» "The only thing that you absolutely have to know, is the location of the library."

ALBERT EINSTEIN

# Strategic Library™

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## Adding CPTED to Urban Library Security Strategies

» Crime Prevention Through Environmental Design (CPTED), used creatively with other tools, can help to mitigate problems in urban libraries.

#### MANGA COMES TO THE LIBRARY

This literature medium adds a unique learning opportunity for students and a compelling way for librarians to connect with their young adult patrons.

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How two adventurous librarians convinced a campus to value Literacy, Involvement, Puppets, and Support.

#### JAMES H. CLARK, CPP

The result of th

Crime Prevention Through Environmental Design (CPTED)





Main entrance of the Cleveland Public Library

is especially suited for meeting the security challenges of urban libraries by helping to contain risk as well as strengthen safety and security.<sup>1</sup> Matched with enlightened thinking and the creative use of resources, CPTED offers practical enhancements to the application of security in a library setting.

#### STATISTICAL PROFILE

Whether for reasons of over-crowding, poverty, under-employment, or lack of social support, the conditions in urban settings often manifest in higher incidences of crime and mental illness, which result in risks to agencies embracing an open and welcoming approach to services such as libraries. The rate of violent crime in urban areas was recently reported to be 428.3 per 100,000 persons versus 399.7 per 100,000 in metropolitan areas and 195.1 per 100,000 in nonmetropolitan areas. There are comparable statistical disparities in varying forms of crime including rape, assault, and robbery.<sup>2</sup>

To further exacerbate the problem, the latest U.S. Census report showed that urban populations in the United States are growing faster than suburban areas with much of the growth caused by immigration. While a sharp rise in immigration can bring welcome change and creative dynamics, there may also be conflict based in cultural misunderstandings and language barriers.

Also, rising tensions between police and inner city communities, concerns over random mass shootings, and acts of terrorism have put great pressure on institutions to upgrade their responses. In short, there are many reasons why urban public and institutional libraries must be proactive in responding to and managing their security environments.

#### VIABLE SOLUTION

Crime Prevention Through Environmental Design (CPTED) is a multi-disciplinary approach to deterring criminal and other unwanted behavior. CPTED uses the plans and design of the physical environment to influence human behavior. The system was conceived jointly by a criminologist and an architect in the 1970s. Steadily tested, modified, and improved over the decades, it now has gained wide international acceptance as law enforcement and security professionals have continued to refine the process.

As the system developed, it absorbed and included social and psychological factors. CPTED relies on optimizing naturally occurring conditions in the immediate environment to reinforce safety and security, managing access control to differentiate between public and private areas, and creating a sense of physical and psychological ownership. Naturally occurring conditions can include selecting sites where there is plentiful pedestrian, vehicular, and bicycle traffic; the strategic use of windows; and natural as well as artificial lighting. They also include avoiding barriers to site lines such as high fences, opaque walls and furniture, and dense landscaping.

Managing access control begins with limiting points of egress and ingress that are clearly designated for public versus private use and watched accordingly. Restrooms are a special concern since they cross the public/private distinction, especially where children are concerned. Solutions may include the use of non-offensive barriers. When built into architecture, good access control includes a natural and observable flow of interior pedestrian traffic and clear and understandable signage targeted to constituent users. Day-to-day maintenance indicates that the inhabitants are present, paying attention, are intolerant of abuse and, by extension, intolerant of crime and behavior inappropriate to the environment.

A vested sense of physical and psychological ownership begins with an informed and committed staff, especially a security staff that is regularly folded into the mission and total operations of the institution. Having established that safety and security are a priority at the administrative and board level, staff can be relied upon to identify potential problems and to deal with them using an appropriate response commensurate with the threat and offending behavior.

#### SECURITY CONSIDERATIONS

A good library security program will implement the principles of CPTED in a nonintrusive and cost-effective manner. Ideally, a certified security professional and an architect familiar with CPTED will work together to avoid or mitigate costly structural mistakes that create security risks. Proactive and reactive solutions include surveys of the site, including local crime statistics and assessments of police response, as well as the establishment of community connections



A simple search box for your electronic resources and collections

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that reinforce safety.

In established library sites, plans for improvement include recommendations to re-route traffic patterns with changed sidewalks or barriers or to re-orient access points. Barriers of all types, especially stack areas, high-back carols and other traditional library features that impair visibility should be identified. Landscaping, fencing, furniture, and computer placement should be examined. Solutions could include the proper placement and number of cameras, type and intensity of lighting, digital access control to private areas, open and distinct pedestrian traffic flow, and the protection of materials, especially rare items, as they flow internally and out to the public.

Training for security and service staff is essential to maintaining a safe environment. It begins with a legally defensible and socially acceptable manual of procedures and practices that is regularly updated. Regular reporting, training, and meetings of both the library's security and service staff will ensure continued commitment and prompt response to safety and security risks.

#### **CPTED CASE STUDIES**

Examples of large urban public and institu-

tional libraries dealing with old buildings, new construction, and multiple but not unusual security risk conditions include the Cleveland Public Library, the Hartford Public Library, and the Kelvin Smith Library at Case Western Reserve University, a private research institution. All of these institutions applied CPTED principles effectively.

*Cleveland Public Library.* The observations that follow were gathered in discussions with Cindy Lombardo, chief operations officer; Timothy Murdock, assistant direction of property management; and Lindsey Duncan, supervisor of safety and protective services.

Lombardo explained that one of the library's challenges was to create a safety and protective services department that was more engaged with patrons and more effective with response and problem solving strategies. While achieving that goal has taken several years, the security team is now staffed with a more diverse staff, including more women as well as African American and Hispanic officers, many with bi-lingual capabilities, and enhanced training in conflict resolution and problem solving strategies.

Patrons are engaged when they walk in the front door, and small behavior problems are addressed quickly before they become disruptive. The library security staff has developed a closer working relationship with the Cleveland Municipal School District Police and the Regional Transit Authority Police. The security staff has also become a significant resource to the Cleveland Police since all of these law enforcement entities are often dealing with the same people and the same challenges. The result has been better customer service, a friendlier environment for library users, fewer calls for service to the police, and a quicker response when police are called.

CPTED principles have been used extensively in creating open spaces and site lines in the design of new facilities as well as in the renovation of older ones. Augmenting this change with a more engaging security staff that actively engages young people and other patrons provides a sense of institutional control over the environment and a sense of user awareness of that control.

Hartford Public Library: Conversations with Matthew Poland, chief executive officer, who took over leadership of the library several years ago during significant funding problems, revealed regular and ongoing security challenges, a frustrated library staff, and an ineffective security program. One





of the first things Poland recognized was that the library didn't have the right players in key security roles, which was hindering their ability to make needed changes, both operationally and culturally.

Over time, the library began to strengthen its security team by including former law enforcement and corrections officers who came with a higher level of training and were more disposed to deal with challenging young patrons, the disenfranchised, and mentally ill patrons using the appropriate understanding to do so effectively. From that group, the library administration identified the right people to put in leadership roles.

Those changes and others took pressure off of library staff members, who were trained and empowered to make decisions regarding patron behavior and other security issues without having to run everything up the chain of command.

As part of their CPTED strategy, Hartford Public Library has also begun to use video surveillance and other technology to enhance the library's control of the designed space. There has also been a conscious effort to foster more direct patron engagement and to create greater patron awareness of that control in a subtle but effective manner. All of these measures enhance the security program and optimize the presence of security personnel.

Because of their commitment to engaging in the security process in the main library and branches, facilities management staff has become a regular presence within the library and function as the eyes and ears for security issues and potential vulnerabilities. The results have been more community interest and support from both public and private sources and a more welcoming environment for the public.

Case Western Reserve University's Kelvin Smith Library. According to Arnold Hirshon, assistant provost and university librarian, this library was recently built with many CPTED features built-in, including excellent site lines throughout and an open central stairwell to the three-floor structure that is clearly visible to those using it and those observing it.

The library access portal is limited to an entrance internal to the campus rather than doorways facing on a city street. This solution answered a persistent challenge: managing casual visitors and those just looking for a place to hang out. It also enhanced the experience for students, faculty, and outside visitors who were there to do research.

Another problem was resolved with a seamless access feature whereby students, faculty, and staff swipe their ID/access cards when they enter. Visitors are welcome but are required to provide a governmentissued ID, such as a driver's license, which is scanned into the access system and retained. This arrangement politely lets visitors know that they have engaged with a staff member before gaining access and are no longer anonymous. The library also receives data for its research and planning, and can give campus safety information essential to an investigation should items come up missing.

Hirshon also identified a remote fire exit corridor in a lower level of the building where students were engaging in inappropriate behavior. Recognizing the potential for even more dangerous behavior, including sexual assault, the library was able to apply effective CPTED strategies to eliminate a remote place of concealment, forcing users into open, active areas. The library staff worked with campus safety and the fire marshal to control access to this challenging isolated area without compromising the integrity of the fire evacuation route.

#### RESOURCES

A wealth of information on Crime Prevention Through Environmental Design can be obtained from The International CPTED Association. Its mission is to create a safer environment and improve the quality of life through the use of CPTED principles.

In the urban library world, security's mission is to create a safe environment in support of the library's service mission. A well-planned and implemented security program will maximize the potential benefits of the CPTED system in the urban library environment.

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#### FOOTNOTES:

<sup>1</sup> International CPTED Association <u>http://</u> www.CPTED.net

<sup>2</sup> National Center for Victims of Crime Report 2013. Urban and Rural Crime



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# Manga Comes to the Library

» This literature medium adds a unique learning opportunity for students and a compelling way for librarians to connect with their young adult patrons.

#### BY AMY SEIPKE

Manga is visual literature, either from Japan or in the Japanese style. To call manga "Japanese graphic novels," is to underplay the massive cultural impact it has in Japan (see Exhibit 1). A more apt comparison is to say that it is akin to paperback books here in the U.S., as manga is not so much a genre as it is a medium used to convey any number of stories and information.

Unlike Western graphic novels, which generally follow the narrative tradition found in prose literature, manga stories are written because the authors (or Mangaka) have a targeted audience they would like to reach and some specific characters they would like to present. In manga, the characters are created first for a specific audience. Those characters are then used to tell stories which, the Manga-ka hopes, are of interest to the targeted audience. Therefore, a good way to divide the broad world of manga into manageable genres is to first determine the audience type, and then to establish the theme of the stories or the special characteristics of the protagonists.

Because of this focus on the intended audience, the most common launching platform for manga stories is in periodicals intended for specific audiences. These periodicals have huge audiences and very large circulation numbers. The stories are originally published serially, a chapter at a time in magazines, with each magazine featuring many different stories in each issue. The more popular stories that have gained enough of a following to take on a life of their own are then published as stand-alone (often serialized) works called a "tankobon." Some stories are also published to be a stand-alone monograph, which are referred to as "one-shot manga."

#### WHY DO LIBRARIES WANT MANGA?

The purpose of the library is to meet the



#### Manga/Comics Sales

#### Exhibit 1

information and resource needs of the community that it serves, and having manga in the collection can help do that.

Many theories of learning postulate that there are some people who learn best through visual stimuli. Manga can be used to help these visual learners gain access to ideas and information, which would not appeal to them presented in other forms. The Manga Shakespeare series by Paw Prints Press in Paradise, CA, is one example of manga that could be used to expose readers to complex ideas and story structure in a way that is less intimating.

Because of the visual nature of the medium and the close relationship between the images and the text, manga also helps English language learners to access information and stories that may otherwise prove too challenging to be appreciated.

Additionally, because of the popularity of manga in Japan, and increasingly in the U.S., it is a familiar form of literature for many people who use libraries. Overlooking manga in library collection policies would create a void in the resources offered.

Finally, manga is cool! As manga gains popularity, reluctant readers may not be averse to picking up these books because they are trendy among their peers. People who may not consider themselves to be "readers" may feel less hesitant to pick up a manga book because it does not contradict their self-schema; the visual nature of the medium allows them to think of it as something different than reading a book. Overcoming resistance to the act of reading is, of course, the first step in developing engagement with the material presented.

### WHAT DO LIBRARIANS NEED TO KNOW ABOUT MANGA?

The following five concepts help define the intricacies of manga.

Manga is a medium, not a genre. Just about every story imaginable (even nonfiction stories) can be told using the manga style. Manga is often based more on the development of characters and the natural actions and reactions of those characters rather than being plot driven with the author striving to get to a certain outcome. The manga-ka, or manga artist, creates a character and allows things to simply happen to his characters rather than thinking of a story he wants to tell and creating characters and situations through which to tell that particular story. Therefore, the way of intellectually organizing manga, which most closely matches the way it is written and created, is to begin by dividing it into groups based on the intended audience.

The four major audiences for which manga is written are: Shonen – Boy's Manga Shojo – Girl's Manga Josei – Men's Manga Josei – Women's Manga There is also a category for young children where their youth, not their gender, is the focus; the term used for that is "Kodomomuke."

The category of sexually explicit material for adults only is called "Seijin." Within the Seijin category is "Hentai," which refers to materials that are not only explicit but also include specialized or bizarre fetishes.

Of course, within these large groupings there are also other characteristics which the writers focus on and can help to attract an audience that will identify with the characters. Subcategories such as "magical girl manga," "robot manga," "naughty manga," and many others can be considered as genres within each audience (see this blog post for a more complete list of the most common genres within manga <u>https://</u> <u>aseip.wordpress.com/2015/05/13/mangais-a-medium-not-a-genre/</u>).

Manga is not exactly the same as Anime. This confusion is understandable since they are visually very similar: both art forms are from Japan (often presented in the Japanese language even), and they even often feature the same characters and titles. The major difference is easy to remember: anime is animated...it moves!

There are, however, other differences between the two art forms that can often be seen most clearly when the same characters or even the same titles are converted from the static printed manga form into the dynamic moving anime form (which is usually the order of production, though sometimes an original anime series may be made into printed manga after the fact.)

Because Anime usually involves the efforts of a whole team of creators, there are creative compromises that inevitably take

Anime	Manga
Many people involved in the creative pro- cess: Possibly working on several titles at once, less invested Creative compromises	Single manga-ka or small team: Work on a small number of stories, very invested in their title
More outlandish, risky, attention seeking plot lines	More carefully tended or "realistic" plot lines
Images moving by at 24 frames per second, each image is only meant to be seen a frac- tion of a second	Static images meant to have each one studied
Lower quality images, less detail (especially in background)	Highly detailed
Almost always colored	Sometimes in black and white

#### Exhibit 2

place in the story line. This can cause the plot to take very different turns from what happened to the characters in the original manga version of the story.

Manga, on the other hand, is often created by only a pair or even one lone "mangaka." This usually results in the creators becoming more attached to the characters since they have spent a long time and much energy creating and directing them. Manga also usually follows a less risky plot line because the creators (and hopefully the readers) become much more invested in the lives of the characters in the relatively few series they read than a production team (and the TV viewers) do in one of the many shows with which they are engaged **(see Exhibit 2)**.

The quality of the art work is often different as well. Anime is drawn to be shown at 24 frames per second, whereas manga is drawn to have each picture static on the page to be examined by readers for as long as they like. Part of what makes anime different and interesting for many viewers is that the 24 frames-per-second speed of anime is slower than they are used to watching, making the picture a bit choppier and giving it a unique visual appearance. However, even at this slow rate, it is still going by much quicker than the images on the page in a printed book of manga and is therefore able to be of lower quality or less detailed. These less-detailed images are often preferred for use in anime because they take less time and energy to draw and can help keep a production on schedule and on budget.

Some examples of how the same characters are drawn differently in the same scene of the anime adaptation juxtaposed with the original manga version images can be found in **Exhibits 3 and 4**. (I am not the creator of the images in this section!)

Some techniques used by anime artists help demonstrate that it is a distinct art form, since they give the desired appearance when moving but would appear strange if drawn in a manga. When played together, these images can make the characters look as though they are moving very quickly but when viewed alone or out of sequence they simply appear bizarre. Through time, this feature has actually become part of the quirky appeal of anime and for some viewers is considered integral to the style. As a result, many shows are still made using

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Exhibit 3



#### Exhibit 4

these tricks even though, through technology and digital animation, they no longer need to be.

The image in **Exhibit 5** shows a technique used in anime called "blur" used to show fast movement. The image in **Exhibit 6** shows a technique called "multiples," which is also used to show very fast movement in anime.

The Japanese language uses a different set of characters from those used in English. Sometimes there is not an exact "one-toone" translation of syllables from Japanese to English. This fact requires people who wish to use the English alphabet to portray Japanese words to use a type of transcription called Hepburn Romanization. This system uses the letters of the English language to portray the sounds one would hear listening to a speaker who is speaking in Japanese. So when the reader "sounds it out" in English, they will (hopefully) pronounce it close to the way it would be pronounced by a speaker of Japanese.

Inevitably, while there are official rules for this system, not everybody who transcribes anything into English sticks to those uniform rules. This problem can lead to multiple English spellings for the same Japanese word. And, because languages are living entities that are always growing and adapting, these different transcriptions can take on new meanings with a context different from each other.

Think of the way authors sometimes indicate a character's accent in their writing. If they use a Southern accent, what does that say about that character? If they use a Boston accent, what does that say? Think of how authors portray that accent on the page. They might switch a vowel, add a



Exhibit 5



Exhibit 6

repetitive vowel, or drop letters. Are some of the anomalies in the transcriptions of Japanese terms meant to portray the same kind of things?

Maybe when a word spelled with an "a" in place of an "e" it is simply a mistake; but maybe it is intentional to try to convey a particular context. Or maybe it becomes another word altogether. Dessert vs. desert; through vs. though—to a non-native English speaker these words would be awful tricky.

English-speaking readers and the librarians who cater to them are faced with this problem everywhere they turn in learning about manga.

Japanese is read from right to left instead of left to right. This arrangement is not necessarily a huge problem, but it is something librarians and readers need to know. There is no better way to ruin a book than to pick it up and immediately see a visual image of the ending scene. Also, it is a fact that may need to be considered when making shelving decisions. In a Japanese bookstore or library, the books would be shelved from right to left as well **(see Exhibit 7)**.

Manga has a huge Internet community of fans. One of the major activities that fans engage in online is a type of forum referred to as a "scanlation" page. These sites are used to discuss, recommend, and even provide access to manga.

Fans will scan their original Japanese language copies of their favorite stories and work together with other fans to translate them and to even redraw and fix up the



Exhibit 7

images when needed to allow them to be better understood by English-speaking audiences. These sites often take their translations down once the title is picked up by an English publisher, allowing them to have a sort of symbiotic relationship with publishers. They help English publishers decide which titles are worth the money and effort to publish, and help Japanese publishers increase their fan-base without losing sales because English speakers would not be buying their product anyway.

For librarians, these sites can be very helpful when providing reader advisory since they have lots of good suggestions for further reading. For fans, these sites provide quick access to the newest issues of their favorite series; single chapters are generally available to download for free or a small fee.

#### HOW CAN LIBRARIES ACCESS MANGA?

By following this link, librarians can download an annotated bibliography containing several examples from each major genre to help get their collecting started: <u>http://</u> <u>www.lib.collegeforcreativestudies.edu/</u> <u>screens/Manga Bibliography.pdf</u>

The magazines, which are the original format, are not generally translated or published in English. There are a few Englishlanguage manga magazines. But they different from their Japanese counterparts because they contain different material; they are not direct translations of the Japanese magazines.

However, several English language publishers purchased the rights to manga and have them translated and published in English. For the most part, these translations

TITLE AND AUTHOR	OLD CALL NUMBER	NEW CALL NUMBER
"Black Jack" by Osamu Tezuka	PN6790 .J34 .T4 1998	Manga .B53 .J33 Vol. 1
"Black Blizzard" by Yoshihiro Tatsumi	PN6790 .J34 .T3 2010	Manga .B53 .B55
"Black Bird" by Kanoko Sakurakouji	PN6790 .J34 .S2 2009	Manga .B53 .B57 Vol. 1
"Crimson Hero" by Mitsuba Takanashi	PN6790 .J34 .T3 2005	Manga .C75 .H47 Vol. 1
"Crimson Spell" by Ayano Yamane	PN6790 .J34 .Y3 2005	Manga .C75 .S64 Vol. 1

#### Exhibit 8: Revised Call System for Manga.

are available for full tankobons or omnibus editions of manga stories.

The tankobons and omnibuses are easy to source and are available from most major book sellers. A few of the major publishers of English language translations (some of which specialize in only certain types of manga) are: Drawn and Quarterly, Dark Horse Manga, Fantagraphics, No Starch Press, Kondasha USA, Seven Seas Entertainment, SuBLime, Vertical Inc, VIZ Media, Yaoi Press, and Yen Press.

In addition to being available in print, manga also has a large digital audience. It is becoming increasingly available through some of the larger providers of digital books such as Oyster, Amazon's Kindle Unlimited, and Overdrive. Currently, though, the selection of manga available through these large sites is not very robust. As a result, the best place to access digital manga now is from the publishers themselves. Most of the major manga publishers have digital versions available through their websites, and two of the major publishers, TokyoPop and Crunchyroll, are publishing almost exclusively in digital form.

#### WHERE SHOULD LIBRARIES PUT MANGA?

A manga collection can be shelved in several ways. If a library has a small collection, it is usually not a problem to simply shelve it using the current system. In a library using the Library of Congress system, most of the manga collection would be found under PN6790 .J34 with a second Cutter number added based on the author. Non-fiction manga can also be shelved in the same way as any other monograph on a given subject. But problems arise with larger collections. Adding a second or third Cutter number and even year and volume designations does not always leave the books with unique identifiers, or does not allow consecutive volumes to be shelved together, and provides a challenge for the staff members who are doing the shelving.

It seems that the solution will have to include using Cutter numbers based on the title rather than on the author's name. Many Japanese authors have similar surnames; when they write different series and they publish them contemporaneously, it causes the titles to be intermingled on the shelves. Also the same series may be written by different authors over the course of its publication, resulting in the series being shelved in very different locations, affecting access and retrieval.

The solution for this challenge is to develop a local call number system within the library. A local call number system might include ideas such as dropping the "PN6790 J34" and replacing it with the word "Manga" or using a Cutter number to represent each word in the title followed by the author, and volume number when needed (see Exhibit 8).

A library with a very large manga collection may even consider separating the "Manga" heading into subsets based on audience and have sections designated "Shonen Manga," "Shojo Manga," "Sienen Manga," and "Josei Manga." Most titles have a clear audience, which can be found by the imprint the publisher uses for it. However, occasionally the audience may not be explicitly stated. This type of classification may also prove troublesome because it may not be familiar to American library patrons and may give the appearance of being sexist or reinforcing gender stereotypes.

#### MANGA AS A RESOURCE

Since the College for Creative Studies is an art school, many of our students are visual learners. In our library, we have found the non-fiction manga to be most helpful in assisting students in learning about complex subjects. In addition, the non-fiction manga is useful for students beginning research or for getting students engaged with a subject. The fiction manga brings joy to their library visits and helps them to become familiar with popular stories.

Many of our students are very enthusiastic about manga and have been excited to help grow our collection, even donating their own old tankobons so that others may enjoy them.

Despite the challenges of adding this new type of resource to our collections, I have found it to be a very rewarding experience. It has been an excellent topic for collaborating with students and has facilitated many conversations around the subject of manga, reading, art, and culture.

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# **Undergoing a Collections Overhaul**

» UC Hastings Law Library reconfigures its space to accommodate future faculty and student needs.

## BY JENNIFER DUPUIS AND STEPHANIE SCHMITT

The Law Library at the University of California Hastings College of the Law (UC Hastings Law Library) occupies three floors of a six-floor campus academic building, housing print resources, government documents, archives, and electronic materials. The library's holdings include an extensive collection of international, federal, and California documents, and space in the library is at a premium. As a result, print resources were housed in sections of the library needed for classrooms, common areas, and study rooms for student and faculty use.

#### CHALLENGE: A NEED TO WEED

In the summer of 2014, the college determined that the top floor of the library would be repurposed for student and faculty space. This decision would provide new classrooms and space for research centers and clinics. Other areas in the library would be repurposed as well, including a new space for an Education Technology Center and additional study rooms. The new space would help solidify the library as a central meeting and resource space for students.

It was quickly calculated that about 40 percent of the library's print resources would need to be withdrawn, transferred, or moved to a designated storage area. "Our goal was to maintain the integrity of the collection and to ensure that faculty and students retained access to the content they needed," says provost and interim director of the Law Library, Elizabeth Hillman.

Stephanie Schmitt, the assistant technical services and systems librarian, one of the project's leads, facilitated faculty involvement in the collection analysis. Together with the librarians undergoing collection analysis, the faculty would be key in making some of the tough decisions. To achieve that goal, an ad hoc committee of faculty and librarians was formed and



workflows to assist with collection review were established.

Faculty was given the opportunity to review every title slated to be withdrawn, and they could request to take some of the monographs and print journals for their personal libraries. In addition, the college planned for and is building a storage system for those items that would not remain in the consolidated permanent collection on the two remaining floors in the library. The library worked with other local libraries and recycling centers to re-home or dispose of the volumes identified as discards. The most time consuming aspect of this project was determining which items would be discarded. To facilitate that process the librarians relied on their current functionality to build lists, which were then shared with the faculty and librarian review committees.

#### A MOBILE OPTION?

As they worked through the phases of the project, the librarians felt they could be helped immensely by adopting a mobile app that was cloud-based and integrated with their current desktop application. Traditional library tasks such as inventory management, weeding, relocation projects, and list generation could be simplified in this way, making paper reports unnecessary. Also, an app's intuitive and easy-to-use interface could be used right in the library stacks.

Also, working in a mobile environment would mean that transitions between different tasks and the different sections within the library would be more seamless and require fewer intermediary steps, leading to greater efficiency and productivity.

In addition, the librarians recognized that having mobile technology in the library would benefit the user, providing a seamless experience across a variety of devices. Whether accessing a report, performing paging tasks, or searching library resources, work can be accomplished on a device that makes sense to the user.

#### PREPARING THE REVIEW LISTS

Since the mobile app technology that would complement their existing products was under development, the librarians envisioned that the project would take one year to complete. Each month, they generated lists of physical items and reviewed them for items that might, for example, have an electronic counterpart. Those items were marked for discard. They also looked for duplicate or multiple copies of items, and marked the extra copies for discard. Throughout the process, the librarians ensured that curriculum needs would continue to be met with the remaining resources. The bibliographic and item records for the selected titles were updated manually to reflect their new withdrawal status.

Next, the discard list was sent to the faculty and to librarians on the collection development committee, who had two weeks to review the list and make suggestions. Faculty could agree with the list, request that an item be retained with a reason why, or request the item be transferred to their department or personal library. When the lists came back, library staff again updated the bibliographic records manually for the items that were moving.

During the 2014-2015 academic year, more than thirty title review lists were generated. Of the 55,000 titles that appeared on the lists, only about fifty were challenged.

As the approved withdrawal lists came back, library staff worked to pull the items that were marked for removal from the collection. Since the mobile app was not yet available, they used printed lists and moved the items into a staging area.

Since the bibliographic records of the items that were pulled for withdrawal had been updated manually, the catalog for the patron was, effectively, weeded. The remaining collections were ready to be moved to one of the remaining two floors, meaning each record would need updated location codes. About half-way through the process, the library staff learned that the mobile app was ready for beta testing.

#### THE MOBILE SOLUTION

The mobile app works by providing access to lists generated from the database on a mobile device, and by creating new lists on the device that integrates back into the existing database. The library purchased two iPod touch devices to devote solely to the app. The library now could move quickly through the stacks to identify materials selected for withdrawal using the app.

The real savings, however, was in time and manual effort, especially when it came to emptying the top floor. Once an item was pulled, its barcode would be scanned into a new list showing that it had been pulled and moved. Items in the staging area were quickly scanned and moved on as well. The lists generated on the devices could be immediately loaded in to a review file, where the record would be annotated with the final details of the withdrawal status and location.

The library staff was pleased with the speed, accuracy, and efficiency of the app. Eliminating the extra steps of printing lists, moving stacks of books, and relying on marked-up printouts to update item records in the database saved enough time that they were able to finalize the project before their deadline.

#### **RESULT: A MOBILE FUTURE**

The library was able to meet the needs of the college and have the new library configuration completed before the start of the 2015-2016 academic year. New study rooms and an Educational Technology Center will be built by that time for students to use. "More study rooms and the new College resources will help draw patrons to the library building," says Hillman, "and will contribute to the concept of the library as a central place for our students and faculty."

Meanwhile, library staff in Technical Services and Public Services continues to use the mobile app as a relevant part of ongoing operations. For example, a team has already completed a project to move materials from permanent storage back into the stacks. The app allowed them to make those location code changes quickly and easily.

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### Mark Your Calendar

September has special significance to the library community for two reasons, as ALA reminded us all in two recent press releases.

*Get a Card.* September is Library Card Sign-up Month, a time for libraries across the country to promote the value of a library card and library services. With a library card, patrons can check out so much more than books. Today's libraries serve as tech hubs, community centers, and DIY spaces that are more about connecting and plugging in. For example, the Denver Public Library offers DevCamps, free week-long sessions that pair teenagers with professional web developers who expose them to HTML, CCS, and JavaScript. The library in Spokane, WA, trained local teenagers to teach older adults how to use mobile devices. When the public library in Red Hook, NY, heard that a lack of transportation was keeping people from accessing services, the library borrowed a van to take its programs into neighborhoods.

Since 1987, Library Card Sign-up has been held in September to mark the beginning of the school year. Libraries across the United States will join together to remind parents, caregivers, and students that signing up for a library card is the first step toward academic achievement.

Banned Books. From September 27th to October 3rd, the nation will celebrate Banned Books Week. Books continue to be threatened with removal or restrictions in libraries and schools. Many of these books address racial issues or present diverse characters. Libraries and reading can transform lives, but when books are banned, readers are blocked from seeing all viewpoints on issues that affect everyone, every day. During this week, libraries and bookstores throughout the world will participated in activities that focus on the dangers of censorship and celebrate the right to choose reading materials without restriction. Events will illustrate how libraries transform lives through education and lifelong learning.

First observed in 1983, Banned Books Week reminds Americans not to take the freedom to read for granted.

# **Adopting Informed Systems Learning Theory**

» How 21st century organizations can move from theory to practice.\*

#### BY MARY M. SOMERVILLE

For more than a decade, organizational learning initiatives in North American academic libraries have applied informed learning theory, originating in Australia, for using information to learn. At the same time, and in a complementary fashion, systems design methods originating in England catalyzed information-focused and actionoriented projects to improve local situations.

Throughout, co-designed structures, sustained relationships, and professional practices furthered the enablement and enactment of collaborative learning processes that identified decisions to be made and actions to be taken. This systemic learning approach offers transferable guidance for ensuring effective processes and supportive infrastructure for nimble and inclusive direction setting and decision making in the midst of unrelenting changes within the higher education and scholarly communications environments.

#### LEARNING THE WAY TO CHANGE

In the book, *Informed Systems: Organizational Design for Learning in Action*, I wrote, "As formats, creators, vendors, and publishers proliferate in the twenty-first century, traditional assumptions, workflows, and expectations are shattered in academic libraries."<sup>1</sup> These converging factors now require that organizations create workplace systems, relationships, and practices that inform and enable the nimble adaption to dynamically changing circumstances.

In response, an Informed Systems approach for leading change initiatives has been under development in North America since 2003. Guiding principles and practices exercise information-focused participatory design, action learning, and perpetual inquiry through experiencing what Christine Bruce in 2008 called "using information to learn" in ever expanding professional situations.<sup>2</sup> A persistent emphasis on cultivating



*Figure published in Mary M. Somerville. (2015).* Informed Systems: Organizational design for learning in action. *Oxford, England: Chandos Publishing. Reproduced with permission from Chandos Publishing, a subsidiary of Elsevier.* 

rich information experiences fostered by dialogue and reflection serves to advance information exchange and knowledge creation, through which transferable learning occurs and organizational capacity builds.

This robust approach to fostering workplace inquiry emerges from the work of two theorists, Bruce from Australia (who advanced informed learning) and Peter Checkland from England (who developed soft systems methodology). These theorists promote the kind of learning made possible through evolving and transferable capacity to use information to learn within collaboratively designed workplace communication systems with associated professional practices.

Initiating systems co-design activities stimulate participants' appreciation of the potential for using information to learn, according to Checkland & Holwell's book, *Information, Systems, and Information Systems: Making Sense of the Field.*<sup>3</sup> Then codesigned socio-cultural practices continue workplace learning, described by Bruce as informed learning,<sup>4</sup> accelerated through information experiences as discussed in *Information Experience: Approaches to Theory*  » In response, Informed Systems evolved to foster information exchange, reflective dialogue, knowledge creation, and conceptual change in the organization. Over time and with practice, this approach progresses co-workers' capacity for creating systems and producing knowledge, activated by participatory design, amplified by systems thinking, and exercised by collective discourse.

and Practice, edited by Bruce and others.<sup>5</sup>

The resulting Informed Systems approach recognizes the organization as a knowledge ecosystem consisting of a complex set of interactions among people, process, technology, and content. Within this context, as explained by Nonaka in his article, "A Dynamic Theory of Organizational Knowledge Creation," knowledge emerges through individuals' exchange of resources, ideas, and experiences.<sup>6</sup> It naturally follows that "knowledge-related work requires thinking-not only monitoring, browsing, searching, selecting, finding, recognizing, sifting, sorting, and manipulating but also being creative, always questioning, interpreting, understanding situations, adapting to changes, tailoring, handling data created, e.g., in the lab, with particular focus on how to put questions, draw inferences, give explanations and conclusions, prioritize ... within complex, ever-changing environments," writes Materska in the paper, "Is Information Literacy Enough for a Knowledge Worker?"7

In response, Informed Systems evolved to foster information exchange, reflective dialogue, knowledge creation, and conceptual change in the organization. Over time and with practice, this approach progresses co-workers' capacity for creating systems and producing knowledge, activated by participatory design, amplified by systems thinking, and exercised by collective discourse. These requisite elements of a vibrant workplace learning environment appreciate the social nature of generating knowledge through what I described in 2009 as "working together,"<sup>8</sup> whereby colleagues with differing but complementary knowledge skills and work responsibilities advance social, relational, and interactive aspects of work life.

Throughout, organizational learning within designed systems is catalyzed and enlivened through the explicit practice of using information to learn in ever expanding professional contexts, through which transferable learning occurs and organizational capacity builds. More specifically, as I wrote in my 2015 book, systemic leadership and collaboration models promote collective "sense making" that guides organizational "action taking."<sup>9</sup> Collective knowledge creation capabilities are extended as continuous improvements are exercised through workplace systems, relationships, and practices that support continuous learning and refine local practices.

#### LEARNING THE WAY TO ACTION

Informed Systems implementation results at California Polytechnic State University from 2003 to 2006 and at the University of Colorado Denver from 2008 to 2015 demonstrate the efficacy of cultivating informed learning experiences within enabling, codesigned workplace systems. Application of action research results to local professional practices in California and Colorado also reveal the synergy of systems perspectives and knowledge practices that—in combination—intentionally further organizational learning. According to the authors of the 2005 article, "Rethinking What We Do and How We Do It: Systems Thinking Strategies for Library Leadership," the following results are suggested by early research:10

- Integral to creation of a robust learning organization, leaders are responsible for design of workplace environments supportive of information-rich conversations.
- Systems thinking can be used to contextualize workplace issues in terms that revisit both the nature of organizational information and the purpose of organizational work.
- It follows that as leaders apply systems thinking methodologies and tools to understand the complexities of the organization and its situation, staff members learn to diagnose problems, identify consequences, and make informed responses within a holistic context.

Results from this early development work demonstrate that application of these principles changes how co-workers think and what they think about, points made again in the 2005 article:

- Individuals see the underlying context and assumptions for their decision. This new relational understanding predisposes them to adjust their assumptions and strategies as they learn—in other words, as they change appreciative settings.
- Over time and with practice, individuals' adoption of systems thinking and thinking tools provides a collective strategy for successfully responding to new information and unique situations.
- Sustained conversations rich in relational context provide the substance of a robust organizational learning environment. This dialogue has transformative potential when it activates and extends prior learning.

Building on this transferable context and assumptions, organizational development activities since 2008 at the University of Colorado Denver have focused on exercising and elaborating informed learning capacities. Transferable outcomes of using information to learn within ever expanding relational contexts are initiated and catalyzed during design (and redesign) of organizational communication systems and professional workplace practices. As defined by Bruce and others in the article, "Supporting Informed Learners in the 21st Century,"11 designing and enacting exercises essential for the informed learning capabilities of current organizational life include:

- Information and communication technologies to harness technology for information and knowledge retrieval, communication, and management,
- Information sources and information experiences to use information sources (including people) for workplace learning and action taking,
- · Information and knowledge generation

processes to develop personal practices for finding and using information for novel situations,

- Information curation and knowledge management for organizing and managing data, information, and knowledge for future professional needs,
- Knowledge construction and worldview transformation to build new knowledge through discovery, evaluation, discernment, and application,
- Collegial sharing and knowledge extension to exercise and extend professional practices and knowledge bases which generate workplace insights and informed decisions, and
- Professional wisdom and workplace learning to contribute to collegial learning, using information to learn to better take action to improve.

Learning the way to action naturally occurs through exercising informed learning capabilities during increasingly more complex information usage experiences within the ever expanding social, procedural, and physical workplace information landscape, as explained in my 2015 book. Taking action to improve, then, naturally produces changes in the ways of perceiving and of becoming newly aware—thereby learning. The workplace benefit is then amplified by socio-cultural processes and practices codesigned by co-workers.

### LEARNING THE WAY TO CONTINUOUS WORKPLACE LEARNING

Enactment of workplace learning requires an enabling environment for information exchange, sense making, and knowledge creation activities that advance information use and learning relationships. In this way, collective capacity for discussion and analysis of complexities and interdependencies grows. Throughout, information must be embedded and embodied in different social practices, with associated artifacts and activities that assume meaning within the context of specific workplace practices. In other words, writes Lloyd, learning is a socio-cultural process that cultivates "resilient workers."<sup>12</sup>

Through construction and reconstruction of the learner during interactive relationships and sustainable networks among information, technology, and people, Hager, in his article, "Conceptions of Learning and Understanding Learning at Work," concludes that the "construction of learning, of learners and of the environments in which they operate" evolve to adopt and adapt, create and recreate, contextualize and re-contextualize through wider and wider circles of consultation, cooperation, and collaboration.<sup>13</sup>

The process of organizational learning requires double loop learning, whereby organizations respond to changes in their environment by challenging and redefining underlying assumptions and organizational norms, as explained by Argyris and Schön in their book, Organisational Learning.<sup>14</sup> Deep learning also requires systems thinking, "the capacity to see deeper patterns lying beneath events and details" contextualized and situated by appreciative regard for interconnections and interrelationships, according to Bui and Baruch's article, "Learning Organizations in Higher Education: An Empirical Evaluation Within and International Context."15 Finally, write Rowley and Gibbs, building organizational learning capacity requires furthering organizational ability to direct and adapt learning processes.<sup>16</sup>

Intentional organizational learning can also be appreciatively viewed and significantly enriched through an information experience lens, whereby participants collectively expand their information horizons by engaging with new information types and communication processes. Establishing requisite information-sharing relationships that extend beyond traditional team boundaries requires holistic appreciation of the interrelated elements of workplace information experience: its "situatedness," or its connection with informed learning and informed decisions; and its cognitive and social dimensions, through critical and creative information use that produces generation and sharing of new knowledge useful in taking purposeful action, according to my 2014 article with A. Mirjamdotter.17 In response, Informed Systems (re)learning models, conducted within enabling systems infrastructure, further collaborative professional processes that are learning-focused and information intensive, to promote sensemaking and enable workplace learning.

As conveyed in antecedent theoretical literature for Informed Systems and corroborated in seminal works on organizational learning, "knowledge and understanding are ... learned through active... practice by an individual, within the larger body of practice," writes Schön.<sup>18</sup> A community of inquiry situates and contextualizes inter-subjectively created meaning, which changes over time through renegotiation. Then, as "new explicit knowledge is shared throughout an organization, other employees begin to internalize it—that is, they use it to broaden, extend, and reframe their own tacit knowledge," observes Nonaka,<sup>19</sup> and through "purposeful discourse focused on exploring, constructing meaning and validating understanding," as stated by Garrison.<sup>20</sup> Therein lies the genesis of informed learning fortified by systems design.

Since 2008, practical outcomes at the University of Colorado Denver have confirmed the efficacy of an Informed Systems approach to organizational learning. Over time, as shared appreciation grew for an education focus rather than a service focus, a consultative (learning) mindset replaced earlier transactional ("busyness") priorities. Concurrently, collective conceptions shifted from "library as warehouse" to "library as learning space" and "systems thinking" replaced "silo thinking," concepts illustrated by myself and Farner in 2012.<sup>21</sup>

Illustrative of the potential of crossfunctional collaboration across traditional departmental boundaries, a single search box on the library website now offers a Google-like advanced search—enhanced by "value added" faceted search features—of all owned and licensed text, video, and image content. As I wrote in *Serials Review*, "this represents a collaborative effort, over more than eighteen months, across technical, public, and technology services units, which continue to collaborate on the next discovery layer version release."<sup>22</sup>

These outcomes recognize that, because organizational culture is experienced as a shared basis of appreciation and action, as defined by Schön,<sup>23</sup> it can be transformed through persistent communication sustained by learning relationships. Therefore, within an Informed Systems framework, action-oriented inquiry is paired with inclusive decisionmaking fortified by inquiry-based dialogue and information-centered reflection.

#### LEARNING THE WAY TO WORKPLACE LEARNING SYNERGIES

Organizational learning requires that, for learning to occur, information encounters must be experienced as sufficiently contextualized to activate and extend prior understanding, according to Bruce.<sup>24</sup> As described in a 2014 book chapter by myself and Mirijamdotter, when the workplace is conceptualized in this way, people can learn to create knowledge on the basis of » Over time and with practice, workplace processes and activities transform organizational culture. Reactive and conservative impulses are transformed to proactive and generative responses, enabled by rich relational information experiences and social interaction opportunities among workplace participants that, increasingly, engage organizational beneficiaries.

their concrete experiences by observing and reflecting on that experience, by forming abstract concepts and generalizations, and by testing the implications of these concepts in new situations, which lead to new concrete experiences that initiate a new cycle. This assertion fortifies our aspiration to develop reflective practitioners who learn through critical (and self-critical) collaborative inquiry processes that foster individual self-evaluation, collective problem-formulation, inclusive contextualized inquiry, and professional development.<sup>25</sup>

In learning the way to workplace synergies, informed learning serves as a theoretical construct which encourages exploration of learning-related aspects of information experience, defined by Hughes as "contextualized instances of using information. It integrates all information-related actions, thoughts, feelings, and has social and cultural dimensions."<sup>26</sup>

Informed learning also provides a pedagogical framework, which encourages expansion of learners' information using and information learning experiences. In other words, informed learning enables making increased sense of multiple information experiences through intentional expansion of information encounters and, thereby, information experiences.

As colleagues learn to initiate and sustain inquiries and design actions that are information-centered, action-oriented, and learning-enabled, their mental models change. They reinvent roles, responsibilities, processes, and relationships as active collaborators in the process, and they codesign their future, guided by the question Bruce posed in her Keynote Address: "What information and learning experiences are vital to furthering our own professional work?"<sup>27</sup> As the examples in the previous section illustrates, compelling questions shift as organizational focus shifts.

Members of contemporary information and knowledge organizations must create information-rich learning environments for themselves before they can activate information-rich learning experiences for others. Within teams, individuals must learn to co-create knowledge-enabling systemic structures and workplace processes for "knowing" their local and global information landscapes.

Co-designed learning activities can then generate workplace synergies that activate knowledge creation and sustain social interaction. These robust relationships will encourage sharing of information, skills, expertise, and experience exchanged through co-designed professional practices that further repurposing, redirecting, reorganizing, and relearning for forward movement and nimble responsiveness. In addition, the co-designed communication systems and socialization practices—which determine how organizations function and change, as well as how they adapt and encourage inquiry, dialogue, and reflection – produce ever increasing variation and complexity in information experiences.

These essential learning elements are embodied in the holistic Informed Systems transformation approach shown in the accompanying figure. Its elements represent the co-creation of an informed learning workplace environment, which requires the presence of an appreciative systems lens supported by shared organizational vision and process philosophy. Then co-designed systems infrastructure and professional information practices facilitate a continuous learning cycle that advances capacity to successfully navigate familiar situations and establish appropriate learning processes for finding, valuing, and using information to learn in unfamiliar circumstances. This necessarily involves placing information in a larger context and seeing it in the light of broader perspectives and experiences to ensure ethical and sustainable decisions, as defined by Rowley & Gibbs in their article, "From Learning Organization to Practically Wise Organization."28

Over time and with practice, workplace

processes and activities transform organizational culture. Reactive and conservative impulses are transformed to proactive and generative responses, enabled by rich relational information experiences and social interaction opportunities among workplace participants that, increasingly, engage organizational beneficiaries. In such a vibrant learning environment, knowledge emerges through meaningful encounters that transform prior understanding within individuals and among groups.

Such practice of organizational learning involves developing tangible activities: new governing ideas, infrastructure innovations, new management methods, and technology tools for "changing the way people conduct their work. Given the opportunity to take part in these new activities, people will develop an enduring capacity for change...with far greater levels of diversity, commitment, innovation and talent," writes Senge.<sup>29</sup> In addition, he continues, "people will continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."30

AUTHOR'S NOTE: These ideas were originally presented at Organizational Learning Theory and Workplace Design Elements: Enabling Conditions for Organizational Learning in Libraries, at "Lifelong Learning for Libraries: Organizational Learning Theory to Manage Change," sponsored by Library Leadership and Management Association (LLAMA)at the American Library Association 2015 Annual Conference, San Francisco, California.

For more information, see Mary M. Somerville. (2015). *Informed Systems: Organizational Design for Learning in Action*. Oxford, England: Chandos Publishing.

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# Read Our LIPS

» How two adventurous librarians convinced a campus to value Literacy, Involvement, Puppets, and Support.

#### BY CHANELLE PICKENS & JESSICA ORDICH

**S**tudent success in and out of the classroom is a priority for all members of the campus community. Numerous scholarly articles point to the importance of support services and activities for students to feel involved in their campus. Additionally, information literacy (IL) instruction provides students with the necessary skills to find success academically, professionally, and personally.

The challenge for the librarians at the ITT Technical Institute in Henderson, NV, was to establish sustainable programs and services for a non-traditional student population. To meet that challenge, the catalyst—an agent that provokes or speeds significant change or action—would be the Learning Resource Center (LRC) and library staff. This all-encompassing task would be accomplished by:

- Identifying the needs of non-traditional and at-risk students;
- Identifying gaps in existing resources, programs, and services; and
- Developing comprehensive and sustainable resources, programs, and services.

#### WHY THE LRC?

While it was not necessarily planned that LRC staff would inherit roles beyond "traditional" librarianship, the ITT faculty and administrative staff realized the necessity for accurate and readily-available resources for students. The need for the library to take the lead was obvious for a number of reasons:

- Libraries are community cornerstones, connecting people to one another through shared experiences.
- Libraries are also an environment of mutual respect, enhancing a socially responsible citizenry.
- Librarians provide the highest level of service to all patrons, facilitating a welcoming and supportive learning environment.

In June 2013, the LRC launched a Personal Librarian program with the goal of





Figures 1 & 2: More than half of the student population visits the LRC each week. Most reported using the computer lab to complete coursework or research, but many visit the LRC to access community resources and services as well. After assessing student needs and the LRC collections, librarians launched several programs that led to significant growth in Virtual Library use.

meeting every student face-to-face at least one time per academic quarter.<sup>1</sup> The success of this program solidified the LRC as the informational hub of the campus and saw usage increase from an average of 4,000 student visits per year to more than 11,000 visits during the 2013-2014 academic year (see Figures 1 & 2).

With the support of campus academic

and administrative departments, the LRC staff aggressively researched and developed initiatives geared to non-traditional and at-risk students. This included the development of support services, student involvement, an Expedition Information Literacy (EIL) platform, and the incorporation of puppets in classroom and virtual instruction.

#### SUPPORT SERVICES

Within the context of student support services, library staff designed a Peer Tutoring program. In December 2014, the program was certified by the College Reading & Learning Association (CRLA) following a yearlong application and review process.

While there were challenges, including large demands on staff for training and regular maintenance, the program has proven to be successful on a number of levels. Benefits for tutees include flexible tutoring hours, coverage of all subjects, and the ability to work with a trusted and qualified peer. Peer tutors benefit by gaining professional experience and obtaining a relevant resume entry, while enriching their academic skills and becoming a valuable and important member of the campus community.

The LRC also makes available a wide range of community resources to participants, including those for drug and substance abuse, mental and physical wellness, and housing. Additionally, the campus enhanced its pre-existing partnership with the Regional Transportation Commission (RTC) of Southern Nevada to promote the eco-friendly Club Ride and money-saving EZ Rider programs. Nearly one-third of students have enrolled in Club Ride and use the program's benefits regularly. In 2014, the LRC received Club Ride Star awards for nongaming partner and best marketing bulletin from RTC and was upgraded to an RTC Club Ride Silver-level partner.

#### STUDENT INVOLVEMENT

LRC staff firmly believes an involved student becomes a graduate, a professional, and an active citizen. Students involved in campus organizations have a greater sense of community, contributing to their overall success. Since 2013, LRC staff has positioned the library as a catalyst for change, introducing three student-run clubs and activities to appeal to students across all programs of study **(see Figure 3)**. Students actively participating in these programs have repeatedly demonstrated their ability to apply concepts learned in the classroom in the professional workplace and community.

The National Technical Honor Society (NTHS) has been present on campus for a number of years, although student participation was low. Once the LRC became involved, however, NTHS began holding bi-weekly meetings and hosting quarterly events. The club raises funds to sponsor new members facing economic hardship.



Figure 3: In the beginning, only three students actively participated in LRC programs, but over time they motivated and inspired their peers to become more involved in campus life and take ownership of their educations.

Members also hold annual food and supply drives for local food pantries and shelters. NTHS actively works with all other campus organizations on larger initiatives such as the All Clubs Car Wash benefiting local charities.

The Association for Computing Machinery (ACM) received its national charter in 2014. The focus is community service in the IT and electronics fields. To that end, ACM works with the Clark County School District (CCSD) middle schools, providing mentorship to student competitive robotics teams. Currently, there are 63 CCSD students working with ACM mentors.

The Military & Veterans Council (MVC) was founded in 2014 at the request of student veterans. Its mission is to increase awareness of service-related concerns affecting veteran education and to serve as mentors on campus by maintaining their commitment to core military values (integrity, accountability, and teamwork). MVC brought the Disabled American Veterans mobile office to campus to assist student veterans in accessing their VA benefits. Fundraising activities helped the group make charitable contributions to non-profit organizations. Members also held a town hall meeting with a representative from Nevada state Congressman Joe Heck's office.

#### **EXPEDITION INFORMATION LITERACY**

The LRC staff always kept the ethics, values, and foundational principles of the profession at the forefront during the development of student success initiatives. It was a goal to incorporate unique programs and services that would tie in the key values of librarianship, such as information literacy, intellectual freedom, civic involvement, and lifelong learning.

To that end, the library developed Expedition Information Literacy (EIL), also in 2013. To navigate the terrain of collegelevel research, students must be equipped with tools for success. The name "Expedition Information Literacy" was chosen to reflect the feelings students have towards IL instruction. Mountaineering terms were incorporated throughout (the homepage is "Base Camp", while skill-building activities are "Anchor Exercises").

The plan was for the EIL to be housed within the college's ePortfolio platform, which is a virtual learning environment that features collaborative academic communities, assignment drop boxes, and grading and assessment tools. The ePortfolio platform is integrated campus wide. In the past, however, it had been significantly underused. Since ePortfolio use is mandatory for all classes, meaning students must submit and faculty must grade at least one

### Building a Successful Expedition Information Literacy Program

- Tailor it to YOUR Students, YOUR Campus, YOUR Methods.
- · Develop unique and dynamic branding.
- Engage in 24x7 marketing.
- Involve students during its development.
- Ensure all campus units buy into the concept.
- Collaborate with community and campus resources.
- Assess, assess, and reassess.
- If a technique isn't working, change it.
- Throw every idea at the wall until something sticks.

assignment per class using the platform, ePortfolio projects were regarded as grading requirements with little connection to class work. The LRC staff, however, saw the potential for the creation of unique and innovative e-content.

Benefits of ePortfolio include having a designated space for remote project collaboration, for tools that enrich content and serve as building blocks for active learning, and for the support of customized materials through use of Google apps, images, and embedded code. The final product can be viewed at <u>http://learning-resource-center.</u> <u>foliotek.me/</u>. The following Prezi fully details the development of the EIL platform <u>http://prezi.com/aqmq9lpo61ir/?utm</u> <u>campaign=share&utm</u> <u>medium=copy&rc=ex0share</u>.

#### **ENTER PUPPETRY**

During the EIL design process, librarians sought out engaging ways to bring active learning to the virtual environment. Adding puppetry to the program allowed librarians to remind students of their lifelong commitment to learning. As they are learning to read, children constantly practice literacy skills at school, at play, and even at rest with a bedtime story. Now, dealing with scholars and professionals, the EIL librarians believed they needed to approach informa-



Figure 4: Jessica Ordich and Chanelle Pickens performing at the launch of EIL.

tion literacy with that same commitment and fervor.

Puppetry has been a long-time staple of library and community programming. Recently, puppetry has gained popularity with today's hipster generation.<sup>2,3</sup> Bringing puppets into the classroom was a fun way to show new and returning students that LRC staff was willing to do anything to bring excitement to otherwise routine topics (see Figure 4). Video Clips from the classroom sessions are built into EIL with the most viewed clips being Anchor Exercise: Financial Resources (http://learning-resource-center.foliotek.me/anchorexercise-locating-financial-resources) and Anchor Exercise: Primary Resources (http:// learning-resource-center.foliotek.me/ anchor-exercise-primary-sources).

Puppets were used to bridge the gap between Personal Librarianship and one-shot IL instruction. It also served as an icebreaker in technical classes to remove the formality of the reference interview "hot seat." The puppet-hosted "Are Your Pixels Off" TV series (http://learning-resource-center.foliotek. me/summit-lifelong-learning) was an opportunity to highlight library services and resources, while reinforcing IL skills.

Incorporating puppetry into library programming beyond children's story time may seem like a daunting process, but it is both possible and enjoyable. Overall, the use of puppets in the Personal Librarianship model has been successful in that students are now comfortable approaching LRC staff for assistance and more confident when conducting independent research. Puppets are also a bright, positive, and fun addition to the LRC staff toolbox!

#### KEYS TO SUCCESS

The importance of establishing a campuswide support system for LRC staff was imperative to the success of the resulting initiatives. This final point, arguably the most important, speaks to the significance of developing sustainable collaborations between departments with clearly defined goals to be effective.

At ITT Tech, LRC staff has had a history of involving other departments in the development and implementation of library services. The staff fully embraces the idea that librarians should work "to promote collaboration with faculty and campus units" for the good of student success.<sup>4</sup>

#### FOOTNOTES

<sup>1</sup> Moniz Jr., R.J., & Moats, J. (Eds.). (2014). *The Personal Librarian: Enhancing the Student Experience*. Chicago: ALA.

<sup>2</sup> Pearce, G., & Hardiman, N. (2012). "Teaching undergraduate marketing students using 'hot seating through puppetry': an exploratory study." *Innovations in Education* & *Teaching International*, 49(4), 437-447. doi :10.1080/14703297.2012.728379

<sup>3</sup> Acocella, J. (2013). Puppet love. *New Yorker*, 89(9), 34.

<sup>4</sup> Arp, L., Woodard, B. S., Lindstrom, J., & Shonrock, D. D. (2006). "Faculty-librarian Collaboration to Achieve Integration of Information Literacy." *Reference & User Services Quarterly*, 46(1), 18-23.

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**AUTHORS NOTE:** It is our hope that our experiences will inspire educators to take an active role in identifying existing infrastructure that can be used to develop programs and services that promote student success.

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