THE LIBRARY OF FAITH AND TECHNOLOGY (TEXT)

ASDAL 2013

BACKGROUND

The title of this presentation is the library of faith and technology. I am not sure if this describes our libraries as places of faith and technology or if it calls attention to the relationship that our libraries have with technology. It sounded good at the time and seemed to fit the issue of change as a result of technological innovations, one of the areas that I will address.

When I read the call for proposals, one topic interested me because for the past year plus, I have been thinking about the academic library in the context of integrating faith and learning, a topic that is receiving much attention on the Oakwood campus. We hosted a faith and learning mini-conference in May 2013. In addition, there has been a deliberate focus on developing faculty scholars who are engaged in academic research and writing. My recent steps into this arena was my poster at ASDAL last year and serving as chair for the Faculty Research Symposium held in April 2012, 2013.

 My poster asked the question... How does the library impact the academic, social, and spiritual development of student workers? The feedback from you who were there was very positive. I noted that two other presentations--one by Bola (Biblico-Historical Foundations of Contemporary Library and Archival Practices) and the other by Grace (Hiram S. Walters Resource Centre: An Agent of Change at Northern Caribbean University & its Environs) also looked at the role and impact of the library. All three of these endeavors cited Keith Clouten's 1992 paper entitled, "The Library of Faith: An Exploration of the Role of the Library in a Seventh-day Adventist College". It got me wondering if there were more recent articles that outlined the framework for librarianship in a SDA institution. I found Annette's 2004 article, published in the JAE, entitled, The Library: A Window of Opportunity.

When the research questions were posed in the in the CALL FOR PROPOSALS I saw an opportunity to probe a topic of interest. I have changed the order of the questions slightly--made q.2 the first question and rephrased the last q.

- What is the philosophy of SDA Librarianship?
- Has the philosophy changed with the changing technology?
- Has the mission of individual libraries been lost sight of in the rush for change? rephrased to read:
- Give examples of how the mission of your library is carried out on a regular basis

METHODOLOGY

An online questionnaire was sent via the SDA-LIBRARIAN LISTSERV three times- twice as a WORD document and once via Survey Monkey during the month of May 2013. I received 19 responses from libraries in North America, Europe, and Africa, and will share some of what was reported as I explore these questions.

The outcomes of this presentation (PPT)

SDA academic librarians do the same work as other academic librarians in other Christian and secular colleges and universities. Is there a need for a distinctly SDA philosophy? In our conferences and publications we have focused on how to improve professional practice for faculty, students, and librarians. we have placed much emphasis on developing and preserving Adventist resources and make every effort to equip and engage school librarians. Few articles address the theoretical framework of SDA librarianship.

According to Smith (2002), the following educators, theologians, and librarians have articulated elements of a philosophy of Christian librarianship: Miller (1981) promoted the values of stewardship and service that emphasized relationships over service. Trott (1982) saw librarianship as a ministry and he too advocated focusing on people more than on the collections. Terhume (1982) challenged librarians to educate students to become lifelong Christian thinkers. Wilcox (1988) noted the distinctive nature of Christian librarianship and equated it with Catholic education. He also developed a philosophy of Catholic librarianship. Pullinger (1989) identified equity of physical and intellectual access as a means of combating consumerism and narrowing the information gap among citizens. Hanna (1993) promoted academic excellence as the distinguishing characteristic of Christian Education. Tucker and Davis (1993) underscored the importance of professional excellence, integrity and faith in the secular workplace. They addressed integration of faith and professional practice through mentoring, affirmations, counseling and personal interactions. Wilcox 's (1988) purpose for Catholic librarianship was to

- Establish and enhance a distinctly Catholic ethos in Catholic education.
- Collaborate in the enrichment of the Catholic heritage preserved in Catholic libraries
- Develop the Catholic identity as the Church enters the 3rd millennium

It makes sense that a SDA philosophy of education would provide the foundation on which SDA librarianship is built. According to Smith (2002) "the purpose of academic librarianship is dependent upon the purpose of education".

WORLDVIEWS

Pantheism --God is impersonal. He is like an absentee landlord when it comes to the force & workings of nature. Everything that exists is a part of the divine.

Naturalism assumes that reality consists of the material universe operating solely according to the laws of nature.

Theism believes in the existence of a personal God who is Creator and Sovereign of the universe. It is to this worldview that Christians subscribe. This worldview is further developed through a meta-narrative that follows:

 META-NARRATIVE -- Our philosophy of Adventist Education is rooted in understanding this world view.

Does this worldview determine our understanding and application of the ALA Core Values? How do these differ from core values championed by the Association of Christian Librarians?

PHILOSOPHY OF SDA EDUCATION

Philosophy of Christian Education...set out in the book Education and the official statement from the NAD.

Certainly the library is a partner in this educational enterprise. Therefore, any philosophy of library service will naturally evolve from a philosophy of education.

Responses to: **What is the philosophy of SDA librarianship?**

Philosophy of SDA Librarianship?

Recommendations of what should be included in a statement of philosophy of SDA Librarianship. Question is – do we really need one and who will develop it.

Although a philosophy statement has not been explicitly identified, it is evident that SDA librarians operate from the Christian worldview – their faith in a personal, loving God informs the philosophy and guides professional practice.

The response to question 2- Has the philosophy changed with the changing philosophy? -- A resounding chorus of NO! Everyone (100%) said no, the philosophy **does not or should not change** with the changing technology. This validates what Brenneise (1996) concluded in his article Adventist Librarianship Accesses the Electronic Future. He wrote, "the fundamental mission of the library remains unchanged---the delivery of information in the most appropriate format(s) to a defined community of users, even as methods of accomplishing it change." Robertson (2013) also confirmed that technology does not change the "essential wholistic, person-focused, theocentric worldview of SDA librarianship". However, he argues that the practice of librarianship has shifted from applying the philosophy in a culture of scarcity (where the types and number of resources were limited) to a culture of abundance where users suffer from information overload and information anxiety (Matacio and Robertson, 2011).

Our final question: Has the mission of individual SDA libraries been **lost sight of in the haste** to adapt to change? Re-phrased to read: Give examples of how the mission of your library is carried out on a regular basis

I would like to put technological change in context by reviewing how the stakeholders and the library landscape have changed and how the library continues to anticipate and adjust to change. Information and communication technologies have permanently changed libraries, library users and librarians. Although it is challenging to keep up with new tech tools the rapidly changing technology environment is here to stay.

In 1982 -- Time magazine named the Computer the Man of the Year. The debate over the demise of the library as we knew it intensified and bold predictions were made about the

paperless library. We are closer to that reality now than 30 years ago, but we are also years away from having a paper-free library.

Experts have written about the former traditional library, also known as Library 1.0 or the place to go and get. This library was print and paper dependent; one-directional and static. Most of us have been products of Library 1.0.

The Internet became public and the world became flat, and barriers between the user and his information disappeared. Instead of people going to the library to get information, information could now be taken to the people. The library became the place to be and do. **Of course that place may or may not have walls**. Collection Development Librarians embraced e-books, e-journals, internet resources, digital objects, streaming audio and videos. Library catalogs became known as discovery tools with direct links to online content: they provide enriched content like item availability, evaluative ratings, and simple keyword search. New words, some with missing vowels were introduced --Flickr, YouTube, FB, Meebo,IM, wikis, blogs, RSS, Folksonomy became a new way to annotate content. Social networking became a game changer.

Our users -- Diverse population of digital natives who are addicted to technology; eager for quick access to current and personalized information. Prefers online to print, completely wired. multi-task, appreciates context, are sociable and mobile. Wants 24/7 access to both the physical library and the virtual library. But there are also non-traditional users, older, minority students who are returning to learn online and on-campus.

Pew Research findings on Tech Trends and Library Services in the Digital Age (May 2013) revealed:

CONCLUSION

Ninety-five percent of librarians report that they enjoy the focus on service in librarianship. They especially like to interact with patrons and see people smile (Maxwell, 2006). The role of teacher and guide in this Digital age is more important than ever. Students are information rich, but many lack the critical thinking skills that require them to evaluate information and information sources in order to make the best, as opposed to the most convenient, selections for research.

Librarians may experience techno stress when trying to keep up with technology. We may experience techno divorce when something we acquired and promoted is not getting enough use to keep. We have subscriber or buyer's remorse and need to admit we made a mistake about a particular technology. I know I experienced techno shame when I sat in several sessions at ACRL this year and felt really stupid that I didn't know much about data mining and all the issues related to open access publishing, intellectual property rights, etc. However, I do not have techno fear. Being frozen and unable to function because of current and emerging technologies won't do.

Yesterday's library was about books...Today's libraries is about readers.

Yesterday's library was about getting information...Today's library is about creating and sharing information

Yesterday's library was all about silent individuals...Today's library is all about active groups AND individual learners.

Yesterday's library was all about bricks and mortar, tables and shelves...Today's library is about online services, digital resources and varied spaces for different types of learning.

Yesterday's library was all about teaching how to find information...Today's library is all about teaching how to evaluate and use information ethically.

Yesterday's library was all about having program goals. Today's library is all about helping faculty, staff and students meet their goals.

Yesterday's library was all about organizing information by a set of rules...Today's library is about helping users organize information in ways that make sense to them.

Yesterday's library was all about copyright enforcers. Today's library is about intellectual property counselors.

Yesterday's library was all about order, rules, and policies. Today's library is about comfort, service and meeting individual needs.

Yesterday's library was all about developing print literacy. Today's library is about developing multiple literacies-- print, computer, media, digital, etc.

Today's SDA college and university libraries are about technology and the things that endure:

Mission and core values grounded in the SDA Christian worldview.

Librarians – Express their faith in a personal, loving God-- who informs their philosophy of service and guides their professional practice. Value **exploration, risk-taking, and optimism.**

Collections - Multiple points of view, yet without apology for promoting a distinctly SDA perspective.

Christian learners/thinkers who always pursue truth.

Service motivated by love. The technology/delivery methods continue to evolve and change, but **the philosophy of Christian service remains constant.**

References

Association of College and Research Libraries. (2013). ACRL Environmental Scan http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan13.pdf. Retrieved June 20, 2013.

Brenneise, H. (1996). Adventist Librarianship Accesses the Electronic Future. Journal of Adventist Education, December/January, 59:2, 36-39. http://circle.adventist.org//files/jae/en/jae199659023604.pdf. Retrieved June 12, 2013.

Clouten, K. (1992). The Library of faith: An exploration of the role of the library in a Seventh-day Adventist college. Paper prepared for the Tenth Faith and Learning Seminar held at Union College, Lincoln, NE. http://www.aiias.edu/ict/vol_07/07cc_039-054.pdf. Retrieved June 1, 2013.

Greer, A. (2003). The Online Library: A Professor's Personal Experience. Journal of Adventist Education, 65:4, 36-39. http://circle.adventist.org//files/jae/en/jae200365043604.pdf. Retrieved June 12, 2013.

Greer, A. (2004). Distance Learners: Teaching and Assessing Information Literacy. Journal of Adventist Education, 67:2, 40-44. http://circle.adventist.org//files/jae/en/jae200467024005.pdf Retrieved June 12, 2013.

Kern, M.K. and Stephens, M. (2008). Taming Technolust: Ten Steps for Planning in a 2.0 World. Reference & User Services Quarterly, 47:4, 314-317.

Matacio, L and Robertson, T. (2011). The Impact of Computer Literacy and Library Anxiety on Students' Library Experience. Journal of Adventist Education, 73:5, 23-27. http://circle.adventist.org//files/jae/en/jae201173052305.pdf. Retrieved June 12, 2013.

Maxwell, N. (2006). Sacred Stacks: The Higher Purpose of Libraries and Librarianship. Chicago: ALA.

Melgosa, A. (2004). The Library: A Window of Opportunity. Journal of Adventist Education, 67:2, 4-9. http://circle.adventist.org//files/jae/en/jae200467020406.pdf. Retrieved June 1, 2013.

Paris, L. (2009), Faith and Learning in the Reference Interview. The Christian Librarian. 52:1/2 28-30 &43-45.

Poston, L. (2011). Moving Target: Academic Library Design and Services in Response to Evolving Technologies and Student Expectations. The Christian Librarian. 54:2, 76-80.

Rasi, H. in Korniejczuk, R and Brantley, Paul S. (1993). From Creeds to Deeds: Teacher Integration of Faith and Learning in the Classroom. Journal of Adventist Education, 56:2, 9-14. http://circle.adventist.org//files/jae/en/jae199356020906.pdf . Retrieved June 12, 2013.

Rasi, H. (2013). Cultivating a Biblical Worldview at an Adventist University. Handout from Presentation at Faith & Learning Symposium, Oakwood University, May 22.

Riley, D. (2010). Information Apprenticeship: Integration of Faith and Learning in the Library. The Christian Librarian. 53:3, 88-96.

Robertson, T. (2012), The Implications of Arminius' Understanding of the Intellect on Knowledge Exchange Strategies in the Mission of the Seventh-day Adventist Church. Journal of the Adventist Theological Society, 23:1, 76-95.

Scott, J and Trott, G. (2011). Faith, Learning and Libraries. The Library's role in Academic's Faith and Learning Conversations. The Christian Librarian, 54:2, 81-88.

Smith, F.A. (2006), Spiritual Literacy: A new Concept for a New Reality. The Christian Librarian 49:1, 32-33.

Smith, G, (2003). Christian Librarianship: Essays on the Integration of Faith and Profession. North Carolina: McFarland Company.

Trott, G. (2009). Faith, Librarianship and Technology. The Christian Librarian. 52:1&2, 19-23.

White, E. (1952). Education. Mountain View, CA: Pacific Press Publishing Association.

Zichuhr, K, (2013), Tech Trends and Library Services in the Digital Age. http://www.pewinternet.org/Presentations/2013/May/WLA.aspx/ Retrieved June 21, 2013.