autobiographies.

More confusion – social media



- Diarising/ego publishing: Facebook, blogs, Tumblr., VK, MeetMe, ask.fm, Tagged, Friendster, MySpace...
- Online communities: Ning, ConferenceNet, ...
- Decontextualised information/communication: Twitter, RSS Feeds, SnapChat...
- Visual ego publishing: Flickr, Instagram, Pinterest, ...
- Multimedia publishing: YouTube, TeacherTube, Voicethread,
- Self-publishing: Jing, Podcasts, Vodcasts, Wordpress, Weebly, wikis, ...
- Professional networks/PLNs: LinkedIn, Academic.edu, Classmates, BizNik, Entrepreneur Connect, ...
- Bookmarking/curation: Delicious, Diigo, Librarything, Shelfari, Goodreads, ...



Information behaving ...



How does this landscape and how we use and perceive it affect information?

Assumptions we make about information:

- objective information is valuable (true?, fact?);
- objective information can be transmitted out of context and retain its inherent properties; and
- more information is better (Dervin in Case, 2002).

Dervin's 10 dubious assumptions we make about information appeared in the research in the 1970s.

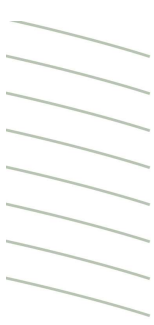
Information behaving ...



How does this landscape and how we use and perceive it affect information?

Assumptions we make about information:

- old fashioned information artefacts have the same properties as new information forms;
- delivery mode or technology is confused with the information resource;
- attributes associated with the technology have become associated with the information it stores and delivers, and vice versa; and
- information in the new landscape behaves the same way as information delivered/stored using more traditional methods.



Information behaving ...



How does this landscape and how we use and perceive it affect information?

- 2 characteristics which are contradictory in nature.
- Shenton calls this a paradox (2007).

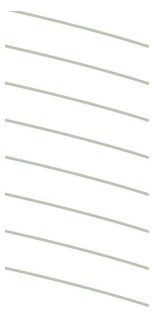
Information behaving ...



How does this landscape and how we use and perceive it affect information?

Characteristic 1 - information is incredibly solid:

- text is perceived as having authority and value – traditional perception;
- may appear in multiple locations and publications, in different formats and via different delivery modes – more authority/must be true/good;
- how we publish on the Web – confusion between information and advertising;
- greater longevity – recirculated/regurgitated; and
- almost impossible to delete – due to the nature of the Web.



Information behaving ...



How does this landscape and how we use and perceive it affect information?

Characteristic 2 - information is incredibly fluid

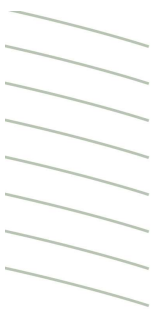
- information can be copied, pasted, slightly altered and disseminated widely – Chinese whispers;
- appears in a variety of formats and via different delivery modes – formal, abridged, informal/social contexts;
- often picked up by followers who transmit it around the landscape with ease; and
- recirculated/regurgitated – continues to be alive, one set of users leaves and another logs on.

Information behaving ...



The way information behaves and how we perceive it is inextricably connected to:

- the technology and the delivery mode;
- how we first learn to access information:
 - reading print,
 - teaching ourselves how to use technology – culture of technology use;
- the influence of social commentary & opinion vs research:
 - locked away journals and Deep Web and inaccessible,
 - research and education using social media (24/7 business model); and
- corruption of terms and language – catchy labels that have resonance.



Paradox



Information is both solid and fluid in this landscape.

- Our perceptions are shaped by the nature of information in this landscape and the baggage we bring with us.
- How we interact with it is also shaped by the technology and how we use it.

Shenton's fourth paradox

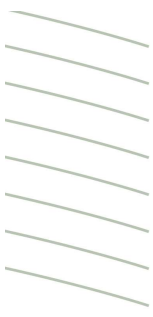
Despite the sophistication of today's information age, youngsters frequently follow a basic formula for action when finding and using information (Shenton 2007).

Not just young people – everyone!

Repercussions



- Education:
24/7, free?, wholly online, devalued, business model.
- Equity of access:
Costs, physical access to technology, cognitive access to information, education, service/s delivery wholly online.
- Assumptions:
We don't teach students how to use technology or how to engage critically with this landscape – digital natives so they already know.
- Disempowerment:
Oversimplification, state of flux, culture of technology use, control.



Other issues



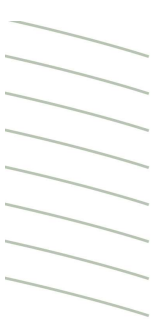
Reading and making meaning from text on screen:

- we read screens differently to print;
- suffer from eye fatigue;
- miss information;
- not for people who cannot read or who have limited level of literacy;
- 44+% of Australians = literacy level 2, level 3 = graduation from high school;
- reading is not intuitive, a skill that must be maintained, ie. continually practised.

Other issues



- The WWW (how we access the Internet) is 20 years old in Australia.
- It is actually very young in research terms.
- We haven't had time to research thoroughly the effects of technology on society.
- Current research is published as another set of new technologies emerges.
- Public opinion is shaped by observation, opinion and ego publishing in this environment
- Young people do adapt and use technology in ways the creators did not foresee.
- Constant state of change.



Why have a library?



Libraries contain:

- Information in multiple formats and delivery modes.
- Provide community spaces , in schools safe haven.
- Provide access to a trained information specialist (aka librarian/teacher librarian).

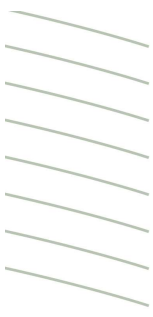
New vs old names



Names/titles:

- Libraries;
- iCentres;
- Learning Commons;
- Information Centres;
- Cybrary;
- eCentres;
- Media Centres ...

Public, school, TAFE/VET, academic, special (law, medical, art, science, architecture, parliamentary, veterinary,...), archives, museums, records office



New vs old names



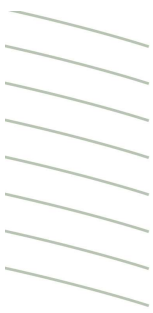
Names/titles:

- Teacher Librarian, Library Media Specialist;
- Corporate Information Officer; Chief Information Officer;
- Recordkeeper; Information Management Officer;
- Librarian; Systems Librarian;
- EDRMS Officer; eLearning Developer;
- Information Systems Manager/Coordinator;
- Information Management Analyst;
- Information Services Manager/Officer;
- Digital Services and Information Manager;
- Information Coordinator/Officer
- Information Specialist
- Library Technician

Information seeking



- Information seeking must be one of our most fundamental methods for coping with our environment.
- The strategies we learn to use in gathering information may turn out to be far more important in the long run than specific pieces of knowledge we may pick up in our formal education and then soon forget as we go about wrestling with our day-to-day problems. (Donohew, Tipton & Harvey, 1978, cited in Case, 2002, p.17).
- The influence and ubiquitous use of technology at every level of society has affected the way we find information that meets our needs (relevant) and how we use it.



A brave new world?



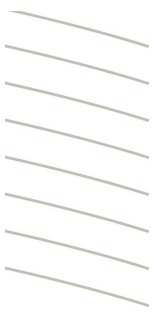
- Historically, libraries have always been at the forefront of technology and information management.
- How we perceive libraries and the hype surrounding the WWW and access to information has changed.
- Libraries and librarians have a poor image.
- Ignorance about the information landscape abounds due to lack of teaching in schools.
- Information specialists and managers will be needed to cope with the complexity and overloaded nature of the evolving landscape.
- Complexity, overload and density will increase at an exponential rate for some time to come (Moore's Law).

A brave new world?



Changing perceptions and public opinion will take time.

- We may lose cultural heritage/knowledge.
- We already have a generation or more of disempowered users/citizens.
- We have already lost privacy and security of information.
- We are losing people with LIS skills.
- We don't have future proofing/succession planning in place.



A brave new world?



Solutions?

- Need to educate future generations.
- Australia needs to value its cultural heritage and education for all citizens.
- We need future proofing/succession planning in place.
- Grass roots approach?

Technology & education

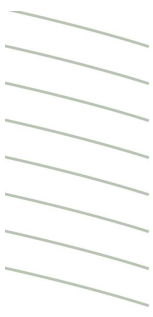


Initiatives by both Government and educational policy makers in Australia have been described as part of the 'digital rhetoric' where ICTs are defined as the main driver for innovative education and training systems (Buchanan, & Chapman, 2009).

Like Western governments worldwide, in Australia computing technologies are considered a motherhood solution to the needs of a highly skilled and technologically capable workforce (Baskin & Williams, 2006, p.455).

The labels and attributes assigned to young people have resulted in the marginalisation of teachers and anyone else who doesn't exhibit the skills assigned to this generational group (Stoerger, 2009).

The idea of a digital native is a myth that has continued to have resonance due to the nature of the information landscape and how society perceives this environment.



Thoughts ...



What a school thinks about its library, is a measure of what it thinks about education. ~ Harold Howe, former U.S. Commissioner of Education

Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation. ~ Walter Cronkite

Information cannot replace education. ~ Earl Kiole

A library is not a luxury but one of the necessities of life. ~ Henry Ward Beecher

Libraries enable the past to talk to the future. ~ Edward Cornish

The medicine chest of the soul. ~ Inscription over the door of the Library at Thebes

Question ...



Do digital natives need libraries?

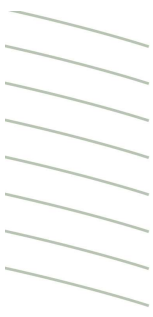
Yes they do – more than ever!

A single pot of facts will not graduate students who have the knowledge and capacity to deal with life after school in the current information landscape.

These skills are included in the General Capabilities of the Australian curriculum.

Most teachers do not teach or embed information literacy skills into their curriculum programs which are content-focused and determined by exams/tests.

Information literacy skills are not tested by NAPLAN either.



Question ...



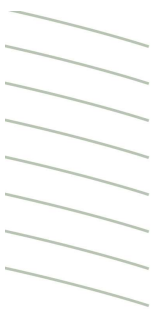
The teacher librarian is the information specialist in the school.

Their teaching role includes literacy and information literacy learning outcomes.

They work at the General Capabilities/cross curriculum outcomes of the curriculum.

Does your school have a library that has a teacher librarian?

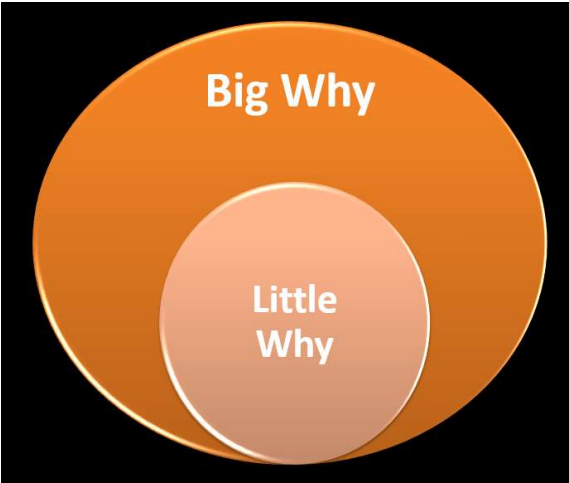
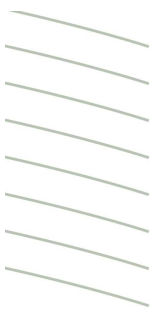
Does your school utilise this person's expertise?

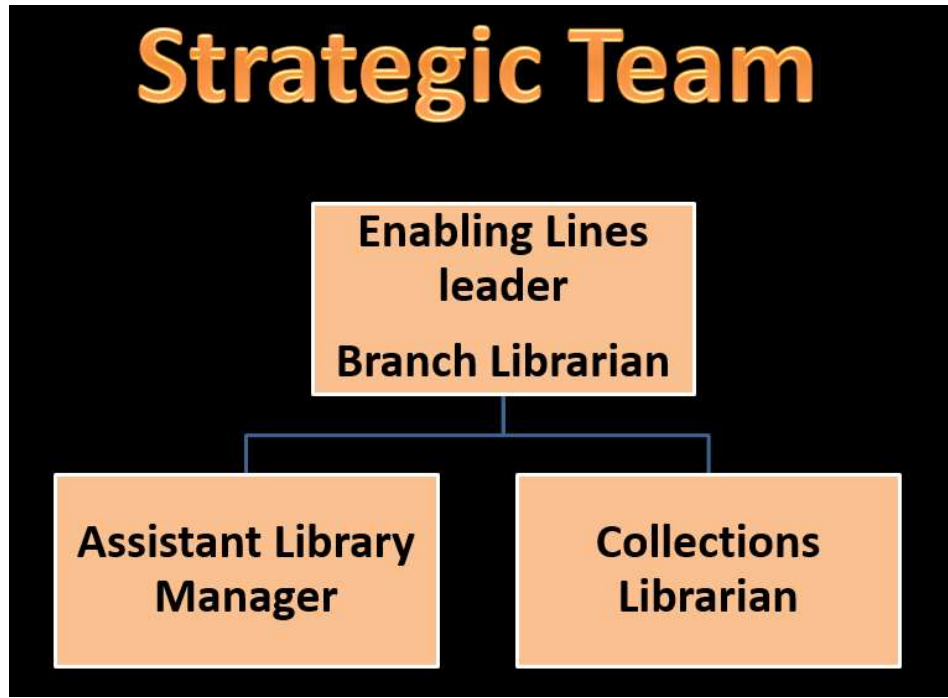
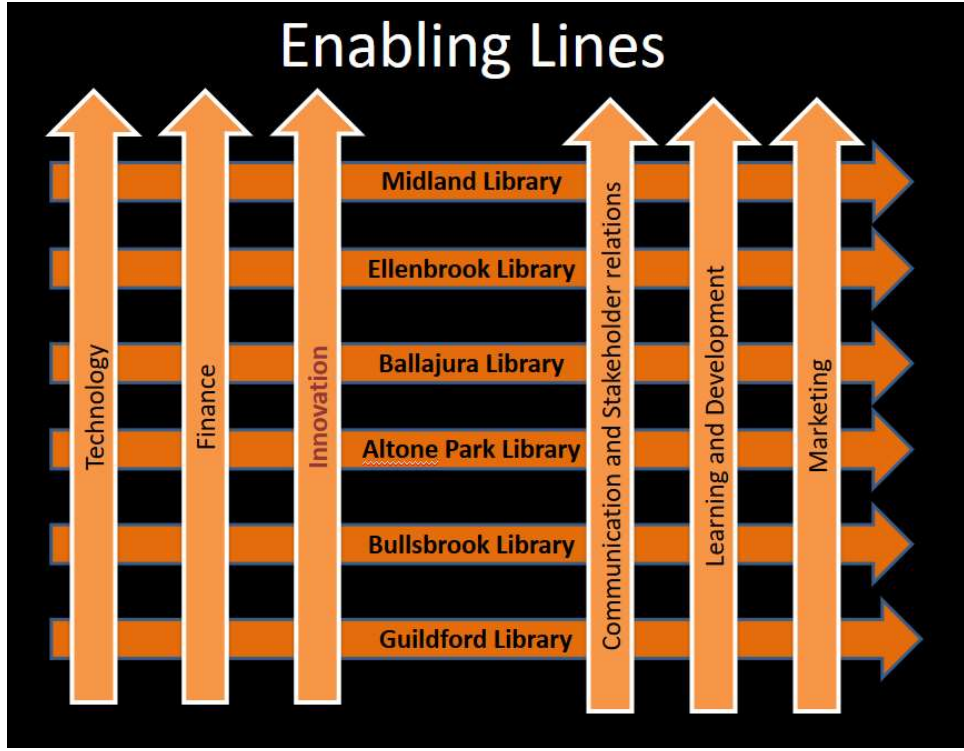
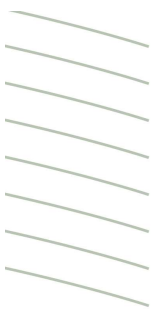


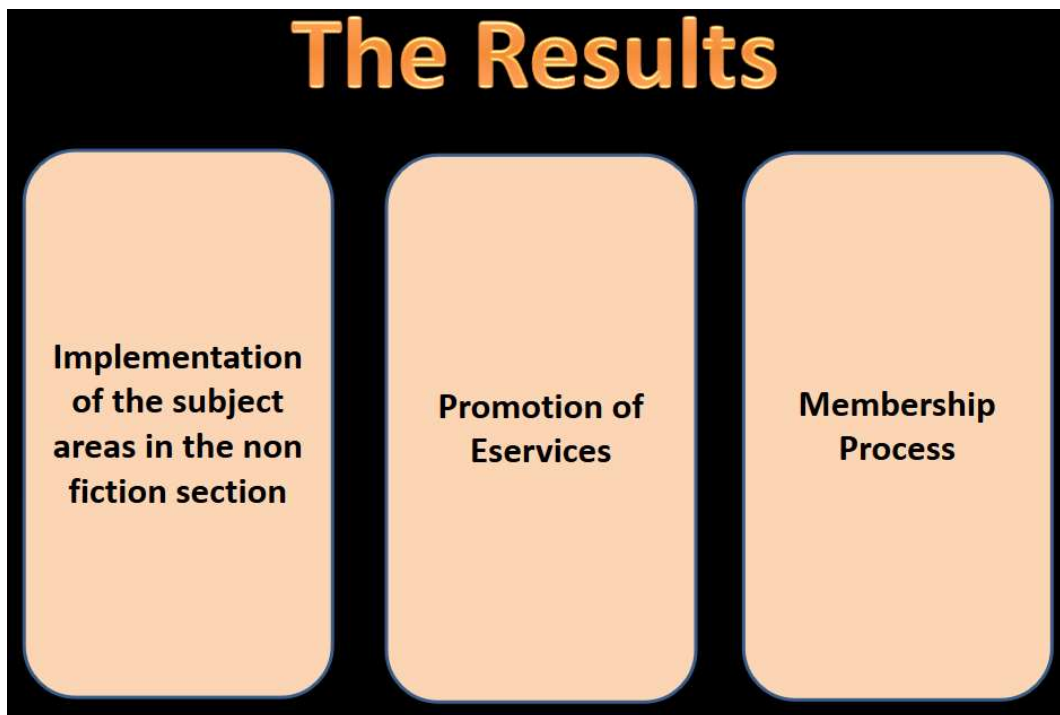
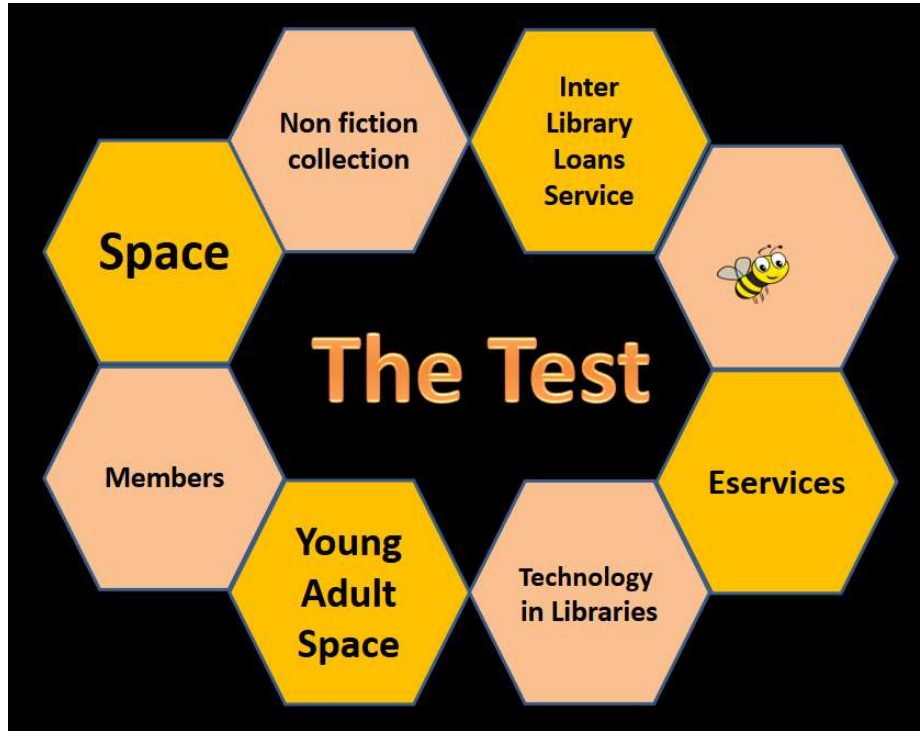
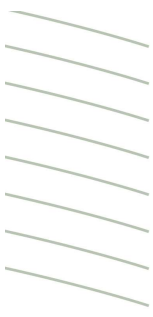
How to 'Bee' Innovative

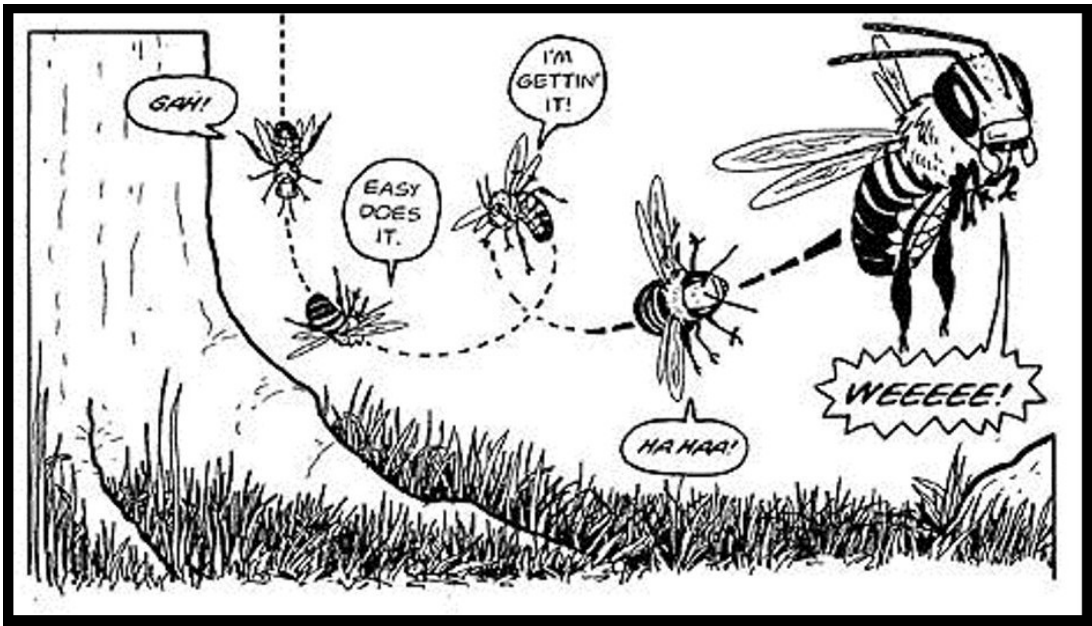
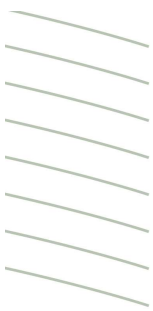
City of Swan Library Team

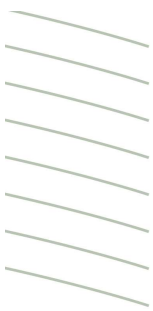












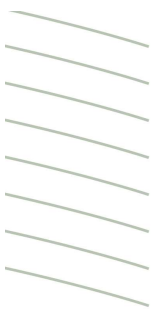
BRANDING

iTeam



Not the same old shhh...

A black rectangular area containing a white oval. Inside the oval, the word "BRANDING" is written in bold yellow capital letters at the top. Below it, the text "iTeam" is written in black. In the center of the oval is a cartoon character that resembles a yellow camera with a large white eye, a smiling mouth, and thin blue legs. At the bottom of the oval, the text "Not the same old shhh..." is written in bold black.

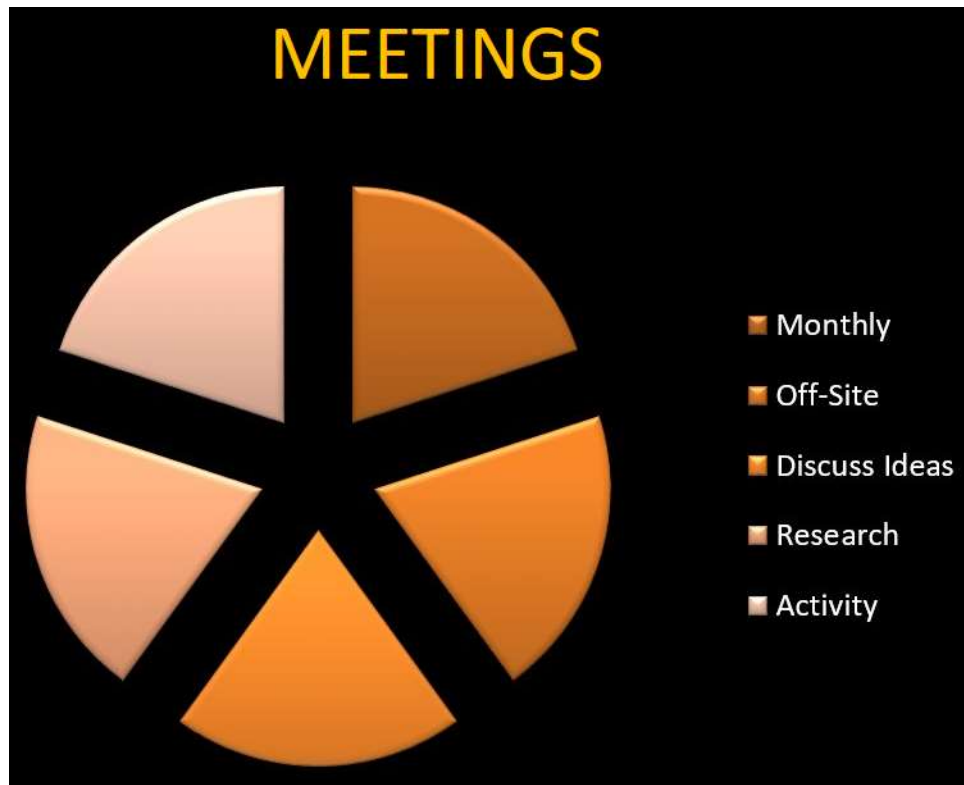
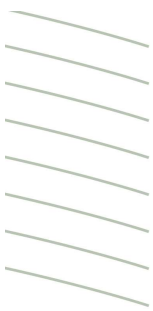


RECRUITMENT iTeam 2016



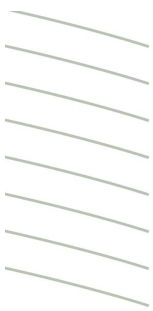
RECRUITMENT New Members 2017





Meetings can be FUN

M&M Game
Creative Thinking
Craft
Innovative Newspaper Cover
Word Games



ACTIVITY

Who

What

When

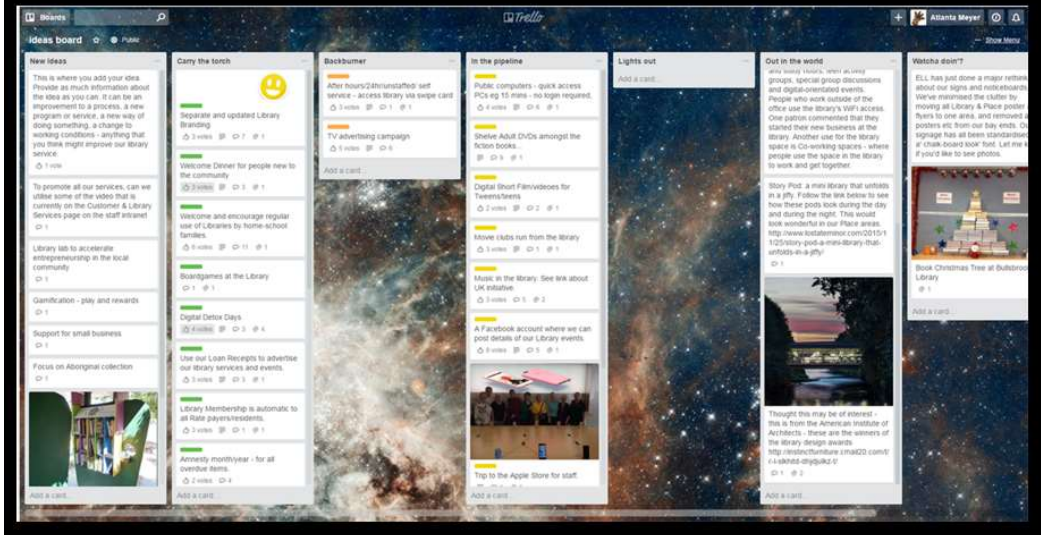
Where

Why

EXERCISE



IDEAS – Trello Board



Idea Analysis

iTeam

Idea analysis

Title: _____ Submitted by: _____ Other contributors: _____

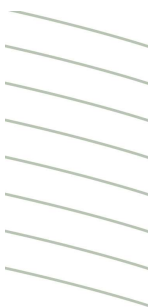
Brief Description: _____

Not the same old shhh...

Strengths	Weaknesses
Opportunities	Threats

Give each Strength or Opportunity 0—5 points Remove 0—5 points for each Weakness or Threat Score _____

How could we overcome weaknesses and threats?



Idea Summary Sheet

iTeam

 Not the same old shhh...

Idea Summary Sheet

Idea Title:		
Move to List:		
Submitted by:		
Other contributors:		
SWOT Rating:		
Impact vs Effort rating:		
Implementation ideas:		

iTeam

 Not the same old shhh...

Idea Summary Sheet

Idea Title:	Implement Digital Detox at our Libraries, ie. time @ work away from electronic devices.	
Move to List:	Carrying the Torch	
Submitted by:	Lynda	
Other contributors:	Kathryn, Clara	
SWOT Rating:	20	
Impact vs Effort rating:	Low input	High Impact
Implementation ideas:		
	Once a week/month for 1 hour. Make it a calendar appointment request. Get staff to nominate an hour.	
	Give suggestions to staff on what to do during the 'time out' - eg. read, colour in, talk to a customer, have a cuppa and chat to someone, tidy your desk/in-tray, go for a walk, do a book display.	
	Take photos of what staff are doing during this time, and promote to Library and City staff.	
	Measure of success: Feedback from staff; uptake numbers; survey at 6 months	
	Consider an increase in time or frequency further down the track.	

Idea Report

iTeam

 Not the same old shhh...

Digital Detox Pilot - Bullbrook Library
 Monday 21st March 2016

Planning
 Discuss a time and date with staff - including school staff.
 Send out meeting requests to Bullbrook staff.
 Send out email explain the Digital Detox to staff.

Digital Detox
 Inform staff to switch off their computer screens at 11.30am.
 3 City staff and 2 school staff participated in the Digital Detox.
 I followed staff around to see what they were doing during this hour.
 I took photos during the hour - please see attached.
 Only leave screens on for issues, returns and City Payments.

What did staff do?
 I took a few photos of what some of the staff did during this hour. We also had a laugh in the beginning which included a bottle of wine!

Staff member 1:
 Shelving, shelf-reading and a conversation with colleague.

Staff member 2:
 Collect books from JK area that got damaged during the weekend, reading insurance paperwork for report on damaged items.

Staff member 3:
 Shelving, IT's (I asked why she did the IT's and she said because she wants to get the IT's ready for the crates, I told her to leave it and switch off the screen)

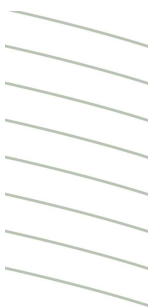
Staff member 4:
 Shelving, Paying ISA account, took her lunch.

Staff member 5:
 Monitor the Digital Detox, went through all the posters in the library and removed posters and flyers with old telephone number, sorted out in-tray on desk.

Recommendations
 We need to clarify what staff can do as they weren't sure if they can read a book or colour in like we suggested in the Summary Sheet. We suggest they should do something that would make them feel better.
 We need to add one or two objectives to this idea. Should have these before we roll out to all libraries.
 I would like to give this another go and work on these recommendations.
 Make sure there is no shelving or say that shelving isn't an option as everyone went for the shelving.
 Don't do this during a time when staff will take their lunch breaks.

Comments from staff
 They will do it again, but need it to be defined.
 They want to know how to catch up with their work after the hour.
 They need more direction as to what it is we want to accomplish.





Bizzy Bee Digest

What's New in the hive

Sphero

At the recent EduTech Conference in Brisbane, Lynda came across a wide variety of inspiring new inventions. One of these is Sphero. There is no rule that says learning shouldn't be fun, or that playing can't be valuable.

Sphero is a robot ball with several features that can be controlled through mobile apps, including computer programs that you build. The main features are rolling at a given speed, light up in any colour, Bluetooth connections and programming.

We will be looking at some of these inventions for our libraries soon...

Answers to the Riddles

Q: A man rode in to town on Tuesday, and left two days later on Tuesday. How so?
A: His horse was called Tuesday

Q: What has 13 hearts, but no other organs?
A: A deck of playing cards

Q: How many seconds are there in one year?
A: 12 (2nd Jan, 2nd Feb, etc.)

Emoji Competition

Do you have a favourite Emoji character? 🤖 🐼 🐼 🐼 🐼

We would like to know, email your favourite Emoji character to Atlanta.

Let's find out which character is most popular with library staff... results in the July issue.

Send those emails by 7 July to stand a chance to win a lucky draw prize. 🏆

Library Members

Lynda Tai, Penny Jones, Lorita Schmitz, Atlanta Meyer, Jessica Madanira, Elizabeth Garfield and Kath Earle

Keep up the good work!

BizzyBee Digest

Direct from the Team: Issue 3

In the Pipeline on the Trello Board

- Have live music in our libraries
- Movie Clubs run from the Library
- Shelve Adult DVD's amongst the fiction books
- Trip to the Apple Store for staff
- Add currently reading recommendations at the end of your email signature. All staff are encouraged to add these to their signature.

Trip to the Apple Store

Are you interested in visiting the Apple Store in the City?

The Team are planning 'Field Trips' to the Apple Store and we want to know the following -

- Which day and time will suit you?
- What would you like to learn from the Apple experts?

Email Atlanta with the information so that we can get **bizzy planning**.

Quotes

"Someone is sitting in the shade today because someone grabbed a tree a long time ago." - **Walter Dill**

"To improve is to change; to be perfect is to change often." - **William Churchill**

"The Best Way to have a Good Idea is to have a Lot of Ideas." - **Linus Pauling**

SUCCESS

NF Thematic Collection

YOUR CITY OF SMITH LIBRARY

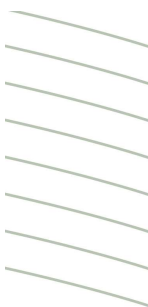
In order to make it easier to find what you're looking for, our non-fiction collection is sorted into the following themes...

- ARTS & CRAFTS** - Sewing, quilting, scrapbooking, etc.
- CHILDREN'S** - Books, toys, games, etc.
- COMPUTERS & INTERNET** - Software, hardware, etc.
- DIY & HOME** - Gardening, home improvement, etc.
- EDUCATION** - Textbooks, study guides, etc.
- ENTERTAINMENT** - Music, movies, TV, etc.
- ENVIRONMENT** - Gardening, recycling, etc.
- FINANCE** - Budgeting, investing, etc.
- HEALTH & FITNESS** - Diet, exercise, etc.
- HISTORY** - Local history, etc.
- LANGUAGE** - Grammar, vocabulary, etc.
- LITERATURE** - Fiction, non-fiction, etc.
- SCIENCE & TECHNOLOGY** - Space, biology, etc.
- SPORTS** - Football, basketball, etc.
- TRAVEL** - Guides, maps, etc.

City of Smith

Digital Detox





Team Feedback 2016

If you want the new, the different, the exciting, and the fun *Innovations* in our libraries and you believe anything is possible; there is only one team for you – *The iTeam*



It promoted the idea that all library staff are one team and working for the improvement of services across all COS Libraries.

ITeam
FLICK THE SWITCH ON

CREATE
Three leaders were appointed with the task of incorporating innovation into everyday operations.

LEARN 75%
The project results were used to explore how to best engage and implement change

BRAND
The team decided on branding and created merchandise and uniforms

Meet
Monthly meetings are held to discuss ideas and work through their feasibility

ACTION
The small group ran several projects to start the ball rolling.

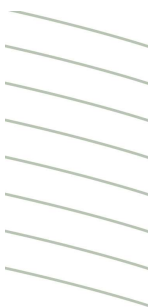
RECRUIT
Recruitment into the iTeam was carried out as a formal process similar to a job application

Share
After investigating several online share sites, the team decided to use Trello to share their ideas


REPORT
The iTeam report progress through a monthly digest called the BizzyBee Digest

International and National Recognition





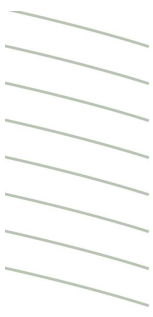
Advice from a Honey Bee
Create a Buzz
Sip life's sweet moments
Mind your own beeswax
Work together
Always find your way home
Stick close to your honey
Bee yourself



Atlanta Meyer
atlanta.meyer@swan.wa.gov.au

Jessica Madureira
Jessica.madureira@swan.wa.gov.au

The central graphic features a black background with a yellow rectangular area containing text and a bee illustration. The text is in a typewriter-style font. The bee is a detailed illustration of a honey bee. The entire graphic is framed by a black border with orange question marks at the corners.



Collaboration and Innovation News from the USA

Maria Stanton

Collaboration and Innovation News from the USA

*Maria Stanton,
Director of Production
American Theological Library Association
Email: mstanton@atla.com*

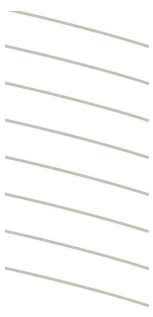
Presented: ANZTLA 2017, Perth, Australia



Agenda

Share stories from Academic libraries in the US:

- Projects to provide access to content / holdings
- Research to plan for the future



Collaboration Initiatives

Current tangible results for users of libraries

Creating Information Literacy Videos

- ▶ Small Libraries Interest Group
- ▶ 2016 ATLA Annual Conference: team formed
 - ▶ Susan Ebertz, Associate Librarian – Research & Instruction Arts, Wartburg Theological Seminary, Dubuque, Iowa
 - ▶ Vance Thomas, Director of the Library, Central Baptist Theological Seminary, Shawnee, Kansas
 - ▶ Karl Stutzman, Director of Library Services, Anabaptist Mennonite Biblical Seminary, Elkhart, Indiana
 - ▶ Stephen Sweeney, Director of the Library, Saint John Vianney Theological Seminary, Denver, Colorado



Approach & Execution

- ▶ "GitHub"
 - ▶ No strict roles and responsibilities
 - ▶ No relying on (waiting) for someone to do their piece ... anyone could help keep the project moving forward if they could contribute.
- ▶ Tools:
 - ▶ Adobe Creative Cloud
- ▶ Content of the video:
 - ▶ Single topic
 - ▶ Targeted audience
 - ▶ Script
 - ▶ Storyboards
 - ▶ Iterating
- ▶ Follow best practices
 - ▶ Few words on the screen
 - ▶ Movement
 - ▶ Short duration



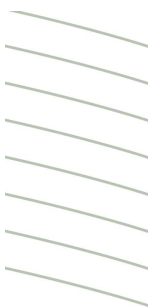
First Video: Markets Access to Materials

- ▶ Topic: ATLA Reciprocal Borrowing Program
- ▶ <https://youtu.be/4Dd37jJo8X4>
- ▶ Currently, video is unlisted (awaiting final review)

ATLA Reciprocal Borrowing Program

- ▶ Launched: March 2015
- ▶ Project Stages:
 - ▶ Conference Calls among interested members via conference calls
 - ▶ Draft policies and procedures for review
 - ▶ Formal agreement – outlines responsibilities of all parties
- ▶ Project Scope:
 - ▶ Check out privileges
 - ▶ Each institution establishes lending requirements
 - ▶ Home libraries agree to assist in the return of overdue material

The logo for ATLA, consisting of the letters 'ATLA' in a stylized, bold, serif font. The 'A' and 'T' are connected at the top, and the 'L' and 'A' are also connected at the top. The letters are dark teal.



This is the entire agreement

ATLA Reciprocal Borrowing Participation Guidelines and Agreement March 2015

Participation in the ATLA Reciprocal Borrowing Program is open to any North American ATLA Institutional or Affiliate Member in good standing.

PROCEDURES

- A patron from a participating library may walk in and request borrowing privileges from another participating library.
- Participating libraries refer to the official list of participants posted by ATLA on the ATLA Reciprocal Borrowing Program website to determine if the patron is eligible for service.
- Patrons will meet the lending requirements of the library they wish to use.
- Local lending practices will be followed for user privileges. Borrowers will be subject to the rules of the lending library.
- Lending libraries may contact the patron's home library to verify that the patron is in good standing there.

PARTICIPATING LIBRARIES' RESPONSIBILITIES

- Agree to the guidelines for the program and provide the name and contact information for an individual who receives official notifications about the program.
- Honor patrons from all participating libraries, provided those patrons meet lending library's lending requirements.
- Adopt a lending policy that states the local library's borrowing privileges for borrowers from other libraries.
- Ensure that circulation staff are aware of the program and its rules, and know the local procedures for checking out materials to borrowers.
- Inform borrowers about local rules of service.
- Publicize and promote the program at the local level.
- Stamp all materials with a property stamp.
- Collect overdue fines for overdue materials that the library loaned through the program.
- Home libraries will maintain and assist lending libraries in sharing current patron address and phone number for the purpose of retrieving overdue materials or collecting fines/fees, *as agreed to* contact the individual on behalf of the lending library. Home libraries may suspend borrowing privileges due to non-return of items or non-payment of fines at a lending library.

BORROWER'S RESPONSIBILITY

- Be a patron in good standing at a participating library.
- Be prepared to show proof of current enrollment at a participating library.
- Be informed about and abide by the rules and policies of the libraries they use.
- Return materials in a timely fashion according to the rules of the lending library.
- Assume responsibility for all materials borrowed, including but not limited to payment for lost/damaged materials and overdue fines.

ATLA'S RESPONSIBILITY

- Maintain a website that includes information about the program.
- Publish and maintain a current list of participating libraries on the website, including removing any libraries that are no longer North American Institutional or Affiliate members of ATLA.
- Maintain a list of current contacts for each participating library.
- Convene virtual or in-person meetings no less than twice a year to monitor the success of the program and to negotiate any needed changes to policies and procedures.
- Promote the program to current and new Institutional and Affiliate Members.
- Maintain a centralized file of signed participation agreements.

ATLA Staff Role:

- Facilitated the conversations
- Developed the agreements
- Host the information
- Coordinate the program
- US\$ 5k insurance fund for lost items (has not been touched)
- Repository for the agreements



Your library participates in the ATLA Reciprocal Borrowing Program. Participating libraries agree to grant check-out privileges to each other's patrons.

It's easy to use...

Find: A participating library at <http://library.com/ATLA-RR-Map>

Show: Proof of current enrollment as required by the participating library

Check-Out: Lending periods are determined by each participating library

Remember! You are responsible for adhering to local library policy and returning the materials in a timely fashion.

Ask your librarian for more details

Start: 31 institutions in April 2015
Now: ~95 institutions as of July 2017



But is the service being used?

- Participating libraries were surveyed about the program, with a 29.4% response rate.
 - 40% indicated that at least one of their users has successfully checked out materials from another participating institution.
 - 24% indicated that their users report that access to the service has improved their ability to quickly access materials needed for research
 - 64% indicated that their library checked out materials to a user from another library who visited because of the program



Crowd Sourced Research Effort

Longer term recommendations and outcomes

Supporting the Changing Research Practices of Religious Studies Scholars

- ▶ Ithaka S+R's Research Support Services Program
- ▶ Crowd Sourced – NEW MODEL for Ithaka
- ▶ Research completed in 2016, general report published February 2017
- ▶ Sponsorship:
 - ▶ ATLA
 - ▶ American Academy of Religion (AAR)
 - ▶ the Society for Biblical Literature (SBL)
- ▶ Ithaka provided:
 - ▶ Methological framework and the Semi-Structured Interview Guide.
 - ▶ 2-day training session to learn how to do the ethnographic research

Participating Research Teams

- ▶ Asbury Seminary
- ▶ Baylor University
- ▶ Brigham Young University
- ▶ Columbia University Libraries
- ▶ Concordia Theological Seminary
- ▶ Emory University
- ▶ Harvard University
- ▶ Jewish Theological Seminary of America
- ▶ Luther Seminary
- ▶ Naropa University
- ▶ Princeton Theological Seminary
- ▶ Rice University
- ▶ Temple University
- ▶ Tufts University
- ▶ University of North Carolina at Chapel Hill
- ▶ University of Notre Dame
- ▶ Vanderbilt University
- ▶ Yale University



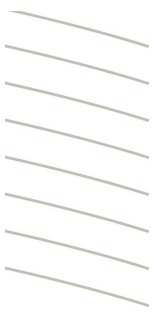


Research teams

- ▶ Conducted 5+ 60 minute interviews
 - ▶ Recorded with participants permission
 - ▶ Transcribed
 - ▶ Coded for themes
 - ▶ Published Local reports
 - ▶ Provided 5 transcripts each to support a global report authored by Ithaka staff
- ▶ Questions Addressed these main topic areas:
 - ▶ Research Focus and Methods
 - ▶ Publishing practices
 - ▶ Challenges and Opportunities facing the field

Research Methods: Multi- or Interdisciplinary

"In my research and also in my teaching I am pretty emphatic that I think that disciplinary boundaries are nonsense and are really there as institutional guides to figure out who pays for the Xerox machine...." Quote from the Tufts report

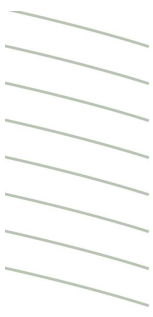


Research Methods: Organizing & Managing Research Data

"...the file on my computer is just called On The Problem of Looking. Every time I stumble across a reference to somebody in antiquity looking at something they're not supposed to see and then being slapped with divine retribution for it, I open that file and just make a note." Quote from Tufts report

Research Methodology

- Most didn't want to be pegged as exclusively using one method or another
- Starting place for defining the research topic varied:
 - Proximity of resources (personal library / institution's library)
 - Teaching topic
 - External request
 - Passion for a topic (even when resources were hard to get)
- Solitary pursuit – little collaboration



Publishing Practices

- ▶ Selection of where to publish tied to promotion / tenure considerations
- ▶ No real appetite to challenge tenure process
- ▶ Non-traditional options have not had a major impact
- ▶ Some awareness of Open Access (many needed it explained)
- ▶ Not really participating in IRs (not sure about rights issues)

Recommendations and Reflections

- ▶ Collaboration:
 - ▶ Digitization projects – strategically engage faculty in digitization efforts
 - ▶ Collaborate with other libraries and subject librarians to help identify resources and guides to material beyond the theological library
 - ▶ Collaborate more closely with scholars on the research and publishing process
 - ▶ Purchasing decisions – digital v print? Our library v yours?
- ▶ Tools and Training:
 - ▶ Use of tools to manage research data (perhaps focus on grad students?)
 - ▶ Exercise caution when purchasing or promoting expensive new tools / services
- ▶ Advocacy:
 - ▶ Promote Open Access to Deans and Administrators as a viable alternative to traditional publishing models



Bigger Picture Take-away

- ▶ Project was a successful first-of-its-kind collaborative effort for Ithaka.
- ▶ Collaboration was a theme of the recommendations within the local reports.
- ▶ Outcomes –
 - ▶ Significantly strengthen the relationship between the library and faculty in support of future collaboration.
 - ▶ Developed new skills for librarians
 - ▶ Writers of the local reports felt they had more "actionable" information at the local level than they would have with only a general report.
 - ▶ Helped defined strategic next steps at many libraries

Let's end where we began

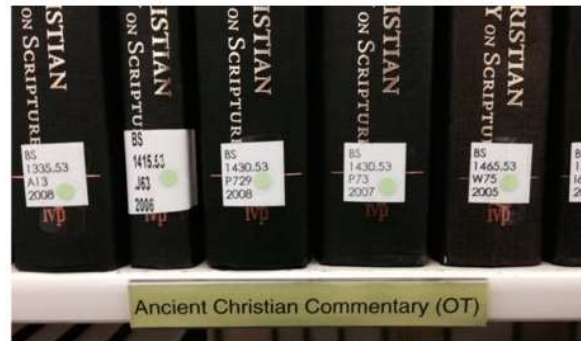
Transformative project is helping scholars every day

Making Space for Research

- ▶ Wake Forest University
- ▶ School of Divinity Students = 1% of the student population
- ▶ Power Users of the Reference Collection
- ▶ Dedicated Resource Location
 - ▶ Near the Reference Desk
 - ▶ Concordances, Atlases, encyclopedias, study aides
 - ▶ Contemporary commentary series
- ▶ Seven staff from WF participated: Kaeley McMahan (project coordinator)

Project steps

- Developed the target list of resources
- Estimated Shelf Space
- Created a new item type & location in Voyager
- Created location display wording for the catalog
- Pulled the books, changed the location code
- Added REF stickers & dots



Results ...

- Welcoming space near the Reference Desk
- Biblical Studies Reference (ready reference material): students stand at the counter to consult the material and reshelve the title without leaving the area. Staff are picking up fewer volumes from the study areas to scan for in-library use.
- Commentaries:
 - In-house use & checkouts = 627
 - Current reporting period = 1317

Biblical Studies Reference 7/2013-6/2015 Commentaries 7/2015-6/2017 Commentaries (che



Some Additional References

- ▶ ATLA Reciprocal Borrowing Program

<https://www.atla.com/Members/programs/Pages/Reciprocal-Borrowing-Initiative.aspx>

- ▶ Ithaka Report

<http://www.sr.ithaka.org/publications/supporting-the-changing-research-practices-of-religious-studies-scholars/>

- ▶ Bright Spots in Theological Education (Auburn Study)

<http://auburnseminary.org/report/bright-spots/>

- ▶ Book:

- ▶ Reimagining the Academic Library, by David W. Lewis (2016)

Questions?