

Report of the 39th Conference of the Association of Seventh-day Adventist Librarians
ASTR, General Conference of Seventh-day Adventists
Silver Spring, MD
Librarians Outside Libraries: Thinking Outside the “Box.”
June 23 – 27, 2019

Sunday, June 23

ARMS Workshop, “*What do I do with this box of stuff?*” – The Archives and Records Management Section hosted a fun, practical, hands-on workshop, on Sunday afternoon, demonstrating methods and reasoning behind archival processing, at the Courtyard Marriott Meeting Room. It was there that attendees could pick up their registration packets and pay for extra banquet or tour tickets.

Monday, June 24

Worship – General Conference Secretary **G.T. Ng** – welcomed ASDAL to the General Conference, pointed out that, should we convene at the GC again, we might want to consider joining the GC workers for their Monday worship session which includes a mini-concert. He spoke about signs, slogans (“[The Church Brew Works](#)”), and the Revelation prophecies. He admonished us, as Adventists, to follow our mission and mandate so that we would continue to exist. We need to seek to have our souls revived and reformed. We must be consecrated, and lastly, confess. Confession is necessary to empty self so that we could be filled with the Holy Spirit.

We were welcomed by **Ted Wilson**, President, General Conference of Seventh-day Adventists (Video); Roy Kline, on behalf of David Trim and the Local Arrangements Committee; Lori Curtis, ASDAL President; and Katy Van Arsdale, President-Elect.

Introduction to Conference Theme: Librarians Outside Libraries: Thinking Outside the “Box”

Katy Van Arsdale, President-Elect, ASDAL, gave a brief, historical talk on libraries and librarians leaving the building. She said “The idea of libraries travelling dates back to the [17th century](#) in England. People would put books in boxes and mail them to different communities to share knowledge.” England was also the place where the first bookmobile was invented. It was a horse-drawn cart in Warrington, England, in 1859. The idea spread, and has continued. In the US, the travelling library was important enough for the United States government to fund the project during the Great Depression (1930s). The public librarian would get on horseback and travel up to 100 miles per week to share books. It developed into the bookmobile vans with shelves that we picture today. Think about the ways you have taken yourself outside of the box. How are you sharing knowledge outside of the library?

Adventist Resource Section, Jim Ford, Chair

Dr. Hilary Dickerson, Professor of History, Walla Walla University, captivated us with her research, “*Thus Closed One of the Most Interesting Years of My Life:*” *Finding B.P. Hoffman in the Archives*, as she shared how archives, special collections and libraries were used to trace Benjamin Philip Hoffman’s life in Japan and the United States. Hoffman was an Adventist missionary to Japan, a professor, a librarian, and an Office of Naval Intelligence agent during World War II. While researching Hoffman, Dr. Dickerson discovered another intriguing story, about Nobuo Tatsuguchi, a graduate of the College of Medical Evangelists at Loma Linda. Dr. Dickerson showed us a copy of a newspaper clipping about Tatsuguchi’s death during the war. Much of Hoffman’s information was found at Pacific Union College. It was interesting to note that Adventist missionaries, like Hoffman, were opposed to the Japanese relocation. He was then considered a “Sabbath Spy”. It was not easy to be an Adventist in war-torn Japan, nor to have transnational friendships. It speaks to the power of place. Dr. Hilary said “All historians need to recognize the power of place.”

Digitization at ASTR – Software and Systems Integration – **Kenrie Hylton**, Digital Records Manager, GC Office of ASTR, explained the process ASTR uses to digitize documents. He laid out their workflow model: Prepare → Scan → Verify → Store; and gave details for each step. For instance, in the Preparation Stage there were the following processes that must be completed: box intake, data entry, generating the cover sheet, and cleaning. He spoke about the types of equipment and software systems used and also about the possibility of cross platform interoperability through the integration of different software.

Archives and Records Center Accreditation – **Roy Kline**, Assistant Director, GC Office of ASTR, stood in for David Trim, Director of GC Office of ASTR - Roy Kline first let us know what Accreditation was: “Accreditation is a quality assurance process through which a record-keeping facility of the Seventh-day Adventist Church can demonstrate that it meets the minimum record-keeping standards and guidelines recommended by the Office of Archives, Statistics and Research (ASTR).” [ASTR website](#) When put in place, Accreditation had three levels: Recognized, Approved, and Excellence.. Since then, a fourth, “Emerging”, was added. He spoke about what the Office of Archives, Statistics and Research looked for in order to accredit Archives, and explained why accreditation mattered. For those seeking accreditation for their archives, documentation and guidelines can be found at <https://www.adventistarchives.org/accreditation>.

A tour of ASTR was next on the agenda.

ARS Business Session and Update – Jim Ford, Chair

It was VOTED to recommend to ASDAL in conference the appointment of the following ASDAL representatives to the various ADL Board and sub-committees as shown:

ADL Board:

Carolyn Gaskell, Walla Walla University
Cristina Thomsen, Southwestern Adventist University

Content Sub-Committee

Katy Van Arsdale, Pacific Union College
Adoree Hatten, Burman University

Systems Sub-Committee

Gerald Rezes, Loma Linda University [re-election].

Jim mentioned that an original Ellen G. White letter, which had been found at Pacific Union College had been authenticated.

Neal Smith, Scholarly Communications & Digital Services Librarian, AdventHealth University, posed the question, *Do Scientists Know How to Read?* Neal reported on his initial findings in a study done on “quotation accuracy” OR “quotation error” for top 5 journals in general sciences that were listed in Journal Citations Reports for 2017. Neal and another reviewer, Aaron Cumberledge, Professor of English Writing, DGIST (a science and engineering university in Daegu, South Korea), randomly selected 200 references from among 100 most cited articles published in each journal in 2017 (from times cited in Web of Science). The first instance of the quotation from each of the selected references were placed into one of four categories:

- Fully substantiated (information is in the reference and reported accurately),
- Partially substantiated (numbers or other small details wrong, but overall meaning, trend, or impression from cited article is conveyed)
- Unsubstantiated (reference is unrelated, data is missing entirely, or reference contradicts citing article)

- Unverifiable (unable to determine if information is substantiated either because of an insufficient proposition or the complexity of the material)

Although the study has yet to be completed, the findings, thus far (58 references), show

77.6% (45) fully substantiated	6.9% (4) unsubstantiated
3.4% (2) partially substantiated	12.1% (7) unverifiable

Neal recommended the following: read first, then write; justify every reference cited; don't skip links in the chain, and use reference librarians.

Perceptions of Librarians: the small university advantage. Based on three years of a student satisfaction survey data, **Sheila Clark**, Librarian, Burman University, and her co-authors proposed that in a small university, due to the greater opportunity for librarian-student contact, the students' perception of librarians' expertise, would be higher than that of students in a larger university. One of the interesting perceptions that Sheila pointed out was that many students were unaware that a librarian had a Master's degree: 15% thought that one only needed a Bachelor's degree; while 19-28% thought one just needed a high school diploma, and maybe some community college.

The authors proposed the following sequence as a chain of events to shift users' perceptions of librarians which would result in greater information literacy competence, and academic success for students: librarian-student interaction (in the classroom or on the reference desk) influences the perception of librarians as competent, which in turn increases the students' use of library resources and services. Students perceive the desk worker as friendly when there is an easy to search library catalog, library hours are convenient, and the Information Literacy sessions are useful. Sheila shared with us the following as predictors of perceiving librarians as knowledgeable: if the students saw the librarians around and were in contact with them; if they were able to understand the information literacy session; and if the information was useful and relevant to the course. Librarian availability related to the friendliness of desk workers. Students with higher GPAs viewed the desk workers as less friendly, perhaps because their questions were harder and they expected more. The ease of searching the catalog was also part of availability, as well as convenient hours. Having contact with librarians increased the students' confidence in research, which resulted in higher GPAs. Sheila told the librarians: "You might be a small university, but you are mighty." Suggested further research, from one of the attendees, was a study similar to the one that was done, but with a focus on library student workers and their GPAs. However, Sheila said her eyes were set on becoming an embedded librarian in the arboreal ecology class.

Retention Schedules – Deborah Armentrout, Certified Records Manager/Federal Specialist – Association of Records Managers and Administrators (ARMA), Metro Maryland, Director of Communications, shared her perspectives on creating and following retention schedules. Deborah gave one caveat (she was representing ARMA rather than her employer, National Archives and Records Administration) before delving into her presentation. She gave us seven benefits of applying a records retention schedule and seven key steps to establishing a records retention schedule.

Benefits:

1. Efficiency
2. Cost savings
3. Compliance
4. Security
5. Access
6. Decluttering
7. Destruction.

Key steps:

1. Get support and establish a team
2. Conduct an inventory
3. Research rules and regulations
4. Draft retention rules
5. Obtain approvals
6. Publish
7. Implement and audit

A few remaining thoughts and issues...

- Many organizations have retention schedules and preservation policies, but are challenged with getting users to follow them.
- Technology implementation can be difficult
- Requirements exist but systems weren't built to implement retentions
- Storage doesn't cost what it used to
- Do records retention have a new purpose? Are they sensible?
- Do retention rules focus on keeping the important stuff and can they help delete/destroy the ROT (redundant, outdated, trash)?

Roy Kline, Assistant Director, GC Office of ASTR, spoke to us about *The Path to Becoming a Records Manager* which was about his journey from a business background to records management. He shared how he learned on the job, was able to complete a records retention schedule that had been absent from the General Conference for approximately 35 years. His schedule was effective because of the following lessons he learned:

1. Relationships – treat people the way you would like them to treat you
2. Treat everyone alike, regardless of station (Mentors: Boy Scout leader taught him composure; 6th grade teacher was strict, but everyone from that class went to college; School janitor — father figure, full of common sense and wisdom)
3. Attitude – no task is beneath you
4. Never quit until the job is done
5. You're never too old to learn
6. Key personnel hires – (for example, Kenrie Hylton, Ashlee Chism)
7. Staff management skills – looking for friendships (or people that you can form a relationship with)
8. ASTR alumni – tap their knowledge
9. Organizational skills – Confidentiality
10. Working for the Lord is fulfilling
11. Service – the plan revolves around service

Tuesday, June 25

We were blessed by **Sylvia Fowler Kline**, a ram caught in the thicket, who brought us the day's devotional message. She told the story of God's amazing rescue of the Israelites from Egypt. Not very long into the journey the Israelites complained about how good things were in Egypt (Numbers 5:11). Psychologists have done studies and remarked about the mind's natural coping mechanism to forget negative memories (FAB-fading affect bias). Many people who are unable to remember positive memories are suffering from depression. Sylvia admonished us to make people smile. As keepers of history and knowledge, with our help those around us can remember the good things of the past. We can remind them how God has led, it will help us as a church be resilient and move forward in spite of whatever is going on. She thanked the membership for helping to keep everyone centered and true to their faith. Sylvia ended by saying that reassurance from the memory keepers was needed, so that, as a church, we could move forward.

ARMS Programming, Ashlee Chism, Section Chair

Finders Keepers: A case study in the importance of accession records: **Katharine Van Arsdale**, Special Collections Librarian & Archivist, Pacific Union College, told us how accession records play an invaluable role in tracking ownership and giving context to archival records. She explained how we received donations in our institutions and the accessioning process. For instance, PUC's unique Archives, according to their collection development policy, is the history of Adventism on the West Coast, with an emphasis on California, PUC, and local history. The definition Katy used for "accessioning" is "the act and procedures involved in a transfer of legal title and taking records or papers into the physical custody of an archival agency, records center or repository... It is an attempt to establish three types of control over a collection: legal, physical and intellectual. Society of American Archivists, & Hensen, SL (2007) Describing archives: a content standard. Chicago: Society of American Archives.

The ideal scenario for a donation would include the donor being well-informed about your collection policy, and on hand to impart the following information: signed Deed of Gift; Name and address of donor; date of receipt; description of collection or item donated, complete with restrictions, etc. You would then be able to give it an accession number, and decide on the gift's physical location. However, most donations are not ideal. Someone may send you something in the mail having never contacted you; or perhaps you find it on your desk waiting for you; or they may give it to someone to give to you, having had no conversation with you before. Sometimes the box may be filled with Archival material, sometimes no. How do you reconcile it with the ideal? What does one do when boxes of mixed "stuff" are donated? When the information is missing, should you go back and try to get the missing information, or should you just move on?

To illustrate the importance of an accession record, Katy told the intriguing story of the "lost" Ellen G. White letter to John Corliss, dated May 9, 1882. There was no accession record on that letter. For years it was at Pacific Union College, hidden in a map drawer, in the old archives. There were no details about the letter, the extent was not known; it was thought to be a forgery; it actually had more than one page, but the pages were not housed in the same drawer. With the help of Jim Wibberding, Michael Campbell and the White Estate, Katy was able to get the letter authenticated. The publicity triggered the memory of the late Gary Shearer's wife, Lanis, who filled Katy in with a bit of the history. The White Estate was kind enough to scan the letter for themselves, and return the "lost" letter to Pacific Union College. See more about the story: <https://www.puc.edu/news/archives/2019/puc-archivist-makes-a-remarkable-discovery>

Eric Anderson, PhD, Director, Walter C. Utt Center for Adventist Research, Pacific Union College, kept us captivated with his presentation: *Trading places: An archives-user attempts to become an archive builder*. As a true historian, he told stories, and did them well. He paid tribute to Archivists and Archives with a tale about a man who lived in rural Texas. This man had a long driveway, and would have to cross the street to get his mail. This the man did on a daily basis. One day, as he was crossing, a large Cadillac

came barreling down the street, headed toward him. Every time he tried to move out of its way, it also shifted direction. He finally jumped into a ditch to avoid getting hit by the car. The car pulled over, the driver rolled down the window, and the man is stunned to see a squirrel at the wheel. The squirrel looked at him and said – “it’s not as easy as it looks.” Dr. Anderson’s research caused him to appreciate and support the work of Archives. He told of his adventure, with Walter Utt, going through old boxes of Presidential Papers, where the papers were eventually stored, and asked pertinent questions such as: What do you do with the papers that are misfiled? How do you know when the file is in the right place? How do you decide where the artifact or document will get the most use?

He gave an overview of the collection at PUC: Walter Utt Papers, organized by Allison Fox, correspondence, book drafts, class materials, research notes, endless cartoons, rare underground student newspaper, maybe tape recording on Adventist conspiracy theorists, 1953 attack on the Revised Standard Version, story of PUC or the history of the Seventh-day Adventist denomination; Ford controversy; personal Utt letters and letters to former students. The Utt papers will shape the history of Adventist history is written. For instance, regarding the Ford situation, perhaps, historians are now in a position to transcend the battle lines of forty years ago.

As Dr. Anderson learned about the complexities of archive building, he discovered the power of Archivists to shape historical narratives and conclusions. He spoke about a phrase that was used by two former North Carolina governors, in the 1800s, “there is retribution in history”, and thought that perhaps it could be fitting to say “there is retribution in Archives.” The “savers of paper and reflective composers of letters” often have remarkable power. Archive-building, may outweigh the Archive user. At the end of his presentation, Dr. Anderson said “there is clarification in history; we can express our faith, but the full story is more helpful than the preliminary report. ... In the words of Edmund Burke, ‘We must use the past to provide the materials of future wisdom from the past errors and infirmities of mankind.’”

Records Managers Brainstorming Session, was moderated by Kenrie Hylton. It challenged us to identify the problems that we faced, and try to share ideas and address the issues. We had 20 minutes to meet in various groups and to report to the attendees. Here were the results

Issue / Reporter	Question	Discussion / Answer
<p>Transitioning to Electronic Records / Paulette Johnson</p>	<p>How do we facilitate receiving records from offices/departments electronically?</p> <p>How do we appropriately manage this transition?</p> <ol style="list-style-type: none"> 1. Accept via website? 2. Store records solely on the Network? 3. Is there technology solution worth exploring? 4. What other issues should be considered and how can those be addressed? 	<p>Educating the departments of what the expectations were. It would require building relationships and confidence that the document would be available to the department upon request.</p> <p>Education</p> <p>We would accept via website, a little more tedious, but possible. Establish a Dropbox or SharePoint where departments could consistently deposit their records. Specific times could be set perhaps at the end of the semester, or whatever particular time period, based on your organization. You could get Laserfiche, if your organization could afford it.</p>

Issue / Reporter	Question	Discussion / Answer
		Other issues: building relationships and continuous education
Managing Audio & Video Records / Neal Smith	<p>How can we appropriately manage and preserve older audio/video records on multiple media formats (reel to reel, 35mm film, 8-track, etc.)?</p> <p>How can these be digitized and how should those files be stored and managed?</p> <p>What other issues should be considered and how can those be addressed?</p>	<p>Make copies, but what about the original the actual medium? Do you keep it. It depends on the significance of the object. If rare -keep ,</p> <p>What will it take to access the files when it moves to a new format? Computer, software, software program like that. – multiple copies in multiple locations Look at Adobe Bridge as a digital asset manager. It is currently free.</p> <p>Ethical issues, depend on the professional ethics of archivists and professional record managers. (someone asked for suggestions for solutions and tools that could be shared – Kenrie promised to have a place on the website for sharing solutions and tools)</p>
Big Data – non-traditional electronic records /	<p>How can we manage capture records in non-traditional electronic format (instant/text messages, social media, etc.)? everyone is creating data now</p> <ol style="list-style-type: none"> 1. What are some major challenges with identifying as well as storing such records? 2. How can these challenges be best addressed? <p>What other issues should be considered and how can those be addressed?</p>	<p>Discussion centered on the definition of big data – mixed feelings as to whether or not it included – instant text messages, social media, etc. Maybe it was data created by primary research, or big data sets. Researchers, working with government grants, could be mandated to make big data sets available. They could keep track of the usage of that data. Issues: Everyone is creating data now. Privacy; access; security of the electronic records; changing formats; harvesting data, institutional-provided phones (no privacy from those texts); personnel – were we really going to spend time on this when we are short</p>

Issue / Reporter	Question	Discussion / Answer
		on personnel? Institutional social media platforms – how would we save those? Should we trust the big companies like Facebook and Instagram to keep that data?
E-mail / Dan Essex	<p>How can we collect and manage the collection of email?</p> <p>What are some potential methods of getting users/employees on board with appropriate email use toward preserving valid records?</p> <p>Do we store everything or only valid email records? If only valid records, how do we feasibly identify these records or filter out records that are not valid?</p>	<p>Challenges: emails are voluminous; storage and safety issues; somewhat difficult to strictly keep private messages out of corporate email; corporate policy might not allow for archiving; many e-mail have attachments that might be historical documents, and we need to keep that in mind. Classes should be held on appropriate email use, and there needs to be a mandate from Administration against the private use of corporate email. You could possibly use a system that screens e-mail from time to time.</p> <p>It is hard to decide which email contains valid records, because what we may think is unimportant, might be very important at a later date. Is there a retention schedule for email?</p>
General Issues / Lori Curtis	<p>What are some general problems or issues facing records managers today?</p> <p>How can these problems be appropriately addressed?</p>	<p>Awareness of meaningful records management; buy in from administrators</p> <p>Staff, money, time, space, wearing multiple hats. You need that buy-in from administration.</p>

ARMS Business Meeting – Ashlee Chism

Nominations for 2 people to replace Ashlee Chism and Katy Van Arsdale on the ARMS Committee.

New members of ARMS Committee: Gina Lacson, Barbara Stovall,

Report on ARMS Workshop – The workshop highlighted the thinking process that goes into the appraisal of random boxes that get left on your desk or outside of your office: how do you decide what to keep and what to throw away?

Comments on the workshop:

- Michelle found it useful to find out what colleagues thought.
- Neal thought that the workshop helped us think about a what we should do if presented with a list of random stuff, presented grouped together in a box, that might somehow be interrelated. “This was great for non-archivists.”

Possible themes or suggestions for the ARMS program for next year’s ASDAL

- Institutional records
- Collaboration with other departments
- How to manage email (collaborate with IT) 42:00
- Copyright/ - hands-on
- Oral history projects
- Accreditation - report from someone who has gone through an Archives accreditation would be useful for newer archivists.

These are only ideas, but the ARMS Committee would welcome other ideas from the membership.

Report from SDAPI – Jim Ford

Information: Larry Onsager, who has chaired the committee for many years, is retiring on July 1. Paulette Johnson will assume his position as chair of the advisory meeting.

Report from the Editor – downloading of the linking words is ongoing -- the interface did not work too well this past year. They will be publishing to the SDA Librarian a statement giving more detail on what happened about a year ago, when Innovative pulled the plug on it. It has now been added to the library’s catalog. Voted to move forward with a change in the interface, by author, title, subject, keyword, more like what you are accustomed to using. You will not need to be taken out of the index. Obituary will be able to be searched by date, name and keyword. There will be a permanent link to put on your reference pages, help screens, etc. This link will not change. <http://sdapi.adventistdigitalibrary.org>

SDAPI Advisory Committee for the Adventist Digital Library Committee: Carolyn Gaskell & Cristina Thomson

Content Sub-Committee: Katy VanArsdale, Adorée Hatton

Systems Sub-Committee: Re-election of Gerald Rezes

SDAPI is beginning to talk about future editorial work. The editor is talking about retirement, and they need ideas of where it should go in the future, as far as personnel, and the way the index should be done.

Norah Mauti, Head Librarian, Judith Thomas Library, Adventist University of Africa, presented on *The role of the African Adventist Heritage Museum (AAHM) in promotion and preservation of the intangible Seventh-day Adventist Church heritage in Africa*. She told the story of creating the African Adventist Heritage Museum, which was spearheaded by the university’s librarian. The museum was established to help future generations understand and appreciate church history and culture, and take pride in the achievements of their forbearers. Norah said that museums link old, new, and generations to come. Preservation of our heritage defines and contributes to who we are today, and who we will be tomorrow. We must not refuse to embrace our culture, or treasures, and keep them. The museum started in 2015, with Norah and the former director of the E.G. White Estate Branch Office at the Adventist University of Africa, Dr. Anna Galeniaks. When they approached their Vice-Chancellor, Dr. Delbert Baker, with the idea, he embraced and “ran with it”. Norah expressed appreciation to him for turning their idea into reality. Norah was our personal tour guide as she walked us through the museum with her slides. Within the museum is a Meditation Gallery that has the church’s fundamental beliefs. If you want to see what that beautiful museum looks like go to www.africansdahistory.org. It is no wonder that the Judith Thomas Library, was rated the #1 library in Kenya for 2018.

Marianne Kordas, Director of the Music Materials Center, Andrews University – *Dynamic Archives: Blythe Owen, American Music, and Collection 186*. Marianne gave us a little background on how, with encouragement from her mentor and work-study supervisor, Linda Mack, she was able to merge two of her passions: music and library. Marianne has worked on the Blythe Owen project since her undergraduate years. Linda introduced her to Blythe Owen's life and works, as she, Marianne, learned how to transcribe the oral histories, and decipher primary works, etc. While transcribing, Marianne became fascinated with Dr. Owen's life. This presentation examined the history of Collection 186 and its processing, and some of the unorthodox processing choices made to better facilitate research in the collection. This collection has proven to be a rich locus for learning about the dynamic interaction between being both the librarian/archivist processing a collection, and the scholar conducting musicological research in it. After listening to Marianne's presentation, one can easily feel the need to find out more about Dr. Owens life. You may look at the register online at <http://www.centerforadventistresearch.org/> finding aid: <http://www.centerforadventistresearch.org/wpcontent/uploads/collections/C0186.pdf>

Some Significant Facts about Blythe Owens (1898 – 2000)

- Graduated from Pacific College Conservatory in 1917
- One of the first 5 women to graduate, with a PhD in Composition, from Eastman School of Music. Rochester
- She gave piano lessons at the Hull House Music School
- Important piano students: Jane Addams, founder of Hull House, and Social Work; Agnes Hope Pillsbury, famous pianist; Sheldon Harnick, lyricist for Fiddler on the Roof; Ned Rorem (may have been his theory teacher); Adventists: Carlos Flores and Linda Mack
- Significant friend and colleague: Florence Price, 1st African American woman to have a work premiered by the Chicago Symphony orchestra.
- She set the harmonization from the Hymn 277, SDA Hymnal
- Dynamic Archives: Blythe Owen, American Music, and Collection 186
- 80-150 works composed, >2,000 letters to her mother, diaries, concert programs, and at least 1 sound recording
- Dr. Owens helped found the Andrews University Graduate Program in Music
- She donated files to Andrews which became known as Collection 186.

Eric Koestor, Manager, Adventist Digital Library, Center for Adventist Research, *Adventist Digital Library Update*, adventistdigitallibrary.org. Has no holdings of its own, but it serves as a consortium library for institutions and libraries that have their own digital collections. It is not an attempt to become the only digital library among Adventists, but an effort to bring together those that exist and cultivate and encourage them to create more; and to bring the best of these into a platform where they can be centrally searched. It promotes and shares historical resources world-wide. This presentation gave us a glimpse of what goes on behind the scenes at the Center for Adventist Research, as they put new functionality to older technology in order to digitize. Eric showed us the new interface, and add-on. He asked us to provide feedback, before they actually release it. He wanted to know if we thought that Boolean logic was necessary. The enhanced ADL can search by institution and can sort. The links also work much better. The new system makes it much easier to correct authority records to keep our data clean, but the presentation will be visible even without squeaky clean metadata.

Wednesday, June 26, 2019

Tour Day: Library of Congress; Explore the National Mall and Smithsonian; Union Station

Thursday, June 27, 2019

When I Lay My Isaac Down was the title of the devotion that was given by the Assistant Director of the Office of ASTR, General Conference, **Rowena Moore**. The title was taken from a Carol Kent book from which Rowena shared some of the story. It is a story of forgiveness and faith. Kent said that “nothing is too precious to be given to God.” Using the following texts, Ps. 69:3, Ps. 56:8, & Ps. 119:81, Rowena reminded us that we all have Isaacs in our life. What if all of a sudden, a dream that you have had for a while looks like it will come true, but then, things fall apart. Are you willing to lay your Isaac down and trust in God fully, even though things look like they have taken a turn for the worse? We may get a ram caught in the thicket. We will either stand by what we believe, or walk away from it. We need to let go and embrace God’s love. Relinquish everything to God, and let’s see Him work. When we release our grasp, we show that we are trusting God. Be encouraged through prayer and supplication to put your trust in the One who loves you more.

Shane McDonald, Reference & Special Collections Archivist, Catholic University of America (“CUA”) – *Other duties as needed: making the Catholic University Archives Reading Room into a classroom*. Shane calls himself a “historian who ended up on the ‘wrong’ side of the stacks, and never looked back”, and shared his story of how he went from historian to Archivist. Shane gave us a concise history of his institution. Catholic University of America was founded in 1949 by Fr. Henry Browne. At first it had a limited scope focusing on the institutional memories of CUA. Their first non-university collection was the papers of the Congress of Industrial Organizations (CIO) records before they merged with the AFL in the 1950s. Their labor collection is quite large, primarily because many of the labor union leaders were Catholic. The scope expanded to include:

- National Catholic organizations added in the late 1960s (Catholic University is the national university for the American Catholic church)
- Museum added in 1970s
- American-born religious orders added in 2014
- Rare books added in 2018

CUA is directly answerable to the Vatican. Although there are many religious orders or dioceses on campus, administration reports directly to the Vatican. The Archives tends to have material that document the heritage of the American Catholic people. The Archives strives to be comprehensive and respectful while providing opportunities to have fun when they tell the story of the church. That is how they cope with their limited, full-time staff of four. The mission statement states: “The American Catholic History Research Center and University Archives, collects, organizes, preserves, makes accessible, and promotes scholarly and public understanding of the records of The Catholic University of America and more generally the documentary and artifactual heritage of the American Catholic people.” They refer back to their mission statement whenever they think about their programming or collection development. Their pedagogical approaches include reference, access, and in their administration as an educative function. Shane likes to hire students who may be interested in public history or archival work. He wants to give them a chance get a taste of archival work to see if they like it, or if there are elements of one that they prefer over the other.

The archivists at CUAA are pro-active rather than reactive, in curation and outreach, when they make decisions on what stories are presented. This can take all forms such as conferences or taking part in various professional organizations, like the American Catholic Historical Association, to present their own research and forge bonds with other researchers interested in their collections. CUAA archivists also take care of other duties as needed right there on campus.

They have built the American Catholic History Classroom website which is a series of exhibits and websites that utilizes primary sources from the collection to tell the story of American Catholics related to

particular issues of topic. You can see this site at: cuomeka.wrlc.org/exhibits. This is designed primarily for our secondary school teachers and students.

Outreach to religious orders –with declining membership, many orders are not remembering to preserve or collect their records. CUA archivists have been intentional in reaching out to the orders with conferences and workshops to educate them on the importance of collecting preserving and making their records accessible. An historian is invited to these conferences to reinforce the importance of documenting and archiving the stories of these orders.

No time to build a website, then there is the option of social media and blogs. However, you must have a plan. Shane uses fun photos, like Pixie, Terence Powderly's loyal companion, to tell stories for promotion and education. They keep their mission statement as a guide for whatever they do. Their blog is called "The Archivist's Nook" and also has titles that catch your interest. For more information, or to see their website go to: <http://archives.lib.cua.edu>

Break – There was a slideshow that featured a decade of **D. Glenn Hilts scholarship recipients** and what they were doing now.

Adaliz Cruz, Hilts Scholarship Awardee, Simmons University, creatively addressed the *Re-Succession* issue, in Adventist librarianship, as part of the incoming generation of information professionals. She used menti.com to make this session interactive. She told us about her journey into choosing librarianship as a career. Once Adaliz decided that she wanted to be a Music Librarian, she searched online for the steps to reach her goal. She signed up for organizations (New England Music Librarians Association –NEMLA) that would assist her in her journey, and by being proactive, was matched with a mentor who encouraged and advised her. Through the music network, Marianne Kordas reached out to Adaliz, and the ASDAL connection was made. That was when she found out about the Hilts Scholarship but she had to be accepted to a library school to apply. She volunteered at a children's library that was run by a board, and in the absence of a librarian, she was asked to catalog a Coretta Scott King book donation they had won from ALA. NEMLA came to her aid and told her about copy cataloging. It was while attending a NEMLA conference that Adaliz got an internship at the New England Conservatory library. NEMLA provided great networking opportunities, and whenever a job opportunity became available, some of the members reached out to her encouraging her to apply. Although, she was not eligible for most of the jobs, they said it would be a good opportunity for the libraries to get to know her name.

What is she doing now? Adaliz is at Simmons University, and was the 2018 & 2019 Hilts Scholarship awardee. She works at the Simmons' Library fielding reference questions and processing ILL requests; and also works at a global consulting firm as an Intern/Assistant doing some cataloging of their records. She is the President and Past Treasurer of the Student Chapter, Special Libraries Association,

Where is she heading? Adaliz has decided that she loves reference and instruction, and has already designed LibGuides and bibliographies. What she has learned in the short amount of time in our field is that you must be active, not a dusty repository; create exciting instruction sessions; make yourselves known; make our presence indispensable; and that sometimes you need to be a librarian outside of a library.

Allison Fox, Access Services Librarian, Pacific Union College, *Management in libraries: A brief history of what I hoped to avoid* was an enjoyable look at the reality of managing student workers. When asked to speak on this subject, Allison's first thought was to stand up front and cry for 10 minutes and that would be her presentation. However, in a humorous way, she told us that the management of student workers could be both wonderful and terrible. She offered some theories and coping mechanisms. It was, according to Allison, a more personal rather than academic assessment.

Although Allison is in charge of student workers, she had no management background. In fact, she never wanted to manage anybody. Whatever she picked up in library school, was useless. From her teaching background, she knew how to manage students in the classroom, but that did not transfer over to the

library as workplace. Students are a distinct kind of worker. They lack maturity and have many competing priorities. The students' primary priority is their classes, and it is difficult to balance out the fact that we, as a library, depend so heavily on them for our staffing needs. While being aware of their priorities, they should be responsible for giving a schedule which accurately reflects their availability.

Communication is extremely important. Today, you have to be willing to do a lot of texting, in order to communicate with your student workers. However, while texting is good for short notes, Allison still lets them know they are still responsible for checking their email, as everything is not always communicated via text. She also had to train them to cut down on the overabundance of texting, especially when some would text after 11pm. They were told not to text unless they, or the library, was on fire. This was not an easy thing to say, being that they are in California. The student workers also need to be trained in writing informative notes, as many of their notes contained incomplete information.

Allison also mentioned the importance of mentoring. She would sit at the circulation desk with them for a few minutes each day. It was during that time she would be able to form close relationships with the student workers. Their conversations would include both the personal and academic details of their lives. One has to be careful as it could become difficult to balance affection for them with strictness about work requirements. It is important to use that time to let them know your expectations for their job performance. Allison pointed out that the students strongly contributed to her spiritual growth, and that "faith in the abstract is a lot easier than faith in practice." She has become comfortable with the fact that people are not always predictable, and that you really learn to depend on God that somehow everything will work out.

It was pointed out that modelling is also important for student workers, and the time at the circulation desk is a great way to model customer service.

Neal Smith – *Embedding in the Center for population Health Research: a story of perception*. Neal first gave us a background of what the Center for Population Health Research is and does – tracing its origin back to similar work done by John Snow, in 1854, on the mapping of the instances of cholera, during the cholera outbreak. Neal then gave us the background of how he became embedded as a Research Associate of the Center who also happened to work at the library.

Although Neal had been assigned as the liaison to the Center for Population Health Research, he had made no headway with its director, Dr. Butler. Dr. Butler's main interaction with the library was to speak with the Circulation manager to request articles. So, determined to fulfill his liaison duty, and spruce up his curriculum vitae for promotion, Neal visited a Butler presentation. At the end of the session, when Dr. Butler placed a call for collaborators on a research project, Neal signed up and showed up. The only question asked at the center door was whether or not he was a faculty member. He gained admittance and Dr. Butler assigned him a workstation and the task of "national address locator". Being first a librarian, Neal knew to check the US Census for the information, and then he had to decide which form would be easier to upload to the GIS program. Neal was able to create an address program for him. That task landed Neal as an integral part of the research center. Dr. Butler had not realized that Neal was a librarian, but he needed work done. Once that work was completed, he viewed Neal as a peer, and then wanted to know more about who he was and what he could do. Dr. Butler's respect for Neal, and librarians, grew as he found out more about the assistance they could provide. Neal was subsequently introduced to other faculty as a research associate in the center, who also worked in the library and would be able to assist them with literature reviews. Neal now mentors the students and instructs in the center. "Sometimes we have to step out of the box, and then can invite others to come back to the box with us."

Terry Robertson, Librarian, Andrews University, editor of *Journal of the Association of Seventh-day Adventist Librarians*. The journal is in its 4th year. It has 5 articles with a global readership. Over the last four years, it had 609 downloads, with half of them in the last year. The journal is starting to have an

impact 102 institutions from 58 countries. Terry would like to see growth in usage. Approximately, 20% growth has happened in the last month. In the last month the journal has published Margaret Adeogun's article *Library Space as a Teaching and Learning Resource: The Experience of One Class* and Terry Dwain Robertson's *Towards a Biblical Foundation for a Philosophy of Librarianship*. One faculty member at Andrews University, whose article, in our journal, was accepted as part of their portfolio, was accepted for promotion, and they were successfully promoted. The idea of a journal is to serve ASDAL membership in ways that will help promote their faculty growth and promotion. Where do we go from here? The suggestion was made to have a series on the formal histories of each of our libraries. They would feature articles about the history of each of our libraries. Sabrina will lead out in this project. The journal will also accept articles on any topic pertinent to Adventist libraries. The goal is to make the journal work for you, as you work toward tenure, or faculty status. Terry's article was a first-time submission, and the peer-reviews were helpful, and truly blind. It is a service that is helpful and shows a global impact.

It was suggested that many of the ASDAL presentations could, and should, be turned into articles. Presenters were advised to take the extra steps to go to publication.

Joel Lutes, Former Retired Librarian, Information Services Consultant (Librarian ¼ time), Weimar Institute: *A report from the Weimar Institute Library, aka The "New" Adventist College or Retiree to Consultant to Librarian to* Joel gave two histories. 1) How he was pulled into working at the Library at Weimar; and 2) the history of Weimar.

The campus history, according to Joel: In the 1930s, the government used it as a tuberculosis campus; all the buildings were still "1930s" with very few upgrades. The Adventists bought it in the 1970s and Weimar Institute began as self-supported college. It was perceived as very conservative. It merged with Amazing Facts in late 1990s. That did not work out too well and Amazing Facts moved to close the academy and divorce the college in 2000s. Amazing Facts did not succeed at that and eventually moved out. In 2010, the College and Academy were rebooted and thus began the journey to a health sciences college. With various accreditation visits and reports coming, the Academic Vice President providentially bumped into Joel Lutes.

Joel was quite content with his new position as retiree, and was reluctant to accept the VPs invitation to visit Weimar Institute. However, he answered the call and said that Weimar had the feel of Loma Linda when Loma Linda started. Further exploration of the campus determined that the library would need quite a bit of work. What saved it was the assistance of a knowledgeable paraprofessional, MaryAnne (or Marianne). In the whirlwind of events that followed, Joel bargained for Weimar to send Marianne off to Graduate School, and make him the quarter-time librarian. They would be able to use his credentials for the accreditation visit. He then assessed the curriculum in 6 subject areas (Natural sciences/premed, Nursing/100% pass NCLEX, Theology, Psychology (not listed in website), Education, Business, Certificate in Health Evangelism) and assessed e-resources; and created a library budget. All that happened within a week's time.

Thanks to ALICE, he was able to bargain for CINAHL Academic Search Complete, and Business Source. The facilities were another story completely. They needed seating for up to 130 students, so Joel unsuccessfully tried to move the stacks downstairs. The lower floor floods, and it had a low ceiling due to vents and pipes. Reluctantly, he put the seating downstairs. Joel embraced IKEA and built a wall of IKEA shelving; designed alternative seating and group study areas. He is planning on moving some of the collection to remote storage to add extra space to the library. They are also looking to get an e-book collection. Credo was suggested, but it was not right-priced for Weimar. As far as information literacy goes, Joel has presented several IL sessions and is preparing an online student success class with IL components. Weimar was successful in accreditation. Lessons learned: outsource (reference and cataloging); ASDAL should probably collaborate on a 24-hr reference service.

Christy Scott, MISLT, Education Services Librarian, Center for Library Education And Research (CLEAR) Walla Walla University – *Libraries in small schools: a case for building liaison relationships with education faculty in Adventist higher education*. Christy looked at how teachers in Adventist schools, namely College Park Christian Academy, talked about libraries and library things. The picture was of the tiny library room with one computer for checking in and out, and searching. The library was run by volunteers. Christy became the unofficial library consultant as one of the volunteers was her mother. The school is located in Columbia, Missouri. It is the largest elementary school in the Iowa-Missouri Conference and serves around 61 students. Last year they had five teachers, and believe it or not, those 5 teachers put them among the 44% of PreK-12 NAD schools that have more than 4 teachers. The library has no credential school library media specialist, but is run by two volunteers who come in one day a week for students, and spend an additional day (typically) on management and maintenance.

This got Christy to thinking about how little she learned about libraries, while doing elementary education in undergraduate school. Based on what she had seen ASDAL try to do to support libraries, she wondered if there were a better way to support school libraries in small schools, from ASDAL, particularly from a university campus standpoint. She realized that despite evidence supporting the importance of libraries to student outcomes, no courses covering library or school media center skills were offered. ASDAL tried to offer programming for school librarians, but it was difficult to get them to attend, because the teachers could not afford it, and according to Barbara Strickland, in *School Library Journal*: “Principals don’t understand what a librarian brings to the position, that an aid, or parent volunteer cannot.” Teachers don’t always realize all that a librarian can do. Christy did a lot of research into the supporting evidence for library training for Education students. She mentioned the following quotation from studies that were done by Keith Curry Lance and Debra E. Kachel, in a 2018 issue of *Phi Delta Kappan*, “In 34 statewide studies, students earn better standardized test scores in schools that have strong library programs. – reading, writing, math across the system.” This was true across color and poverty lines. Where library media programs are better staffed better stocked... Lance, K.C. (2001) proof of the power

So, how do we get our Education students to know something more – Liaison relationships – or how to start teaching future teachers about libraries? The majority of our Adventist schools teach our Education students how to do multi-grade classrooms. They do not teach about arranging anything, or about cataloging, Dewey Decimal, or information literacy. Christy proposed that the key to getting library information into the classroom was by forming liaison relationships. Relationship forming and/or bonding should always happen with coffee, or tea. She has embedded herself into some of the classrooms and uses the following classroom technology tools (LibGuides) and standards within the curriculum: <https://wallawalla.libguides.com/EDUC515>. This opened the door for Christy to teach in other classes. Christy was then asked to teach various sessions in the Reading and Language Arts program on finding free literature available for teachers. Christy wanted something that was consistent and hit every Elementary Student coming through. The English writing coordinator asked her to come into her class. <https://wallawalla.libguides.com/ENGL374>. Christy then introduced the class to the AASL Standards framework. <http://standards.aasl.org>. <https://wallawalla.libguides.com/EDUC361>.

How to manage your small classroom library? Was the next section that Christy came up with to teach. She will be working on that LibGuide in the future, but and gave the students her e-mail to contact her should they need any help when they go out. Christy was able to get three library courses added to the Education curriculum – all done through liaising.

What’s next, and comments - Assessment needs to be done. Christy plans to do this next year, and also speak with Walla Walla’s Education graduates to see what they learned and wish they had learned, which would fuel how she would plan her future classes. She noted that none of what she was doing could be seen at the bulletin level.

What can ASDAL do to support it further and more broadly? Is it more sustainable to reach the teachers before they go out, rather than after? Should we use LibGuides or other tools for the NAD? It would be

good if this could be offered as an online program that could be pulled in and used at all the schools. Consideration should be given, when more data is collected, to taking Christy's program, as a recommendation, from ASDAL as the professional organization, to the NAD Board to sample. Recommendation that Christy's model be taken to ASDAL after more research is done.

Reports from the break-out groups

Archives – Lori Curtis

Southern has a Civil War collection at Southern; Oakwood focus on Black Adventism has the special Anna Knight, E.E. Cleveland and Rosa Banks; Western African Division has the History of Adventism in Western Africa; Newbold does not have a designated archives, but they found some “really cool stuff” in a room” and they are putting in some sort of order now; Union is carving out time to address the special collections like the Medical Cadet Corps, Hicks papers, early Iowa church records; 1st missionary to China; College View and history of the town; Adventist University of Africa did not really have an archives, but have started putting one together since the creation of the museum; Southern African Indian Ocean in Pretoria – the Division recently went through a change, scanned minutes going back to 1922, coordinating with Adventist University of Africa – there was a question on where to find guidelines for organizing an archives. Ashlee says the General Conference has it. Important to get the ARMS webpage on ASDAL populated with who to go to, and who can be a resource when you have questions like this; Solusi – spoke about the importance of getting buy-in from Administrators; PUCs focus has become controversy in the church on the Pacific Coast; There was some talk about Walter Ray, Desmond Ford papers. They talked about Desmond Doss and Hacksaw Ridge. What should be done with sensitive papers and restrictions?

Public Services/Reference Section – Allison Fox

Increase usage of the library materials (checking out more books, bodies in the library, and usage of databases); ILS highlights resources; technology will work harder for you; partnering with Student Association for events; possibility of going in to departments for students to access the library. Pizza parties, etc. Let the students get to know the librarians as people, it humanizes us; hosting student exhibitions (research projects, art, etc.) the library is about them. Outreach to various orientations including faculty

Multi-culturalism – how do librarians deal appropriately with different cultures – important that everyone feels welcome, they belong and have access to everything we offer? Keep a welcoming faces.

Directors -:

They talked about working with administrators in regards to budget; how to obtain their support; what kind of data that would help them make good decisions; online vs print and how they allocate resources; alumni access to databases

People who took notes at the breakout sections were asked to send them to Katy to be shared on the ListServ.

Sabrina Riley, The Family Archivist, VA, Coordinator of the Panel Discussion on *What makes a Librarian Adventist?*

Panelists

Joel Lutes, Freelance Librarian, CA

Dustin Kelley, North Park University, IL

Johanna Bjork, Director, Lewis-Clark State College, ID

Kendra Perry, Hagerstown, Community College, MD

The panelists introduced themselves and then we went into the questions.

What we are seeing are staff reductions. If the future of ASDAL, as an organization, is focused on employees as an organization, then ASDAL is in trouble. We may need to redefine our objectives.

What does it mean when we say that we are the Association of Seventh-day Adventist librarians?

Sabrina found the following statement of Objectives and Membership.

Objectives

- Enhance communication between Seventh-day Adventist librarians
- Serve as a forum for discussion of mutual problems and professional concerns
- Uphold principles of the Seventh-day Adventist church

Is ASDAL an organization for Adventist librarians regardless of where they work or is it for librarians employed in Adventist institutions? In other words, is ASDAL exclusive or inclusive?

- Dustin – thanked us, once again, for awarding him the D. Glenn Hilts Scholarship, happy that he was asked to be a part of the panel, but noticed that there is no room for those employed out of the church, jury still out on inclusion for those outside employment of the church. ASDAL basically catered for those working in the SDA community; a lot more could be done for those working in the non-Adventist community
- Joel – What options are there for a retiree? How can you keep us involved?
- Johanna – Many good points, but most are not transferrable to the non-Adventist community.

What makes an Adventist librarian, Adventist? Is it being employed by the church? How does that affect their work regardless of where they are employed?

- Johanna – She is focused on bringing Adventist attributes into the environment, streamlining them into library services. Adventist librarians can be anywhere. It is how we reflect ourselves in our work and how we impact those around us.
- Kendra – It is the view of the “wholistic” person. It should be in whatever workplace you are; servant leadership. Effective in the broader community
- Dustin – He works in a Christian institution affiliated with the Evangelical Covenant church. The staff and student body does not reflect that, and he is the only SDA. They ask him a lot of questions. It is nice to be in a place where there is commonality.
- Ruth – Employment issues: Sabbath; hiring practices; discrimination; ethical issues. Ministry in the workplace – praying with co-workers; reaching out to co-workers in need; encouraging co-workers.
- Sabrina - There are enough topics for conversation if we had a breakout session for Adventists librarians working in non-Adventist institutions; and how to handle them

Adventists librarians who leave denominational employment often feel excluded from ASDAL or that ASDAL is so narrowly focused, the programming is no longer relevant. Both Ruth and Sabrina...

How can ASDAL support Adventist librarians in non-Adventist institutions?

- Kendra – Offer an interest group that focuses on something relevant to all librarians for professional release time to participate. You would not have to take personal time to attend ASDAL meetings.
- Dustin – had to attend ASDAL on vacation time and pay for it himself. This is probably not something that could be done every year. Solution may be to make some virtual conferences once in a while. There are other public librarians that are SDA, and participating in the physical space would be a barrier.

- Johanna – has always had to pay to attend; (she started to break up)
- Adaliz – ASDAL can act as a support group for librarians, etc.
- Ruth - Court librarians when their membership lapses (this should be for everyone); Encourage contributions to ASDAL publications from Adventist librarians outside of denominational employment; Offer webinar or online programming that is less expensive and doesn't require travel; Promote volunteerism and conduct employment interviews at conferences; Make sure ASDAL is discoverable in the various directories

What can Adventist librarians in non-Adventist institutions offer ASDAL and other Adventist libraries/archives?

- Joel – time and volunteering; school librarians need assistance like we saw in Christy's presentation; become a project-based librarian; Advertisement for recruitment is done through Union papers, and word of mouth,
- Sabrina – more work can be done online for retirees; find jobs that can be done remotely; come in as a peer consultant for a day
- Dustin – ListSrvs – expand our sphere of influence by sharing contacts with others
- Johanna – recruitment; mentorship programs
- Adaliz – we can offer access to other materials and resources via ILL or special institutional agreements. If Adventists in the Adventist institutions are not members of other associations, we can offer scoop on what is happening in the general profession.”
- Ruth – Leadership in human resources issues such as hiring protocols, leadership training, etc.”

What is the best way to keep all Adventist librarians connected with each other? Is this something worth doing? Pros/cons?

- Joel – virtual meetings, tele-conferencing; helping our school librarians build bridges with other libraries other than our libraries, might be valuable and save costs
- Dustin – short webinar on a particular theme or quarterly webinars; ACRL does a lot of planned seminars, we may be able to combine with them, or ATLA has resources from a Christian viewpoint
- Sabrina – follow through on providing content for ASDAL Action. It takes commitment on our part to stay connected. Plan a get together with our national conference. Make it intentional. Organization a dinner or get-together at the national conference.
- Johanna – At Bismarck State College, she had the Dakota Adventist Academy English teacher bring the students to the library to introduce them to the LC system, but it prepared them for when they entered a bigger college, and he had them take them to the public library as well.
- Adaliz – there are different platforms that can be accessed through the Internet: ListSrvs, Chats, Forums, Special Groups on Social Media, etc., the success of these endeavors is highly dependent on the environment and the enthusiasm of the users
- Ruth - I think it always pays to keep the conversation flowing. Check with the membership on how they want to communicate. Target ways to communicate.
- Sabrina - ASDAL needs to develop an inclusive mission statement.
- Kendra – first time at ASDAL; enjoyed the experience; care about Adventist libraries; would like to continue the communication
- Johanna – Hopes to get to other ASDAL meetings in a year or two.

Sabrina and the panelists were thanked.

It was a great conference!