PNLA Quarterly

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New Voices
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A Message from the President

Greetings,

As PNLA President, I have the opportunity to visit the Library Association Conferences of our member states and provinces. At each conference, I am impressed with the passion, dedication, and creativity of the professionals I meet. Here in the Pacific Northwest, we benefit from opportunities to learn from colleagues across the entire region, and especially from individuals with fresh perspectives and new ideas.

In Idaho, I heard from librarians working with The Special Projects Library Action Team (SPLAT) who continually search for innovation and propose, and lead experiments and pilot projects -- committing themselves to discovering new opportunities. It's a great example of a state giving an opportunity to develop and share new skills and ideas.

In Alaska, I attended an evening of storytelling organized by Dark Winter Night: True Stories From Alaska, a series of storytelling events organized to give Alaskans opportunities to share their stories with each other, and an even broader audience around the world. It's a fantastic program, and one that libraries are helping to grow.

This issue of PNLA Quarterly focuses on New Voices. Authors were encouraged to "draw on fresh perspectives, explore future visions, and pose wildly innovative ideas." I hope you enjoy hearing from them and consider lending your unique voice to a future issue. And of course, I look forward to meeting you at a conference this Spring.

Gwendolyn Haley
PNLA President

Editor's Column

"The Quarterly should provide encouragement and opportunity for the younger members of the association to "break into print.""

from "Functions of the PNLA Quarterly: The Victoria Public Library Staff Expresses Its Opinion" PQ 2:2 (January 1938), p. 72

Sometimes when we look back at the long history of PNLA Quarterly we see a great reflection through time. It is not that we are forced to repeat ourselves, necessarily, but that by looking back at the record of other's thoughts, decisions and hopes we can better shape our current endeavors. 80 years ago the Victoria Public Library staff knew that it was both important to give a voice to our newest colleagues and to listen to them. This issue celebrates some of the new voices in the Pacific Northwest. The technology we use may be new, but the issues, our resolve and the communities we have to help us through are hopefully familiar. We are encouraged to look at problems from all perspectives, work together through ever changing technologies, connect to our communities, and develop expertise in emerging practices. While the medium may look a bit different, the message remains.

We are very excited to announce that we have three new columns in this issue-- "The Author", "The Mentor" and "Beyond the Region". These voices enrich this issue with advice on new career journeys, travel writing and thoughts on storytelling that transport us to new places-- places where we, however old we feel, have the opportunity to be new voices.

Hope to see you at our annual conference in Calgary this August to share our collective knowledge and experiences.

Happy reading!
Jan and Leila, editors

The Luddite Librarian

"I fear the day technology will surpass our human interaction. The world will have a generation of idiots." ***Albert Einstein***

My sojourn took me to the Mall of Wonders for the hopeful purchase of a new typewriter ribbon, when before me stood the alluring and phantasmagorical Chuck E. Cheese. A small pride of children stood transfixed, not at the glorious portal to such tantalizing pleasures to come, but to their handheld devices. As upon sacramental relics they gazed. This invention of distraction can never be our corn or salmon of reverent sustenance-- these young people choose it over cheese pizza!

The light of the future is bright, dear reader, but still, I stare into it, seeking clarity beyond hazy apparitions. The same is true aurally. I listen for new voices, but the only clarion call is one of cacophony, the whirling, clanging gongs of Chuck E. Cheese! From whence comes the new prophet of understanding, of true intergenerational empathy? Are the trumpets of Jericho, in fact, the bells and whistles of a Las Vegas casino? The melodies of Chuck E. Cheese prevail in my mind, industrial counterpoint that simultaneously mean everything and nothing.

Living via technology is a vicarious entity, living in effigy. It is my mission in life, at least in these tirades, to blast the new electronic gizmos and our frailty that comes with such utter dependence. Yet, let us look back to the mother of all devils, the television remote control! Surely its shape and size was one clever component of a corporate scheme to dupe us all into complacency over things to come. It appealed to all ages, so brilliant was its efficiency! Like the insidious Princess Phone, it was so sleek and slender and fit into the palm so appealingly. Oh, the lures business will use to bait, hook, and net us! From drooling toddler to delirious granny, the remote control zapped our will to be independent beings. It was the

The Technophile

Alone in the forest recently, I had the chance to sit and hear stories from strangers that captivated my afternoon. Driving by myself across vast stretches of the uninhabited West, I have heard scientists and industry leaders divulge secrets about themselves and their successes. Sitting alone at a transportation hub, waiting out the seemingly inevitable delays, I have been transported by words.

While there are many types of recorded sound that have the ability to captivate, to move, to transfix the listener, today I give praise to that bit of preserved radio, the home expert with a microphone, the celebrity with more than a pretty face: the podcast.

Recorded sound may not fill your belly or provide shelter, but the tradition of crowding around a speaker for news, entertainment, and a glimpse of something beyond your living room is almost as old as the 115 year old medium. Digitally recorded sound still involves electricity and magnetism, they have just been recombined into more durable, portable technologies.

The word Podcast, from "iPod" and "broadcast" describes the whole range of recorded sound that can be retrieved from the internet, generally in series or episodic form. This form of communication is accessible from both the creator and listener perspectives. The equipment needed to produce these recorded audio files is a relatively small expense, the expertise needed to edit and post them could be learned in an afternoon, and the content may be as simple as a conversation. As a listener, any device that can connect to the internet or a computer and has speakers or can connect to speakers is all you need.

As an easily accessible medium for storytelling and communication, people have created podcasts about any topic you can imagine. If there isn't one, why, you

John the Baptist of technology! In the day we heard this advancement as the New Voice of luxury, of leisure; and yet, it was as if we just paid no attention to the man behind the curtain. Look to Rome and its vomitorium! Caligula adores his device! The marketeers of these items care deeply about the effectiveness of commercialism, and that simply leads us down the road in our bovine need to follow the crowd at any financial or spiritual expense.

As we have all heard at an interment, "ashes to ashes, dust to dust." Our handheld devices distract us from the earth, catapulting us away from the baser elements that are at the very core of humankind's meaning. Perhaps it is more a hovering, and our living through technology may be likened to an out-of-body experience.

The handheld device crosses all lines, all cultures, all creeds, all generations. It yanks us from any grounding, dispossessing our species. I have seen the geriatric and the elementary student alike transfixed by the hypnotic magnetism of the Internet. What can save these souls but the salve of introspection? Someone whistles in a shrieking pitch, and the children, like a murder of crows, abandon one shiny thing for another, scampering willy-nilly into the maw of Chuck E. Cheese.

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could start producing your own next week. Podcasting is a cheap reliable means of transferring knowledge. Like blogs have democratized the written word, audio broadcasting has the ability to make every voice heard (at least to a few people).

One of the wonders of digital access is that we do not need to be grounded in the menial task that is necessary, or isolated in geographically disparate places from those who enjoy the same things we might. If we are slavishly fixed to technology, we also owe it the price of passage to regions of the world and our brains that we might not reach on our own.

Little will surpass the joy of staying up late without noticing, deep in conversation with a kindred spirit but when that is not an option, pipe in someone else's conversation and hold on for the ride.

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The Author: Kent Davis

Kent Davis: University of Alberta, Edmonton, AB
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Kent Davis is a Montana based author of "A Riddle in Ruby" and the soon to be released sequel, "The Changer's Key". Find him at @kentishdavis or kentishdavis.com.

"After nourishment, shelter, and companionship, stories are the thing we need most in the world." – Philip Pullman.

I tell stories.

It's certainly not an odd thing for an author to say.

But I guess when I say "I tell stories" I mean that it's the fundamental theme of my life.

I spent my early years in a little town in western Missouri whose main claim to fame is being near an US Air Force base and a college. My father, who had just retired from the service, was pursuing an English teaching degree. My folks were divorced, and we didn't have a ton of money, so when my dad and I were hanging on the weekends and he had a particularly heavy homework load we would go to the library. He used to kind of… I have to admit… how to say this… use the library as daycare.

Yes, Dear Librarians, I was one of those kids. On behalf of us all, thank you for being so understanding about the food stains.

And there I am in this college library—age seven-ish—and my dad's doing his thing: whatever, learning. I don't actually mind the learning, or his distraction, because this leaves me with a sizeable window of opportunity. However, when I slip through this tantalizing portal, I do not choose mayhem. Nor do I choose mischief. I choose the most fabulous experience offered to a bookish kid, ever: wandering about in the stacks. The book canyons smell funny, the light is flicker-y and dim, and the deeper you go, the mystery grows ever and exponentially thicker. I hadn't read *The Lion, the Witch, and the Wardrobe* at that point, but it was easy for me to imagine that if I just followed the stacks far enough back into the maze-like depths, I would find myself in another world.

This is exactly what happened.

I stumbled across a copy of *Bulfinch's Mythology*. Wrapped in its musty powder blue cloth cover it was tucked into the bottom shelf at the farthest end of the farthest row of stacks, right next to the emergency stairs where my dad would sneak a smoke now and again.

The first line of the author's preface reads:

If no other knowledge deserves to be called useful but that which helps to enlarge our possessions or to raise our station in society, then Mythology has no claim to the appellation.

Hear, hear, Mr. Bulfinch.

It probably would have taken my six year-old self a few hours and a dictionary to translate the single sentence, but here's my current best shot:

Stories are important. Stories make us better.

And especially stories like *these*! Athena, Ariadne, Artemis. King Arthur and Guinevere and Lancelot in a love triangle that matches the tragedy and pathos of anything George Martin has (as yet) articulated. Sprinkled with the wackadoo stylings of Roland and Charlemagne, and I was hooked. I read it into the ground. I ate it like candy. Finding Bulfinch was the flint that sparked my enduring love for the fabulous and mythological.

Sometimes I think "what if I hadn't found that book in that library?" Shuddering. Moaning. Juvenile Delinquent-ing.

I certainly wouldn't have encountered Arthur's magical sword Excalibur, or Roland's Durandal, or Beowulf's Hrunting. I must tell you that I have retained a certain preoccupation with literary weapons. We could call it an obsession, I suppose. My wife does.

Anyway, in addition to cherishing mythological choppers, from that day onward I also treasured libraries and those books that opened portals to ever more complex, exciting, and unexpected worlds. In The Three Musketeers Alexandre Dumas introduced me to the free-wheeling adventures of the idealistic farm boy D'Artagnan and his hilariously practical valet, Planchet. Frankenstein offered Mary Shelley's searing look at the question of what it is to be human. I cried for the monster. I still do. Waiting for Godot seared into my brain Samuel Beckett's absurdly, madly, deeply funny look into the existentially foundational flailings of Didi, Gogo, and Lucky. Those Saturdays were a glorious time, my friends. I was the lord of my domain, wandering among the bookshelves, unburdened by section headings, advice, or even (delicious!) supervision.

That odd catalog of stories, delivered to me by some strange providence, shaped me in ways I'm still discovering.

I didn't aim to write books, though. My first love was the theater. I was, and still am, smitten by those stories that flash fire in front of you and burn out their brilliant, ephemeral lives. At three in the morning in my junior year of college, hanging upside down from a lighting grid, I blew off a pre-law paper so we could finish the lighting plot for opening night. I shrugged off a possibly more lucrative future involving suits and laws—sorry Mom—and threw myself into acting. I cut my teeth with professional theaters in college, found a way to graduate school, and worked for years in the theater as an actor, then eventually as a director and playwright.

All the time, without realizing it, I was journeying further into this forest of the kind of stories I love.

It's an odd thing, trying to take apart a story from the inside.

But that's what actors and directors do. You're given these clues in the form of lines and stage directions, these skeletons of people on a page, and it's your job to authenticize them. Is that a word? It is now. There's that old cliché that every character is the center of their own novel, but some of my best acting mentors taught me that if you don't fully embrace that cliché on stage, you're not doing your job. A good character is nice. They seem authentic, and fill their anticipated role. A great character is hypnotic. They confound expectations, surprise and infuriate and delight. The more I lived with this concept, the more it just resonated with my discoveries from way back when in the library.

And kids know complexity. They're scientists: constantly developing hypotheses about the world, falsifying them through experience, and then developing new ones. That's how we map out being human. That's how we decide the kind of people we want to be. The kids I know have very little patience for a pat answer. They probe, pry, dissect, hammer, juice, and chainsaw at troubling questions, especially if the initial adult response begins with "Well, just because."

My goal in writing for kids is to give them a creatively risky, emotionally complex, vividly exciting terra nova where they can test their ever-evolving theories on that most vital of experiments: the kind of human into which they want to shape themselves.

I read *The Golden Compass* for the first time in my twenties. I was enchanted by Lyra Bellaqua—brilliant, ferocious, troubling, courageous Lyra the Liar. She certainly wasn't my peer. She was twelve. I was twenty-seven. Instead, I identified with her fire, her complexity, her ambiguous feelings for her parents, her impatience with a recalcitrant world. These rang true to me. But, you know, Lyra isn't really a poster child for nice behavior. Noble? Sure. Good? In a primal way, possibly. But nice? Nah.

I've never been a fan of the Chosen One narrative. Maybe it comes from growing up in the middle—middle of the country, middle of the road, middle of the classes—certainly I wasn't born under a star or as the result of a prophecy. My mom showed me as I grew up that

the things I'd receive from the world hinged primarily upon the actions I took. The results of those actions are never guaranteed, though, even for someone like me who is toting around the privilege of a straight white guy. For almost all of us the results include a quite monumental list of failures. A friend of mine put it very succinctly when she said, "We can control our actions. We cannot control their outcomes."

Those are the stories I love: characters thrust into a situation, forced to do the best they can with limited means, served up a platter of spectacular defeats, and then possibly, just possibly, eking out bittersweet victories.

This is also the kind of story I'm trying to tell with the A Riddle in Ruby series. Ruby Teach isn't a Chosen One. She's an apprentice thief, daughter of a fake pirate, and target of nefarious powers in an alternate-history colonial Philadelphia. She faces challenges that I hope seem familiar to many readers: her world is turned upside down by forces she doesn't understand; she makes choices that have difficult consequences; her greatest battles are discovering who she is and deciding who she wants to be.

Part of the fun, though, is that it all happens in a place that is very much not where we live. The Chemystral Age—a kind of Enlightenment/Industrial Revolution mashup, fueled by an arcane science called Chemystry—is piled high with mysterious secret societies, chempunk gadgets like mad gearbeasts and alchemical automatons, rakish smugglers and upside-down towers, laboratory coffee houses and hidden fortresses. It's a particularly American take on a second-world fantasy, and I've tried to pack it with equal parts pluck and gumption.

What fantasy allows us readers to do is to explore human questions in a way that heightens that experience, hopefully in tandem with some stuff that is really cool. When I was a kid and read Frankenstein, for example, what kept me forging forward was equal parts deep sympathy for the monster, and wonder at how super-awesome and icky it was that this guy was running around made out of parts of other, dead, people! There's a kind of wonderful masking that goes on when one is reading in an alternate world. Especially, I think, for younger readers. It's like looking at a solar eclipse through a camera obscura. We can comfortably consider primal human questions that would burn our eyes out if we stared at them straight on.

Terry Pratchett, one of the all-time masters of disguising the fundamentally human in trappings of delightful whimsy, put it pretty well when he said,

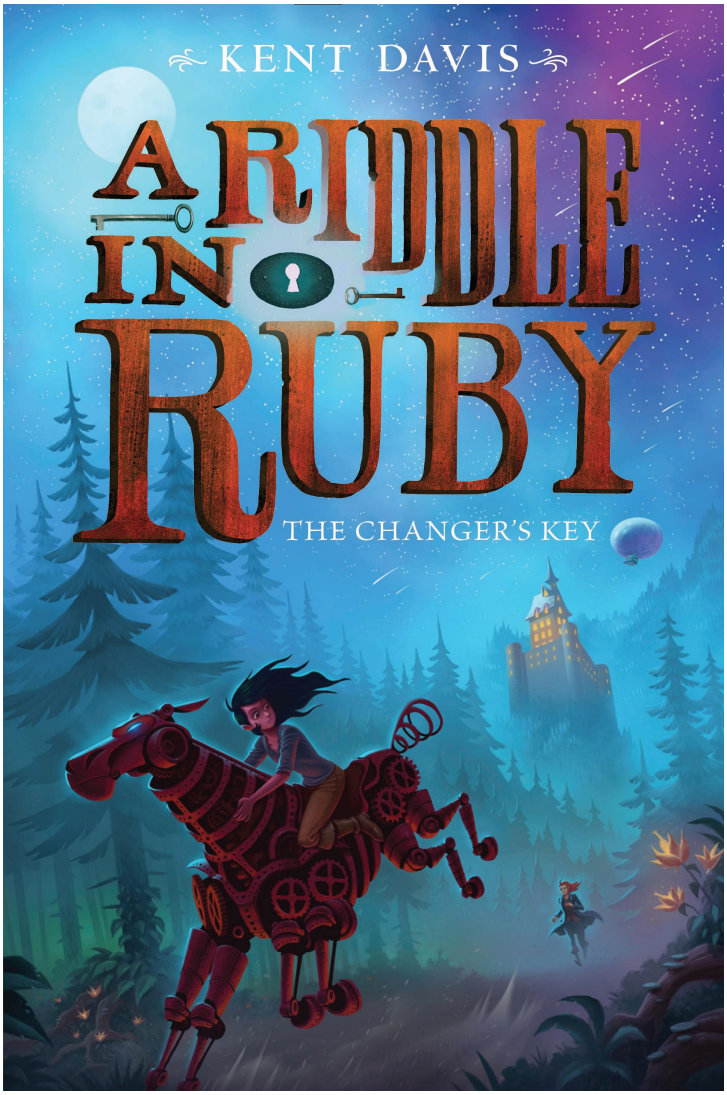
Really, a good fantasy is just a mirror of our own world, but one whose reflection is subtly distorted.

I couldn't agree more.

The younger me might add from his perch in the rear of the stacks. "Subtle mirror, fine. But make sure it's weird and awesome, too."

Challenge accepted.


KENT DAVIS
A RIDDLE IN RUBY


KENT DAVIS
A RIDDLE IN RUBY
THE CHANGER'S KEY

The Mentor: Landing that First Job without Library Experience

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University
Keywords: *librarianship, career development, opportunities*
Citation: Bicknell-Holmes, T. (2016). The Mentor: Landing that First Job without Library Experience. *PNLA Quarterly*, 80(2).

Editor's note: The Mentor column is a place for advice, storytelling, introspection and professional growth.

So you have a brand new MLS/MLIS or you're working on one. You've started looking at position ads and most require library experience. You don't have library experience. *How can you get your first library job if no one will hire you before you have library experience?*

This is a challenge that many face when new to the field of librarianship. Finding, hiring and training employees is expensive and people like me want to do it right the first time. As Brian Kenney puts it (2013), "I am keenly interested in knowing whether you've worked in a library—either as a part-timer, intern, or volunteer—and what you've made of those experiences… libraries have their own distinct culture, and I would be loath to hire a new grad who had never worked in a library for fear that she'd head for the hills in three months".

Before we get to some of the things you can do to get some relevant experience, here are some tips that will help overall.

How Did You Become Interested in Librarianship?
If your answer to this question is "I like to read", you might want to reconsider this even if it is true. Very few library jobs allow people to read all day. This answer might signal that you really don't understand what it's like to work in a library. Instead, try to relate other experiences or interests in your life to library work.

Make Past Experiences Work for You
All of us come into librarianship with some prior life experience, even if we went straight from an undergraduate degree to graduate school. Plunder that experience for nuggets that relate to library positions. For example:

- Did you work in a retail job dealing with customers daily? Most library jobs require some sort of customer service.
- Do you have supervisory experience? Supervising people may be different in nuanced ways from institution to institution, but your experience is valuable.
- Did you do research for a friend to help them successfully complete a project?
- Do you serve as an informal Readers Advisor for friends and family?
- Do you like to do Heraldry for the Society of Creative Anachronism as a hobby?
- Have you been a leader in your child's PTA, Scouts or 4-H?

Find someone to help you identify and extrapolate skills that will transfer into your chosen career. An advisor, career counselor, librarian or a good friend can help you see your experience in a new light. Don't wait for the perfect job ad to do this, practice in advance. Look at job ads and try to find something in your background that relates to every required and preferred area.

Treat Unpaid Volunteer Activities as Paid Positions or Job Interviews
As you look for ways to get involved in the profession and gain library experience, treat every activity as if you are working for a paycheck. As Sean O'Brien writes (2013), "There aren't many things more embarrassing than getting fired from a job where they aren't even paying you in the first place". Your goal is not only to get experience, but to do it so well that you'll earn excellent recommendations or an invitation to a paid position.

Here are some ways to gain valuable experience and network toward that first big job:

Volunteer in a library
This is an excellent way to gain some experience and give library staff a chance to get to know you and your work. If you can arrange a volunteer position in the library in which you would like to work, all the better! Although volunteer tasks may seem trivial, the work is critical for the libraries that rely on volunteers and will sometimes lead to a paid part-time or temporary position.

Apply for Part-time or Temporary Library Positions
This type of work translates into experience and in some libraries, are the first step toward a full time position. Don't skimp on the time you take to fill out the application. Treat it as seriously as you would a full-time permanent position.

Join a Library Association and Get Involved
Volunteer for a committee or taskforce, or run for an office in a section or division. This is a great way to build name recognition and demonstrate what you can do. Build a network by attending conferences. Sit with people you don't know and get to know them. Do some research beforehand on the libraries in which you'd like to work and look for attendees from those libraries.

Consider an Internship, Practicum or Independent Study
Even a short stint in a position like this can illustrate your skills and knowledge to potential employers and may translate into paid part-time or temporary work. If you choose this route, consult with library faculty and librarians in your area on how to approach a library and how to develop a project or experience that is worthwhile to both you and the library in question.

Look for Leadership Opportunities beyond Libraries
There many, many more experiences that may extrapolate into library positions or get your foot in the door for other positions.
Apply for jobs in a larger umbrella group such as the school district, municipality or university.
Volunteer for other nonprofit, civic, sports or humanitarian groups, or hold an office in your neighborhood association. These groups face similar challenges as libraries do in finding funding and engaging patrons.
Help plan a local festival or event to extend your network, particularly if the event is sponsored or co-sponsored by a library.
Attend a citizen leadership academy or civic training session. What better way to understand how a municipality works for a future public library director?

Want to share your experience finding or preparing to find your first job? Write us at pqeditors@gmail.com!

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Tracy Bicknell-Holmes has more than 25 years of experience working in academic libraries in positions with progressively greater responsibility. She currently serves as Dean of Albertsons Library at Boise State University. She has been an active member of the Library Leadership Advisory Committee (LiLAC), a collaborative effort between the Idaho Commission for Libraries and the Idaho Library Association that has been appointed and charged with developing a framework for leadership development for all members of the Idaho library community. Her current work in this area involves mentoring.

Beyond the Region: Cuban Libraries, a Humbling Experience

Stan Steiner, Ph.D., Boise State University, Boise Idaho
Keywords: *Cuba, Cuban libraries, international libraries, literacy*
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PQ Editorial Note: This is the first in a series of regular columns in PNLA Quarterly focused on ideas or travel outside the PNLA region. We're pleased that this first piece features such an interesting and timely international topic.

Introduction

Vintage automobiles from 1960 and older cruise the roads with engines that have been massaged over the years to keep them running. The weathered buildings and worn stairways were built to last, but show years of exposure to the elements and multitudes of foot traffic. I stepped into the past on this trip and I am now envisioning Cuba's future in light of the recent US and Cuban talks. Access to much needed materials will truly change Cuba. As librarians and educators we can impact this transition. At present Cuban libraries have very limited resources, yet Cuba has one of the highest literacy rates in the world. How do they manage it?

I recently had the opportunity to visit Cuba with a group of faculty and graduate students from around the United States. We were studying Cuban education systems and exchanging ideas. This was an organized trip through Búsquedas Investigations (http://researchcubaneducation.com). At the time, United States citizens could only legally travel to Cuba through educational or medical organizations. One had to apply through the above organization with a research interest before any acceptance is granted. My particular focus was on libraries and what role youth literature plays in the connections between schools and libraries. My interests in these areas come from my work in literacy education with schools and libraries and teaching both youth literature and collection development courses at the university. What I encountered was truly humbling: a beautiful country, kind and content people, music everywhere, buildings in various states of condition, and education professionals and their students hungry for resources and ideas from the outside.

A History of Literacy

Contrary to my preconceived ideas about Cuba, based on my upbringing during the 1960s, the Cuban reality of the revolution movement during the Bay of Pigs was a very different story. Since this column is not about Cuban history I will not go into all the details, but I feel it is necessary to talk about one underlying principle of the revolution: the desire to establish a country with literacy for all. I have included some recommended reading in my reference list and would direct you to Dr. Fillipé Pérez Cruz (2001), a Cuban historian and colleague, for a detailed account. Creating a country where every national could read and write was the goal for new Cuban leadership under Fidel Castro. He believed these elements of literacy foundational necessities in order to expand literature, schools, and libraries.

In 1961 Cuba launched the now well-documented Literacy Campaign (Pérez Cruz, 2001; Richmond, 1985; Suchlicki, 1969). At the time, there was a wide disparity in literacy rates between rural Cuba and the urban areas. It was estimated 40% of the rural population of Cuba could not read or write. Cuban leadership activated 250,000 individuals to go out into rural Cuba and many impoverished urban communities with a goal to teach the people how to read and write. The youngest Brigadito (a teacher in the

movement) was seven years old and the oldest recipient was 102 years old. Many of the Brigadito literacy activists were already teachers. As a result many Cuban urban schools had to close during the year of the Literacy Campaign. Initially, many activists were met with resistance from the farmers who were being asked to house and feed them when they already had limited supplies of food. To overcome the distrust toward Brigaditos/teachers, they helped in the fields during the day and taught the farmers to read and write at night. The activists built trusting relationships along with empowering the illiterates with a new sense of freedom by giving them the ability to read and write. In one year 707,000 Cubans learned to read and write. In 1962 UNESCO declared Cuba free of illiteracy. To this date Cuba remains one of the most literate nations in the western hemisphere.

Naturally this new freedom among the Cuban people increased the demand for schools, print materials, and libraries. Now, over 50 years later I had an opportunity to observe and learn from the Cuban library professionals about conditions today. Each day during this trip our group was with Cuban faculty, teachers, university students, and librarians. We were even blessed with meeting people who were part of the Literacy Campaign. They willingly and enthusiastically shared information and answered a multitude of questions. Our curiosity was similar to going into a candy store and wanting to taste everything. Their eyes would sparkle at me, a newly discovered colleague interested in information about their libraries. Elaborate explanations and details left me wanting more. The library professionals seemed to enjoy their time with me as judged by the many questions I had and their willingness to deviate from the schedule to accommodate my queries. We visited university, public school, and municipal libraries, some not on the schedule. Coincidentally we also took in the Havana National Book Fair, which also was a deviation from the schedule. The overall schedule of events was not just tailored to my interests alone. Others came with questions about the Cuban education system from preschool level to university. In all cases our Cuban hosts made sure we were able to visit schools and interact with staff. Part of my role as visiting scholar from the United States was to give one formal presentation on U.S. libraries. I also had three scheduled roundtable discussions with library professionals including graduate students as part of my experience in Cuba. From these discussions, visiting public schools, universities, sharing meals, and free time wanderings with our Cuban colleagues, I learned the following information about libraries and youth literature. Admittedly some of my findings are based on my perceptions of what I observed and heard. I did not always get to physically experience the practice or events I share in this paper as noted.

Libraries and Librarians

Upon our arrival in Cuba we had some time to wander in Old Havana and the surrounding neighborhoods. I saw my first Cuban municipal library (bibliotheca). We missed the operating hours, but I gazed through the two story windows and saw one information/checkout station near the door, a bulletin board with postings of events, open areas for seating with book shelves along the walls, and a few free standing shelves separating various seating areas. A staircase in the back led to a second floor also visible to me with the two storied glass front. On the second floor I noticed freestanding bookshelves and more seating space. The space looked quite inviting through the window. The atmosphere had a library aura quite familiar to a library lover like myself. From my point of view on the street looking through the window I did not see the continuous shelves full of books so common in our libraries that I later learned was a significant characteristic of Cuban libraries in general.

The first library I set foot in was at the university and considered to be a branch library within the campus. This university did not seem to have one central library, which I learned later was indeed true. Multiple libraries were located around the campus and associated with the disciplines of study. What I observed in this library were tables in the center and bookshelves around the perimeter of the room. I did not notice any computer stations, but we had passed a room with 8-12 computers just around the corner from the library. Outside of this computer

room were tables with several students working on laptop computers. I learned the campus had "Cuban Wi-Fi," but only in the designated areas, not campus wide. I learned the books were for use in the library only. University libraries were open from 8am-10pm M-F with the exception of Medical School Librarians offered 24-hour service. University students could not check out any books. In the rare occasions students were allowed to check out a book it was only because they were in a certain field of study. The example shared with me mentioned a medical student working on a special project who could check out a book for 24 hours only. Proof of student identification proof and a signature on a form were all that was required in these rare cases. For the most part, students could only use the books while physically in the library. The university library director said they were doing more and more digital journals and books, but stated it was limited in their digital collection due to funding. Also few students actually owned a laptop computer.

Our guidelines for the trip explicitly stated we were only allowed to bring items to Cuba in two categories: print materials and/or school and medical supplies. Prior to the trip, our lead faculty member suggested we bring print materials if possible and also alerted us to airline weight restrictions in and out of the country. I did load a flash drive full of some of my articles and brought about 50 picture books to give away. Naturally they were happy to get both, but it was an interesting initial awakening to me about the distribution of these materials. Often when I do presentations I give books to the attendees and thought I would do the same in Cuba. Teachers and librarians are always happy to get free books. In the case of the Cuban librarians and graduate students they decided to pool all the books in one location. The stark bookshelves and their unanimous decision that the books I donated should be kept together, confirmed my prior understanding of Cuba's limited print materials.

Every library I visited throughout the entire trip reflected these same characteristics: Very limited books available to students and patrons; most were paperbound unless they were older books printed in a time when Cuba was not isolated and more prosperous. Only a handful of books had multi-colored pictures beyond the covers. Students in the public schools checked books through the school librarian who used the municipal library collection. Municipal libraries were available for public use at all levels. Check out periods varied from several days up to two weeks for a book. Patrons had to sign a form asking for basic information to checkout a book. There was no mention of using library cards. The checkout stations I saw were not computer operated. When I asked about lost books they said it was rare and when it happened parents/patrons replaced them with another of the same title or another book entirely. I never saw any of the classroom libraries so common in US schools. Perhaps this was for two reasons. One was space. Class size was usually limited to 25 students. The classroom did not have room for much more than the student desks, a TV stand, and desk or table upfront for the teacher. Another was funding. My conversation with the school librarian indicated she worked closely with teachers. Every librarian held a degree in library science. Every class had a library time/class with the librarian. Most of these meetings take place in the classrooms, but on occasion, more common in the middle and high schools, students would come to the designated library space in the school. There is a national library curriculum for K-12 students that all librarians are trained to follow as they teach lessons to the various grade levels. The content of the curriculum includes the appreciation of literature and many lessons are taught using literature as a starting point. As students get older, lessons from the librarian focus on the research process and how to write a topic report. Interestingly enough, this research topic paper was often based on writings from José Marti, a national hero, whose lifetime work toward gaining Cuban independence serves as a foundation to their curriculum and overall beliefs about education. Librarian faculty stated that literature was used throughout the curriculum. I was told several times in various meetings the first purpose of librarians at all levels are to promote the love of reading. This made me think about what we might learn from the Cuban focus on reading versus the U.S. move to a Common Core Curriculum with less emphasis on the aesthetics of reading.

Each municipal library had a room dedicated to their children's literature collection. Students were allowed to peruse, read, and attend programs all in this limited space. My understanding is that larger programs probably took place outside the libraries (which I will address later), or in the vestibule area of the library since this was the largest open space of the public libraries I visited. I did not see any auditoriums or special rooms for lectures or programs in the municipal libraries. They may exist in some libraries, but I did not see any in the libraries I visited. I learned Cubans used a community space in the cities that offered the Pioneros Program. In some ways the Pioneros Program buildings reminded me of our YMCAs. This larger space was similar to a school in layout and the Pioneros Program offered a variety of on going classes for students as part of their school curriculum. This Pioneros Program is the place they received their arts including dance, painting, music, and drama. This community space also introduced students to technical fields including: tobacco industry, health care, tourism, teaching, electrical, construction, etc. This is where the students received social studies and arts-related curriculum. This center was a busy place with kids coming and going and lessons going on in every available space. Students took public transportation to and from this building throughout the day. This was all part of their school day. They also served handicapped students in the Pioneros Building too. The Pioneros Building did not have any library.

As mentioned, every librarian from the elementary level to universities and municipalities is certified, which contrasts with many states in the US. In Cuba certification required a minimum of a Masters level degree with an optional Ph.D. in Library Science if desired. Dissertation topics on the importance of literature are quite common according to my Cuban professoriate colleagues. The BA Degree was called the Science of Communication and Libraries at one university. Course work included the national curriculum from youth to adult, information systems, management, handling, library pedagogy, literature (both youth and adult), and various specialized subject disciplines on librarianship. Technology in the way of access and e-materials, though limited, is one of the more popular and more focused topics among the librarian professorate today.

Teachers and librarians with doctorates were not just at universities. They were also in the K-12 schools and municipal libraries. This was one way to increase their salaries, but teachers were not allowed to freely work on advanced degrees without the recommendation from the school principal. Their thesis was determined by a real problem in the school where they worked. Their principal posed a problem to promising teachers at the beginning of their formal university graduate work. Solving this problem became part of their graduate studies. I am not sure principals were involved in the dissertation topic at the doctorate level as they were for master's level degrees in library science.

The host university granting library science degrees also produced a journal. Graduates and faculty were active in the Cuban National Library Association and affiliates, in addition to local professional meetings. It was clear to me library colleagues had a good working relationship as I met with librarians from all levels in my lectures and visits to the libraries. Coincidently on one excursion, I happened to be visiting a municipal library and in walked a retired librarian. They all greeted her warmly and I learned she was still volunteering her services through helping on children's programing.

I learned the municipal librarians in Cuba also had youth programs for toddlers and older children including summer reading programs. The summer programs always start and end with a large community event in the streets including vendors with materials geared toward kids and the promotion of reading.

Youth and the Role of Literature in Cuba

As mentioned earlier my first observation in school libraries was the lack of books. While many of U.S. libraries are abundant with books, the school libraries I visited in Cuba had far fewer bookshelves and no shelves were ever filled to capacity. Most of the bookshelves in school

libraries were only a third to a fourth filled with paper books. These books were often larger in size, more like our picture book size varieties. I did not see many hardcover books in the school libraries. Many of the books on the shelves were textbooks and they too were paper. In my conversations with the elementary and secondary librarians, I learned that students were allowed to check out the storybooks, but textbook checkout had restrictions similar to university libraries. Elementary school librarians used the municipal libraries based on proximity. School librarians would check out the books and then in turn allow the elementary students to check them out from him/her. Incidentally, the only male librarian I met was at the university level.

The Ministry of Education is the main supplier of books to the school and municipal libraries. They provide compulsory and newly published books. Parents donate books to the libraries. I was told each Province has a publishing house. They are the main publishers of the books used in the schools.

Naturally municipal libraries had a greater abundance of volumes for their patrons. As a children's book enthusiast I observed their collections were still limited given the population size in both rural and urban settings. I did learn that patrons with larger municipal libraries could check out up to three books at one time. Public school librarians were an exception to this rule because they acted as book liaisons to the children they served. As noted most books in each of the libraries were paperbacks. When asked about the binding and limited color in Cuban children's books I discovered it was simply due to lack of resources. Hardback/board books require more resources and paper bound books take up less space. Longevity of the books was less of an issue, but several librarians expressed the changing look of books in Cuba included more books with colored pictures throughout the pages. Librarians exhibited an exuberant excitement to see the books I had brought as gifts. They found the quality and colored illustrations astonishing. One of the library science professors stated they hoped they would have more color in their children's books in the near future.

Children's Literature Awards

Cuba has had a long history of taking pride in their authors and in youth writing. In 2014 the Golden Age Award for writers and illustrators marked its 125th anniversary. Jose Marti, founder of this award was a big proponent of encouraging writing among youth. His book *The Golden Age*, is given to children at their primary school graduation. Each year the Ministry of Education distributes Golden Age Award winning books to every library in the country.

Adult writers of children's books may also participate in the Latin America Award for children's literature founded in 2009. Cuba is also active in the International Board on Books for Youth (IBBY). In Cuba, authors are part of a National Union of Writers and are subsidized by the government and by book sales. This allows them to be full time writers. Cuba also created the Martin Colorin Award for youth writers. The submissions for this award may be poetry or narrative. Many of the winning authors present in communities throughout Cuba.

Other Related Observations

We were also fortunate enough to catch a book festival while in Cuba. I learned that I actually caught the same traveling book festival twice in two different cities. In February of each year the book festival travels from one large city to another. In each of the two cities we attended, the festival lasted for three days. On our first day in Havana we learned about the book festival and took cabs to the old Castillo Los Tres Reyes del Morro (Morro Castle named for the three Magi in the Bible) in Havana Bay. This was a perfect location as the castle was now a designated historical site with a lot of open space for crowds of people, food vendors, and stages for a variety of musical performers. We had to enter through a large gate with a bridge that crossed over a 20-30 foot deep, dry moat. It was clear the moat had been waterless for sometime. With no threat of attack and modern warfare technology it had out-served its purpose in the late 1800s. As we came into the courtyard hundreds of people were gathered around food vendors and performing

musicians. Others were strolling along the fortress walls. There was a clear ambiance of celebration among all the people.

At the fair in Havana I was looking for book vendors, but I did not see any until we walked into the inner building, a long string of rooms with two separate entrances in each side of the walls. Each room had a book vendor and the larger rooms had multiple vendors. Some vendors were specifically selling children's books, but the majority were books for adults. The few children's book vendors I did see had a limited number of books. There were plenty of workbook type print materials for children. A couple vendors focused on books about the Cuban heroes and the revolution; most common were books about Marti, Castro, and Guevara. This is where we also ran into books in English to my surprise, and I quickly learned they were sellers from Canada and England. No vendors from any US publishers existed due to the embargo.

Book prices floored me! Paperback children's books were the equivalent of one or two dollars. Adult novels were not much more. We could not use our tourist pesos to buy any books. We learned the vendors only accepted the national Cuban pesos. Fortunately at the second book fair we were able to trade our tourist pesos with our hosts. I don't think that is common practice, but our hosts were enthralled that we wanted to purchase books too. According to Cuban law, as USA tourists we were only allowed to take artwork and print materials out of the country.

I made a discovery about the value of the two Cuban currencies at lunch one day. In Pinar del Río we stayed at a motel that was across the street from the university. Each day the food vendors would be on the street adjacent to the campus. Our motel had only two choices for lunch, a personal-sized pizza or a grilled ham sandwich. Across the street we could get four variations of the same type of sandwich, cold drinks, café, and 2-3 flavors of smoothies. We only had tourist currency, which they took, but gave us change in national pesos. The same sandwich at the vendor cost about $1.25. At the motel it was about $3.00 and in the tourist area of Havana it was about $5.00. Lessons learned in Cuba, as is the case any time you travel, eat where the locals eat to get the best prices. My discovery about the two Cuban pesos controlled by the government may explain some of the contentedness among the local people I observed. I did not see homeless or unhappy people. I saw buildings in various conditions due to the inability to get materials, but not poverty as we have witnessed in the US. I also never felt threatened at any time. We wandered into neighborhoods outside of the tourist areas too. Music was everywhere creating a festive feeling. One evening we strolled through a plaza full of youth hanging out. Everywhere you looked there were kids listening to a boom box and others were playing instruments. They were jamming and clearly having fun based on the looks on their faces.

Challenges and Recommendations for Future Librarians Visiting Cuba

As the U.S. and Cuba continue to negotiate and lift the embargo many opportunities are going to be available to visit Cuba. I would go again in a heartbeat. The lifting of the embargo will greatly impact Cuba and the people. On one hand it was nostalgic seeing all of the pre 1960s cars so well preserved, but it was also disheartening to see all the buildings that were never completed or in various stages of deterioration due to lack of materials. Allowing an influx of investors will take all of this away in a matter of time. The surge of money into the Cuban economy will have a tremendous impact on everyone in Cuba. There will be a lot of discussion about this over the next decade. I would like to focus my closing remarks on the future of Cuban libraries and my recommendations for helping Cubans have more access to print and the world via the Internet.

If you are going to Cuba take books, journals, useful printed materials and allowable electronic versions of the same to leave with the librarians. New technology is in need as well, from computers to Internet access. The ability to communicate with Cubans in an open dialogue will be rewarding for all. Sharing ideas for youth and adult programs between countries could bring some welcome changes. Spend time visiting the libraries, book festivals, and book vendors (I never saw any bookstores, only street vendors selling books). I am sure access to outside liter-

ature will initially be alarming to many Cubans. The university librarians, knowing this is likely the future for Cuban libraries, are craving these materials and very curious about what developed countries have done to enhance libraries.

We can learn from Cuba and how they promote literacy. A strong conviction to get everyone literate through prioritizing the enjoyment of literature is to be commended. Cross-generational teaching and making an effort to reach out to the rural and inner city communities is sound thinking. There is a reason Cuba has more doctors per capita than any other country. It is all tied to literacy and the value of an education.

If you travel to Cuba, spend time talking to the locals. Get outside of the tourist destinations so you can see and meet people. Plan on hearing some music and observing local art. Visit the museums and historical locations that tell a side of history we did not hear in the United States. Eat the food, which has a distinct flavor and culinary uniqueness. Viva de Cuba!

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Who Needs Public Libraries?
A community-based approach to a decades old debate

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Abstract: This paper explores the common and long-held idea that public libraries will soon become irrelevant in the digital age. Unlike the majority of the literature published about this subject, however, it does not argue that libraries need to "lose the books" (Lafrance, 2015), nor that librarians need to become "become a hipper crowd of shushers" (Jesella, 2007). Instead, it contends that public libraries and librarians need only look to their communities in order to remain relevant through any societal or technological changes.

Introduction

When one Googles "are libraries still relevant?" over 91 million results come up, all with headlines like "Libraries, Still Relevant in the Digital Age," "Libraries are More Relevant Than Ever" and "16 Reasons Librarians are Still Extremely Important." In fact, even after the first seven pages of results, there is still not one article that proclaims that libraries are not relevant.

Why is it, then, that anyone who decides to embark upon a career in public libraries hears only comments like: "People still go to libraries?" "You need a masters' degree to shelve books?" "Can't you just Google it?" "Aren't libraries on the way out?" or even, "People still read?"

This debate over the relevancy of public libraries is not new: for over thirty years, LIS researchers have expressed concern over how libraries would be able to keep up with "some nebulous image called 'technology'" (Stueart, 1984, p. 1724). It was not until widespread use of the Internet in the early 1990s, however, that concern over relevancy became a hot topic for LIS professionals (Benton Foundation, 1996).

As technology becomes increasingly complex, ubiquitous and essential to day-to-day life, there are many who view the public library as increasingly irrelevant to the general population. Neither the popular, professional nor academic world can come to a consensus about how public libraries can stay relevant to a generation that has the worlds' information at their fingertips. Most do agree, however, that the advancement of technology and the needs of the younger generations will most certainly render the public library as we know it obsolete.

Rebranding the Public Library

In an attempt to save the public library from extinction, many scholars, library professionals, journalists and members of the public have suggested ways to rebrand it and the librarians working within it (Agresta, 2014; Coe, 2015; Lafrance, 2015; Macikas, 2015; Matthews, 2015; Palfrey, 2015; Santhanam & Hickey, 2015; Spinks 2015; Thompson, 2014; Zickuhr, 2013).Although there are a few outliers, the majority of the literature reviewed suggests that the library rebrands itself in one of three ways:

~~Public Library/Librarian~~ --> Information Centre/Information Literacy Instructor

~~Public Library/Librarian~~ --> Free Fun/Entertainer

~~Public Library/Librarian~~ --> Hackerspace/IT Specialist

The common thread among them is the idea that the public library must not just adapt to changes, but must fundamentally change, both physically and ideologically, by eliminating 'old-fashioned,' values and services in favour of new, trendy ones. By doing so, many public library leaders hope to maintain their library's relevancy, especially to the demanding and tech-savvy millennial generation.

I argue that a far more effective solution than completely rebranding the library is to put efforts and finances towards a different kind of paradigm shift: to "stop thinking of ourselves as the experts on what our communities' public library needs are [to] and view our communities' as the experts and ourselves as their facilitators" (Working Together Project, Library Culture, n.d.). Thus, instead of focusing solely on trends, academic research and feedback from patrons already invested in the library, the focus should be on collaboration with all members of the community, including non-patrons and those from socially excluded groups. This is called the community-led, or community development, approach:

Public Library/Librarian --> Collaborative service/Community Partner

Following this approach, there is no risk of the library becoming obsolete. Quite the opposite: barriers are broken, patronage increases, service improves and all members of the community thrive and grow.

Information Centre/Information Literacy Instructor

Librarians have long been known as gatekeepers of information. Historically, they may have been the only ones with the access to the information, or, at the very least, they were the only ones who knew how to find the information. Now that much information is easily found with a click of a button on a computer, tablet or smartphone, librarians have lost their control over knowledge.

Thus, some librarians have tried to convince the public that they "need librarians more than ever" since "in today's world, [people] have access to diverse and abundant information choices. However, the uncertain quality and expanding quantity of information poses major challenges… the role of the librarian is to teach people how to get the most value from information" (Iowa Library Services, n.d.). Even as far back as 1996, the Benton Foundation concluded in its report about "Libraries and Communities in the Digital Age" that "it will be the librarian "navigator" who will guide library users to the most useful sources, unlocking the knowledge and information contained in the vast annals of the information superhighway" (p. 4).

Almost two decades later, this limited vision of the librarian's role is has stronger advocates than ever. Statements like: "The fundamental role of the library has shifted from warehousing a limited quantity of information to filtering and providing access to the seemingly infinite amount of information available today" (Holden, 2010, p. ix), or: "The people who work in libraries are helping other people make sense of the overwhelming mass of information online - and making it immediately relevant to their lives" (Palfrey, 2015, p. 11) are abundant in academic, trade and popular literature.

A few dissenters, most notably White Plains Public Library director Brian Kenney, are more realistic about the role that public librarians have in teaching information literacy: "For a while we tried to sell the public on the notion that they're terrible at search and need librarians to show

them how to properly seek and evaluate online content. It turns out that adults are as excited about information literacy as they are about flossing" (2015).
This is certainly not to say that librarians do not have a role in educating people about how to be information literate. Quite the opposite: first, teacher-librarians and academic librarians are perfectly positioned to teach innumerable students of all ages, backgrounds and abilities about how to search for, filter and evaluate information. Second, public librarians are occasionally asked to help patrons, especially those unfamiliar with basic Internet searching, how to both find information and evaluate it. However, as Kenney notes, most patrons' "eyes glaze over" when librarians attempt to explain how to use a reference database or how to evaluate Web content (2015).

An excellent example of patrons' disinterest in librarians' efforts to teach them digital literacy is found within my own library. For the past three years, one of the tasks assigned to summer students is designing and delivering a "Health Nut" program. This program is intended to instruct patrons how to use the library's health-related databases to make informed decisions about their own health. Last summer, it was my turn, and just like every student before me, I delivered a flop of a program. Why? Because, as the patrons' evaluation forms clearly demonstrated, they just do not want to learn how to find or evaluate the information. They just want someone they trust (like a librarian) to do it for them.

There is no doubt that most public library service staff have a similar story. This rebranding scheme, then, would most certainly result in disaster for public libraries.

Free Fun/Entertainer

The second public library rebranding scheme is based largely in marketing and manifested primarily in programming. Much of the media about and promotion of public libraries is clearly trying to appeal to a young audience: We aren't your grandparents' library! Librarians have tattoos, pink hair and ironic beards! We don't shush, we have FUN! We're hip, we're trendy, and everything we offer is FREE! (Teicher 2014; Jesella, 2007). Programs like Speed Dating, Punk Rock Aerobics, Broke A$$ Holidays, Wine & Words and Herb Garden Mixology (Zickhur, 2013) are doubtless well attended and tremendously fun, but they are still reaching only a infinitesimal part of the community.

This type of programming is a perfect example of the ways public libraries are struggling to reach the 18-35 year-old demographic. Reaching this millennial generation is, according to some, so important that if libraries are unsuccessful, they will lose "all perceived relevance within the next 20 years" (Matthews, 2015, p. 6). In an attempt to attract generation Y and Z, some libraries are going to ridiculous extremes. For example, in an attempt to make library resources "more like Google," Sno-Isle library launched a "Library That!" marketing campaign. The idea is that "Library That!" sounds enough like "Google it" that millennials would be more comfortable using the library website to search for information. Sno-Isle also launched a TEDx event with the same goal – attracting the coveted millennial generation (Matthews, 2015). This is problematic for a number of reasons: first, once again, the library is spending its limited resources marketing to a very specific and very small part of the population. Second, that small part of the population may not even respond to this type of marketing. If a millenial wants to Google something, why would they "Library" it? And even if they watch TED talks online, what evidence is there that they would come to the library to watch a similar talk? [1]

Once again, this is not to say that public libraries should not offer innovative and fun library programming, nor that they should not offer programming for the millennial generation. It is just important for library leaders to consider who their marketing and programming scheme is excluding before they turn exclusively to marketing the library solely as a fun, hip place where millennials can access and experience cool stuff for free.

Hackerspace/IT Specialist

The final rebranding suggestion is also by far the most popular, despite the high cost and incredible risk. Though there is not a remarkable amount of academic literature on the subject yet, there are hundreds of news articles, opinion pieces and blog posts about how public libraries must turn into Makerspaces or Hackerspaces in order to stay relevant (Agresta, 2014; Coe, 2015; Lafrance, 2015; Palfrey, 2015; Thompson, 2014).

The Internet did not, as feared, supplant public libraries in the 1990s. In fact, quite the opposite occurred: public library patronage increased by 61% from 1994–2004 (Scott, 2011). This was largely due to the fact that public libraries decided it was important for them to provide Internet access to their patrons and by 2007, 99% of American public libraries offered both free computer and Internet use to their patrons (A.P., 2007). Technology moves quickly, however, and many now believe that "only" providing access to the Internet and to computers is "no longer anything to write home about" (Agresta, 2014). Now, they say, some, if not all, of our public libraries must be converted into Hackerspaces. The argument is that public libraries are "on their way out," that "hardly any of us know how to code, animate, edit video, create a design plan or use a 3D printer" and that hackerspaces "democratize educational tools" (Coe, 2015), so they are a logical next step in public library evolution.

There are a number of difficulties with this idea. First, "a video projector for presentations, computers loaded with video editing software…3D printers and related goods, scientific supplies and equipment… and of course, computers" (Coe, 2015) are incredibly expensive. What are the libraries sacrificing in order to spend the thousands, or even millions, of dollars needed for equipment like this? To provide some context for the cost of these spaces: Fayetteville Free Library's 2500 square foot Fab Lab received a $250,000 grant from the state, a $10,000 Innovation award, and raised $13,670 from an IndiGoGo campaign. This vast amount of money, however, did not come close to covering all the start up costs, nor does it even touch annual $1.6 million operating costs. And where does a public library find $1.6 million extra a year? By "strategically relocating [funds]…away from underutilized resources such as databases and paid performances and lecturers" (Fayetteville Free Library, 2014), of course.

Given that the costs to turn library spaces into hackerspaces are astronomical, it is important that libraries consider whether there truly is a need to do so. True, some believe that what the typical public library does best is "storing an underused circulating collection of paper books, ensuring community-wide access to Facebook on desktop computers, and sheltering homeless people" (Agresta, 2014). Others would agree that public library computer access is "for now, essential for a significant but shrinking slice of the population—mostly poor and elderly people—who can't reliably access the Internet from home or on a mobile device" (2014). Both of these assumptions are not only untrue, they are also missing a significant point: Internet and computer access are some of the most important services a public library provides.

Not only is access to the Internet and to other basic technology a valuable, and arguably an essential, service that the public library provides, it is also a service that more than just a shrinking population of disenfranchised members of society makes use of. For example, a 2010 study found that 1/5 of Seattle residents rely on the public library as their sole source of Internet access (Scott, 2011). Moreover, Opportunity for All, a study on the public benefits from Internet access at U.S. public libraries found that "people of all ages, incomes, races and levels of education go to the library for internet access whether they have a connection at home or not" since many "find the library is an easier, faster, friendlier or more effective way to use these tools" (Harder, 2010). Finally, as cities increasingly attract location-independent workers and as students increasingly take online courses, the need for "space and amenities that expensive and unreliable coffee shops simply can't provide enough of" (Spinks, 2015) is increasingly pressing in the public library.

Further, though many look down upon those using library resources to engage in social media, studies have found that online social interaction is valuable, meaningful and healthy. Internet use has been found to increase the mental well being of retired older adults, especially in terms of decreasing isolation, loneliness and depression (Cotten et. al, 2014). Pernard & Poussing (2010) found that one of the main sources of depreciation for social capital is when people move to another city. Engaging with friends and family over the Internet reduces this depreciation by "facilitating contacts with geographically dispersed friends or acquaintances. Thanks to the Internet, it is possible to maintain strong and weak ties across long distances" (p. 574). The same is true for minorities and newcomers. Robinson et. al (2015) found that "structural inequality often results in homophily in the composition of social networks that restricts access to valuable information on educational and job opportunities" (p. 574). The Internet, and social media in particular, are valuable tools that can be used to increase the size of their network and reduce its homophily, thereby reducing inequalities and increasing social capital (Robinson et. al, 2015). Finally, Johnson (2012) notes that though in order for communities to thrive people need to be able to interact and feel part of a specific community. This can be achieved in both physical and virtual environments, for "communicating by telephone, the Internet, and other media is effective in maintaining and building social networks, thereby contributing to social capital" (p. 54).

Why, then, if "simply" providing access to the Internet and computers is still such a valuable and well-used service, are public libraries looking to shift their focus, and capital, towards a more "tech-forward" initiative? Yes, one may argue that being on the cutting edge of technology worked well for public libraries in the past, what with their patronage increasing with their Internet provision increasing, but there is a great difference between offering something as essential as the Internet and something as exclusive as a Hackerspace. Where one is truly a tool for all to use, the other inarguably supplies tools to the very few. If so many are still struggling with basic access to and understanding of the Internet, why are public libraries even considering making such a colossal next step?

Collaborative service/Community Partner

"Libraries remain primarily successful in serving the middle-class while the disadvantaged, the non-literate and those from marginal social circumstances do not necessarily feel welcome and do not feel that the services provided are for them" (Working Together Project, Background, n.d.). The current scramble to maintain relevancy in the digital age only serves to reinforce this statement: the more libraries and librarians fear losing their patronage, the more, it seems, they pander to the middle-class. A community-led library, however, not only will never lose relevancy, but will also provide meaningful service to those of all classes. Though it may sound like a simple concept – to ask the community what it needs and work with them to make that happen – true community-led service is a complete paradigm shift for many libraries and librarians.

If we want to create a library service that reflects the whole community, we must stop thinking of ourselves as the authorities on what our communities' needs are. Instead, we must view our communities' as the experts and ourselves as their facilitators. By iincluding community members, especially socially-excluded individuals, in the program development process, we can plan services that reflect their expressed needs rather than our interpretation of their needs (Working Together Project, Library Culture, n.d.).

Conclusion and Recommendations

The library does not need to 'become' solely a technology hub, a free service provider, or information centre. It can be, as it always has been, all three of those things, and more, tailored to the needs of its community, simply by shifting focus outward and following a community-led service model. The public library does not need to be rebranded. Public librarians and LIS leaders

must simply remember to look to their community, both patrons and non-patrons alike, and ask them what they want of their public library. They need to work collaboratively with the community in order to facilitate the move towards true community-led service. And public librarians must especially remember that they are community partners who will learn just as much, if not more, from their community as they will teach.

If you are interested in learning more about leaders in the community-development model of public libraries, look to innovators like:

- The University of Maryland which is refocusing their MLS program with community-building at the hub (Bertot, Sarin & Percell, 2015).
- The Aspen Institute, which advocates for the library as primarily a community anchor and connector (Garmer, 2014).
- The Working Together Project, which is dedicated to giving socially excluded communities a voice and to building connections between the resources of the library and the community's understanding of its needs (Working Together Project, n.d.)

[1]An interesting note: as of May 2016, there is no evidence of the "Library That!" campaign on the Sno-Isle website. On the other hand, Sno-Isle Libraries' inaugural TEDx event in 2015 was so successful that they are planning another in November 2016. That said, much of their success was achieved through posting videos of the talks online, suggesting that indeed, many who enjoy watching TED talks prefer doing so from the comfort of their own home (Sno-Isle Libraries, 2016).

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Appendix A: Key Words and Definitions

Community-Led/Community Development Librarianship/Service: "a service planning process [which] involves relationship-building in the community in order to have discussions about community library needs. These relationships and the information gained from people should then inform a collaborative service (e.g., collection, policy, program, etc.) planning process in which the library and the community are equal" partners (Outreach, *Working Together Project*, 2008)

Hackerspace: "community-operated physical places, where people share their interest in tinkering with technology, meet and work on their projects, and learn from each other" (Hackerspaces, 2015)

Makerspace: "combine manufacturing equipment, community, and education for the purposes of enabling community members to design, prototype and create manufactured works that wouldn't be possible to create with the resources available to individuals working alone" (What's a Makerspace?, n.d.)

Millennials/Millennial Generation: "Also known as generation Y, the millennial generation refers to those born between the early 1980s to the early 2000s, with dates varying among countries" (Lundin, 2015)

Passionate about community building, lifelong learning and new adventures, **Devon McLeay** embarked upon a career in librarianship after years of traveling, teaching and working in customer service. A recent graduate from the MLIS program at the University of Alberta, she loves her job as a teen information specialist at Strathcona County Library, and is excited to implement her community led philosophy into her practice!

Geospatial Data on Your Own Terms

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Abstract
Increasingly, geospatial data are being produced and consumed for many different purposes, ranging from urban planning to geographical analysis tasks related to sociological, historical, and literary studies. Everyone from students to scientists to professionals in many different scholarly and business disciplines has likely found—or is soon likely to find—themselves asking questions that can be answered using geospatial data. Consumers of geospatial data tend to want it on demand—wherever, whenever, and however they can get it—and of course they want this process made easy. This article highlights two recent ways in which librarians at the University of Idaho assisted researchers with the development of unique geospatial Web applications to advance research, to better communicate the results of research, and to empower researchers with the knowledge to take advantage of these technologies. Additionally, the author considers how emerging geospatial technologies may provide opportunities for libraries to build applications upon their geospatial repositories that will provide users with answers to their research questions.

Introduction
Until quite recently, the primary consumers and producers of geospatial data were only those professionals trained to make use of desktop geographic information systems (GIS) software. The producers of geospatial data would work with repository managers to transfer and make their data available, and the consumers would query geospatial catalogs in search of the datasets they needed to perform their work. Upon discovering the datasets they needed, these geospatial data consumers would download the items from the geospatial repository to their local machines and, finally, carry out their tasks in desktop GIS software.

As the GIS Librarian for the University of Idaho Library, I am quite familiar with the scenario described above, and I have seen first-hand that this process can be daunting for even the most confident students and researchers. As just one of many examples, in early 2015 I received a question from a research associate at the University of Idaho who was searching for GIS data concerning the total number of acres of rangeland in Idaho by county. Several datasets that would help answer her question reside in our geospatial repository; for example, the U.S. Bureau of Land Management, Idaho State Office, publishes grazing allotment information as a geospatial data set. The research associate was able to query the geospatial catalog and find items matching her keyword query, but she was then unsure how to work with those data (which were only available for download) in order to answer her initial research question. What she really needed, short of learning a desktop GIS software program, was a Web application to provide a way to explore those data to gain information and knowledge. Additionally, in the future, she may benefit from a geospatial computational knowledge engine that could potentially be created to provide an answer to her questions. She turned to me in the hope that I could somehow demystify these GIS data: she needed me to translate these data into a workable format to enable her to answer her question.

In the interest of assisting this patron in finding a timely answer, I downloaded the appropriate data sets, performed some geoprocessing in a desktop GIS program, produced a map, produced a table of needed data, and included citations to the dataset used. My skills in working for years with desktop GIS software enabled me to work through these steps, but the average academic library patron does not have this specialized training. While the solution in this case (connecting this researcher to GIS data in a workable, translatable form) involved the use of a desktop GIS program, a solution to these types of research questions could be more swiftly achieved through the development of geospatial Web applications that merely require a Web browser to access. This, I believe, is the future of geospatial data dissemination and knowledge acquisition: it must involve solutions that deliver geospatial data, information, and knowledge to users on their own time and on their own terms.

Nowadays, geospatial data are being utilized in many different ways, in many different public, private, and academic arenas; geospatial data are also being produced for and by many different audiences. Further, research questions are being posed in numerous disciplines that geospatial data can help answer. Those who are using geospatial data want to be able to derive information and knowledge from those data quickly, without being encumbered by technological obstacles.

In many cases, geospatial technologies have evolved to a point where users no longer need to, or have the desire to, download and store a local copy of data onto their desktop machine in order to gather the information and knowledge they require. That type of labor appears as an outmoded and rather cumbersome step that impedes users from accessing geospatial data that may be of great use to their research. These days, producers of geospatial data are also beginning to discover that it has become increasingly easier to publish these data they author as geospatial Web services so that desktop and mobile applications can link to the services. Furthermore, geospatial data producers are finding out that geospatial applications (which provide a context for users to better understand the data produced) are becoming ever easier to create. In short, as geospatial data consumers are coming to demand easier access to these data, these data are becoming easier than ever to share.

At the University of Idaho Library we have been embracing these changes. These are changes in geospatial technologies and, equally as important, changes in *expectations* about those technologies that represent a substantial opportunity for the academic library community to explore new ways to work for and with students and researchers. This article examines two recent examples where the author, in his role as GIS Librarian at the University of Idaho Library, assisted researchers with emerging geospatial technologies so that they could better communicate the results of their research. Additionally, the author contemplates how emerging technologies may provide research opportunities for librarians in creating applications that will provide users with answers to their research questions.

Background

Web-based GIS technologies have only been in existence since the mid-1990s (Dragićević, 2004). The Alexandria Digital Library (ADL) project, which commenced in 1994 and was managed out of the University of California Santa Barbara library, created a distributed system "…for collections of spatially indexed and graphical information" (Smith & Frew, 1995) and since then numerous libraries have created and maintained geospatial data catalogs over the years, using a variety of approaches (Kollen et al., 2013). These early systems have evolved into more sophisticated implementations that provide a range of functionality including preservation, curation, documentation, ingestion, visualization, and discovery services (Durante & Hardy, 2015; Wheeler & Benedict, 2015).

While libraries have provided various types of geographic information services for over two decades, recent advances in Web-based GIS functionality present new opportunities and challenges for the geographic information services offered by libraries. Geographic information services over

the years have ranged from providing GIS computing labs, to providing assistance and consultation for locating data and working with GIS software, to managing geospatial data collections, and to providing instruction on the use of GIS technologies (Houser, 2006; Morris, 2006). Morris (2006) also discussed opportunities found and challenges experienced by libraries as they explored new roles related to geospatial Web services.

More recently, the creation of Web-based GIS applications has been exploding. Geospatial Web application development support is a new service component that could be added to the mix of services that academic libraries provide to their faculty and students. Requests for assistance with the development of Web-based geospatial applications are becoming more common; these patron requests are efforts to receive assistance in advancing geospatial-related research and to better communicate the results of geospatial-related research. In my own experience at the University of Idaho Library, I have also begun to see more frequent patron requests related to using cloud-based GIS platforms to enhance classroom instruction and research.

The development of Web-based GIS applications typically requires some programming skills such as JavaScript and HTML that utilize Application Programming Interfaces (APIs). Some cloud-based platforms have even begun to offer the creation of Web mapping applications using templates that require little or no programming knowledge. Cloud-based GIS platforms such as GIS Cloud (http://www.giscloud.com/), CartoDB (https://cartodb.com/cartodb-for/gis-online-software/), and ArcGIS Online (http://arcgis.com) place substantial application-development opportunities in the hands of the geospatial data producer. Given the increasing proliferation of use of these platforms, it is reasonable to contend that their use will only continue to grow. Geographic information services at academic libraries are well-positioned to respond to this growth with strategies in hand that can assist students and researchers in more easily utilizing geospatial data and in more effortlessly communicating the results of their work with these data.

Geospatial Web Services

The World Wide Web Consortium (W3C) defines a Web service as "…a software system designed to support interoperable machine-to-machine interaction over a network..." (W3C Working Group Note 2004). With increases in network connectivity and software enhancements from the early 2000s, geospatial Web services have become a viable way to share and access geographic information. There are several types of geospatial web services. Map services, arguably the most popular, make georeferenced map images available over the Internet: with such services, in many cases users no longer have to download and store a local copy of a dataset. Instead, geospatial Web services can be linked to from within applications. Applications or tools that consume data from Web services can be created to enable users to visualize and analyze data from desktop computer or mobile devices. Furthermore, geospatial Web services can provide data in preferred spatial reference systems or in specific formats and they can be utilized by developers to create applications and tools that quickly transform data into information and knowledge. Data that are accessible through Web services provides the foundation for geospatial Web application development: in short, making it easier to communicate information and knowledge. That same information and knowledge acquisition would take considerably longer, and would be significantly more difficult to obtain, if the only method of data access from a repository were to download the files.

Geospatial Web Applications

Geospatial Web applications provide a focused use, often of a map, and a context within which to use and understand geographic data. These applications enhance the explorability of data available from geospatial Web services and neatly package information neatly for users to comprehend.

Geospatial Web applications are developed using Application Programming Interfaces (API). Application Programming Interfaces are "…sets of requirements that govern how one application

can talk to another [service or application]" (Proffitt, 2015). Developers of geospatial Web applications create standardized requests following the requirements of the API to create friendly user-interfaces for data. The user interacts with the application, the application 'talks' to the service, and the service 'talks' to the data. The consumer is rewarded with knowledge and information that the producer has prepared in a friendly package by creating a structure and meaning around the data. GIS librarians at academic libraries have an opportunity to work with students and researchers in developing geospatial Web applications and in utilizing cloud-based GIS platforms to help these patrons better advance their teaching and research and to better communicate the results of research.

Geospatial Web Application Development

What follows are two examples of recent instances in which the development of Web-based geospatial applications were used to meet the needs of researchers.

Example 1: Data Automation and Preparation

In the fall of 2014, a group of researchers assembled to kick-start a highly innovative, creative, and cross-institutional investigation into effective visualization strategies for ecosystem services in Idaho. These visualization strategies would allow researchers to better communicate the results of research to other researchers, stakeholders, and the public. Emphasis was on developing intuitive 3D visual interfaces to enable researchers, stakeholders, and the public to interactively view modeling products.

At the kick-off meeting, researchers noted their challenges with acquiring and preparing aerial imagery and topography data to be ingested into three-dimensional (3D) modeling software. The software requires data to be stored on local and/or network drives and will not ingest data from geospatial Web services. This group of researchers, the majority of whom weren't particularly familiar with geospatial data, described their difficulty navigating through the plethora of items available in numerous geospatial data catalogs. Data of interest, such as aerial imagery and digital elevation, were available, but a sobering reality emerged from the initial discussions: the user interface of the geospatial catalog (which we offered for discovery and access to data they needed) was of limited usefulness. The primary difficulties arose from the fact that these data were available in a variety of unfamiliar formats, in a variety of spatial reference systems, and with a variety of possible access methods. In short, the lack of normalization of these data was a consistent source of frustration for the researchers.

As the use of geospatial data continues to expand, users like these want to be able to use these data for their needs but they will not necessarily be experts in GIS. In other words, such researchers do not want to have to possess extensive knowledge about geospatial Web services, spatial reference systems, and other GIS concepts just to be able to use GIS data in their disciplines. User-centered applications need to be created to aid researchers in data preparation so that they can more swiftly get on with the business of doing their work.

As I listened to the group express their frustrations with the lack of access and ability to use these geospatial data, it was obvious that there was an opportunity for the library to provide an easier, more focused method of data acquisition and data preparation for researchers involved with this project. Clearly, a focused application (one that provided a focused use for data discoverable in the geospatial catalog) needed to be created. Even though the data for which they were searching were available as geospatial Web services, an additional step was necessary to prepare those data for use by these researchers. In short, and as stated at the meeting, they wanted to be able to "push a button and get the data" they needed; in this case a topography layer and an aerial imagery layer. I found myself asking, in this case, why couldn't our geospatial repository supply those data they needed to do their research on their terms? Why couldn't they just push a button and move onto focusing their valuable time and expertise on analysis? The automation of data preparation for ingestion into the downstream software needed to, and could

be, streamlined; I realized that this streamlining could be accomplished by developing an in-house library geospatial Web service and a geospatial Web application. At this point, no service and software existed to specifically address the needs and desires of these researchers, but this dilemma quickly created an opportunity to present a solution. The dots were connected. I set out to get it done.

In order to meet these researchers' desires for easier data preparation and acquisition for this project, I designed a geospatial Web geoprocessing service and several different geospatial Web mapping applications. The development of the Web applications was performed using JavaScript and HTML, along with the ArcGIS API for JavaScript. The development for the geoprocessing service was achieved using Python. The geoprocessing services were published to an ArcGIS Server site at the University of Idaho Library. The geoprocessing service has many parameters, such as spatial reference system and image format hardcoded, but it could be adjusted to accept a variety of input parameters. The various components necessary to create this solution are as follows:

Web Application	**Geoprocessing Service**	**Web Services**	**Data Repository**
User interface that sends request to geoprocessing service	Processes request from web application and responds	Processes request from geoprocessing service and responds	Delivers data to web service
• HTML/JavaScript • Anyone could create their own application to send requests to the geoprocessing service	• Written in Python • Many options hard-coded. Optional parameters can be added.	• Current geoprocessing service operates on Esri Image Services • Could add capability for vector data.	• Data source for web services

The user interface examples created for this project were focused on three specific study areas in Idaho. However, the approach implemented has the flexibility to be utilized more broadly to prepare and deliver data to users for any study area for any project. Figure 1 shows the simplest interface where a user is simply able to push a button on a Web page and get data in the form of a downloadable file for a defined geographic location. This example serves to address the desire of the researchers to simply "push a button and get the data."

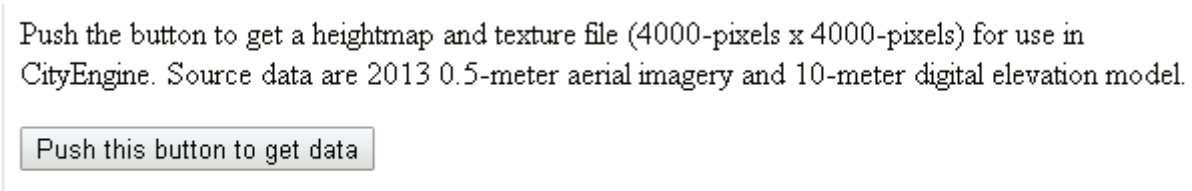

Figure 1 Provide the user with one button to get the data for a fixed geographic location.

Figure 2 shows an interface with multiple buttons that are configured to deliver data for various locations.

Push the button to get a heightmap and texture file (4000-pixels x 4000-pixels) for use in CityEngine. Source data are 2013 0.5-meter aerial imagery and 10-meter digital elevation model.

Push this button to get data for Fernan Lake

Push this button to get data for Boise

Push this button to get data for Pocatello

Figure 2 Provide the user with buttons for more than one geographic location.

Finally, Figure 3 introduces a web map that allows the user to choose the specific geographic location for which they would like data.

1. Zoom in and point-and-click on a location in Idaho.

2. Push this button to get data for the clicked location.

A heightmap and texture file (4000-pixels x 4000-pixels) for use in CityEngine will be returned for download. Source data are 2013 0.5-meter aerial imagery and 10-meter digital elevation model.

Figure 3 Web mapping application for selecting a geographic location.

Without question, having geospatial catalogs is helpful in many contexts for many users. But the opportunity to develop more focused user-centered/project-centered application interfaces that address the specific needs of researchers is upon us. In this case, a geospatial Web application and geospatial Web geoprocessing service needed to be draped over the existing infrastructure

we had in place in order to add real value for the user. There is a real opportunity here for librarians to be active participants in advancing science and enabling research by understanding user needs and desires and by developing geospatial data applications and solutions.

Unfortunately, for this specific project, I was not able to provide the solution early enough to have a significant impact for the researchers. By the time I had developed the solution, they had the data they needed. However, the knowledge gained during this project positions our library to be more nimble, reactive, and potentially more importantly, to be more proactive in offering solutions when similar problems present themselves. The solutions we create in the future, based on the knowledge gained in this project, will allow researchers to be able to spend more time on analysis rather than data preparation and acquisition.

Example 2: Communicating the Results of Research

Librarians in the Data & Digital Services (DDS) Department of the University of Idaho Library also assisted researchers at the University of Idaho, Department of Civil Engineering in the fall of 2015, with communicating the results of current research they were conducting. The outputs from their research included a geospatial data set depicting normalized ground snow loads for Idaho. As the GIS Librarian, I worked with the Head of DDS to develop a geoprocessing model to generate the final output data set, to create documentation for the final output data set, to deposit the data set in the University of Idaho geospatial data repository, to publish the data set as a geospatial Web service, and to develop a Web mapping application to provide a context within which users could gain knowledge from those data. In short, the researchers were asking librarians in our department to assist them with advancing their research using geospatial technologies, documenting and curating their data, and with communicating the results of their research to the broader university and scholarly communities.

DDS was involved with this project from the outset and, as a department, was an active participant in the production of these scholarly data. Esri ArcGIS for Desktop was used to perform analysis and to generate the final data set. The software was further used to create a map containing the final data set which was subsequently published to an ArcGIS for Server site at the University of Idaho Library. Once the data set was finalized and made available as a geospatial Web service, development of a Web mapping application began. An HTML/JavaScript Web mapping application was developed using the Google Maps JavaScript Application Programming Interface (API) Version 3 and the ArcGIS Server Link for Google Maps API Version 3 (Figure 4). The map layer delivered from the Web service was overlaid on the Google Maps Terrain map type which we used as a basemap for geographic reference. An opacity slider—meant to allow users to adjust the transparency of the normalized ground snow load map layer—was added so that users could more clearly see the underlying terrain if they desired.

Figure 4 Web mapping application developed for Idaho Ground Snow Loads

Additional functionality was enabled to allow users to search for a geographic location by entering a town name, a latitude and longitude (in decimal degrees), or a street address. As a result of our efforts, users are now able to navigate around the map by zooming in/out and moving north/south/east/west and then clicking a location on the map to determine a ground snow load value for the selected location. The latitude and longitude, elevation, normalized ground snow load, and ground snow load are all displayed for the user for any selected location. The latitude and longitude, as well as the elevation value for any location are determined from the Google Maps API. The ground snow load is determined by multiplying the normalized ground snow load by the elevation in feet.

Having these data documented and placed in our geospatial repository is highly important, and having them available as a geospatial Web service is an added value. But the development of the Web mapping application was vital to communicate the results of this research and to make the information available to a broad audience. Additionally, the development of this additional Web mapping application was a vital service for the library to provide in order for us to be viewed as an active participant in communicating the results of scholarly output.

GIS in the Cloud

Over the past year I have been providing workshops on cloud-based GIS platforms such as ArcGIS Online. This has opened up several opportunities to discuss utilization of these technologies in humanities disciplines. For those interested in using these technologies, but who have little experience with the development of geospatial Web applications, these cloud-based platforms offer some exciting functionality. Namely, they offer templates that can be used to create geospatial Web applications with no programming required. The coming year looks bright for collaboration in both teaching and research, across many disciplines, using cloud-based GIS platforms.

Requests for assistance have focused on targeted training on the user interface and underlying functionality of the cloud-based platform. To date, researchers in several disciplines including English Literature, History, and Statistics have devoted time to training on how to use the ArcGIS Online platform for their research and teaching. Based on my experience over the last couple of years, use of these cloud-based GIS platforms is poised to grow significantly in the future.

Looking Ahead – Geospatial Computational Knowledge Engines?
If you query a search engine for the definition of a word, do you want the search engine to return links to dictionary Web sites? Not anymore; these days you expect the search engine to return the definition. In a similar fashion, why can't we query data in our academic geospatial repositories to answer questions directly? Can we begin to develop an application that sits atop the geospatial catalog and repository that will answer questions instead of providing links to objects that contain the answers to questions?

I think libraries are poised to move beyond providing discovery of and access to objects that contain the answers to patrons' questions and, instead, to provide patrons with the answers to those questions directly. The opportunity to make this transformation widespread is especially present in the field of geographic information systems librarianship within academic research libraries. Confronting the challenge of how to provide patrons with tangible answers, rather than purely pointing them in the direction of answers, will inform library information science education and professional development by moving information organization toward the development of geospatial computational knowledge applications.

Currently, geospatial catalogs index content in their repositories, and in some cases other repositories, and provide users with a list of results of objects that match their text and/or spatial query. Merely providing patrons with access to objects that contain the information they are seeking is no longer enough; geospatial repositories and the catalogs that index their content must have a layer developed on top of them that functions as a computational knowledge engine (WolframAlpha, 2015) in order to take a transformative step to help patrons gain knowledge.

Case in point: In 1999, the Institute of Museum and Library Services awarded the University of Idaho Library a National Leadership Grant to develop a spatial and numeric geospatial data clearinghouse. INSIDE Idaho (http://insideidaho.org) was born from that award, and has endured for the past decade and a half, continuing to serve a wide variety of users with geospatial discovery and access services in the foreground while managing, curating, and preserving geospatial data in the background. The INSIDE Idaho repository contains within it a geospatial data set that depicts the average date when lilacs bloom in Idaho. This geospatial data set was produced as the output of research conducted at the University of Idaho and the University of Montana. Currently, if a user is looking to answer the question "When do lilacs bloom in Moscow, Idaho" that user can perform a text search, using the query string "lilac bloom," and they will be returned an item titled "Average Date when Lilacs Bloom in Idaho." The result sounds likely to address their information need. Within the catalog record they are presented several methods to access the data including as a downloadable GIS file, as a web service, or as a web application. Using one of these access methods they can, with a little time and effort, find the information for which they are searching—the answer to their question is in the data set.

Why then, since the answer they are seeking is in the data set that resides in the repository, can't a solution be developed that will return to the user the answer, a map, and a reference to the information source? That solution is the next evolution of geospatial repositories and catalogs; it is research that should be funded to take a transformative step toward knowledge discovery.

To realize the implementation of a geospatial computational knowledge engine, a sweeping and systematic collaboration across entities may be required. The end user will have to figure prominently into the usability design of the platform, the platform will need to be interoperable with existing systems, and professional development of librarians in enabling technologies will be required.

Conclusion
In each instance described above, librarians in the Data & Digital Services Department at the

University of Idaho Library worked to build a better bridge between researchers and geospatial data. Our work helped connect consumers to data more directly, more swiftly, and more efficiently. Our efforts in building these applications that provide a context for using these data allowed producers and consumers to quickly and easily interpret geospatial data and gain knowledge.

Some readers may balk at the general argument for a geospatial computation knowledge engine to increase ease and efficiency when it comes to academic investigation. (Here, I think of my own wife who is trained in humanities research, and I can hear her protest: "but research is not supposed to be easy or efficient! Think of how many happy, serendipitous accidents occur for researchers wandering the stacks of books, or searching numerous links in article databases!") But geospatial data delivery in its current state is limiting. There are too many insurmountable barriers that stand between 21st century researchers and those geospatial data they require. Users want software and solutions that are easy to use. And, in this case, I don't think we are losing anything of value in the research process by providing that to users.

And, finally, in no way am I arguing for the future irrelevance of GIS professionals in academic libraries; on the contrary, without GIS professionals, this kind of bridge-building could not be accomplished. I am merely pointing out, with the examples included here, that there are potentially better ways to connect patrons with data in our repositories and to provide answer to questions they may have. I think there are better ways on the horizon to deliver geospatial data to users on their own terms.

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Appreciative Inquiry as a Tool for Leadership and Driving Change in Complex Organizations Such as Libraries: A Brief Literature Review and Discussion

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Introduction

This issue of the PNLA Quarterly seeks "content that reaches positively into the future, creates community, and shares vision for a vigorous future for libraries and librarians in the region." Appreciative Inquiry is unapologetic in its focus on the positive, believing communities can be strengthened through collaborative inquiry as a method to turn problems into transformative change. Through re-framing, appreciative interviews, and the building of provocative propositions, members of an organization can become reconnected to the life of the organization.

Driving and managing these change processes will be leaders who are convinced there are better approaches, who are willing to learn and who truly believe in the power of the positive. Appreciative Leadership, which grows out of the appreciative tradition, is "unique among leadership theories both past and present" through its focus on "strengths-based practice," and the "search for the best in people and organizations" as a way to create "organizational innovation and transformation" (Orr & Cleveland-Innes, 2015). This paper will show how Appreciative Inquiry and Appreciative Leadership can be used to surface organizational hopes and dreams, create community, and build the future world we want to live in, where libraries are widely understood as essential services creating strong and resilient learning communities.

A Time of Transformation

Libraries are in an ongoing state of continual transformation. Library collections have shifted from an owning and lending model to licensing and pay-per-use models. For university collections, "we are now effectively moving from a collection model centered around each institution's unique research population and information needs to a model driven primarily by economic considerations" (Wells, 2004, quoted in Chu, 2014). Demographics and changing customer expectations are also fueling enormous changes for libraries. Depending on the community you happen to live in, your library may be facing increasing use from online adult learners, seniors, newcomers, refugees, families with children, and/or international students. Customers are increasingly sophisticated and expect libraries to deliver more, faster.

Technology has been a driving change agent behind these rising expectations. "Among the factors driving change are: networked technologies, powerful search engines available to all, social technologies, and the digitization of everything, just to name a few" (Michalak, 2012). Technology has been a key driver in the development of front-facing library apps and responsive web design. Many library conferences host a number of sessions on effective social marketing, branding. Additionally, the rise of the Open Access and Open Scholar movements are changing the nature of scholarly publishing. Web-scale discovery services, Resource Description and Access (RDA), social tagging, and linked data are revolutionizing how we represent and retrieve the store of documents contained within a collection, and with web-scale discovery, some libraries are seeing

skyrocketing use of remote e-content coupled with sharp declines in physical material circulation statistics, requiring libraries to invent, adopt, and express whole new metrics that clearly express their value proposition. Library spaces are moving towards single service desks (Sheffield, et al, 2013), makerspaces, and group work areas where knowledge is created, not consumed. In short, there is no aspect of library operations that has been untouched by this digital change.

The International Federation of Library Associations (IFLA) Trend Report outlines what it considers to be five high level trends that will continue to shape the information society and further transform the environment in which libraries operate. These five trends include access to information, which will bring "higher value to information literacy skills," online education and its promise to "make learning opportunities more abundant, cheaper and more accessible," the cheap and easy tracking of user information which redefines our understanding of privacy, and hyper-connected societies through new technologies that will hopefully lead to "more transparency and citizen-focused public services." The American Library Association's (ALA) Center for the Future of Libraries (2015) has also identified 23 trends organized into seven categories, all of which will have some impact on libraries, including Collective Impact, where "the commitment of a group of important actors from different sectors to a common agenda" solves complex social problems. Libraries have often been one of the important actors, and they have worked to support some of the other trends outlined in this survey of social change, such as Resilience, the Sharing Economy, and Income Inequality.

This multi-faceted and multi-dimensional change has increased the skills demanded of those working in libraries, a skills array that now includes asset management, public relations, intercultural competence, as well as the expectation that librarians and library professionals will be skilled instructors, project managers, performers, researchers, and be able to engage in Transformative Social Engagement (Lankes, 2012, pp. 94-95). Perhaps no skill is in greater demand, however, than the ability to lead "change management," which is now described as "an essential competency for leadership" in libraries (Soehner, 2014). This is especially true when one considers that approximately 80 percent of organizational change initiatives fail to meet their objectives (Black, 2014. p. 3). Library leaders at all levels within their institutions and organizations need tools and strategies to become more successful at initiating and successfully managing change. And to be successful, they need to be able to engage and inspire everyone on their teams in order to make the rapid shifts required by these times of radical change. Appreciative Inquiry and Appreciative Leadership provide a philosophy, a framework, and a way of leading that enables organizations to become more effective at initiating and managing change.

Appreciative Inquiry: The Power of Questions

Appreciative Inquiry plays a powerful role in initiating and managing change through the process of asking generative questions. Generativity, in this case, is the idea that "the most important thing social science can do is give us new ways to think about social structures and institutions that lead to new options for action" (Bushe, 2005). A profound way to discover these new ways and new option is by asking the right questions in the right way. In Jim Collins' book, *How the Mighty Fall: And Why Some Companies Never Give In*, he contrasts leadership dynamics of leadership teams on the way up and leadership teams on the way down. One of the leadership-team dynamics for those teams "On the Way Up" is that "the team leader employs a Socratic style, using a high questions-to-statements ratio, challenging people, and pushing for penetrating insight" (Collins, p. 77). Appreciative Inquiry is a process of asking questions "that create energy, hope, and motivation" (Preskill & Catsambas, 2006) and can increase the possibility of introducing successful and transformative change at all levels within an organization. From an Appreciative Inquiry perspective:

> Asking questions is fundamental to organizational learning, growth, change, renewal and success. The kinds of questions that matter most are those that are learning oriented – questions that challenge our assumptions, affirm each other's strengths and

> gifts, help us reflect on past successful experiences, foster creativity and innovation, and stimulate curiosity and excitement. For organizations and communities to move forward, to reach their goals in an unpredictable and chaotic world, it is critical that we begin to ask more questions (Preskill & Catsambas, 2006, p. 1).

Appreciative Inquiry assists leaders in increasing their questions-to-statements ratios with questions that affirm team strengths at the same time they energize and motivate their teams and organizations to reach new heights. As David Cooperrider, founder of Appreciative Inquiry, writes in *Appreciative Inquiry: A Positive Revolution in Change*:

> AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the 'unconditional positive question' often involving hundreds and sometimes thousands of people (Cooperrider & Whitney, 2005 as cited in Watkins, Mohr & Kelly, 2011, p. 22).

The art of asking questions arises from the foundational assumptions of Appreciative Inquiry that concern how we relate to reality. These foundational assumptions believe that "the act of asking questions of an organization or group influences the group in some way" (Hammond, 2013, p. 4). By merely asking the questions, the leader has already begun the change process, and "human systems move in the direction of the questions we ask" (Salopek, 2006).

Appreciative Inquiry – A Brief Overview

What follows are several definitions that elucidate the essence and spirit of this transformational approach. "Appreciative Inquiry (AI) is a group process that inquires into, identifies, and further develops the best of 'what is' in organizations in order to create a better future" (Preskill & Catsambas, 2006, p. 1). The construction of a better future begins with taking stock of what is presently working well; "AI has at its foundation the idea that every organization has 'something that works right' (Cooperrider, quoted in Cockell & MacArthur-Blair, 2012, p. 5). Appreciative inquiry has been defined as "the co-evolutionary search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system 'life' when it is most effective and capable in economic, ecological, and human terms" (Cooperrider & Whitney, 2005 as cited in Orr & Cleveland-Innes, 2015). The multiple definitions of "appreciate" unlock key insights to Appreciative Inquiry. One definition of appreciative is to "recognize the full worth of," or to understand a situation fully. This is important to understanding AI because AI is grounded in reality; one must understand the current situation fully and recognize the full value of the people and assets already in place. The term appreciate also:

> emphasizes the idea that when something increases in value, it 'appreciates.' Therefore, 'appreciative' inquiry is inquiry that focuses on the generative and life-giving forces in the system that are the things we want to increase. By 'inquiry' we mean the process of seeking to understand through asking questions (Watkins, Mohr & Kelly, 2011, p. 22).

The generic processes of AI: In AI, there are Five Generic Processes represented in several different permutations, including the 5-D cycle, the 4-D cycle, the EnCompass 4-I Model of Appreciative Inquiry, or SOAR (Strengths, Opportunities, Aspirations, and Results). These different permutations are all variations on a theme, and this article will concentrate on Mohr & Watkins' 4-D model of the Essentials of Appreciative Inquiry.

Definition: The process of an Appreciative Inquiry begins with a positively framed topic of inquiry. A great way to develop a topic of inquiry is to ask a team to generate a series of the

most pressing problems it faces and then ask them to "reframe" this problem into an expression of the preferred future state.

> AI practitioners like to describe that they are attempting to create a 'new lens for seeing old issues.' A favorite quote of AI theorists, by Marcel Proust, is 'The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.' By new eyes, they mean that people have new ways to think about and discuss their organization. This begins with how an inquiry is framed, or defining the affirmative topic of inquiry" (Bushe & Kassam, 2005).

Reframing is an important skill within Appreciative Inquiry. One example of this AI lens being used to re-frame or re-define the topic of inquiry is of a major airline suffering with how long it took to find and return missing luggage. Using AI the airline shifted from the ongoing problem-based discussions and chose to focus on what they really wanted, the preferred future state. The airline decided to move from a focus on the problem (what they wanted less of) – recovery of lost luggage – to the desired state (what they wanted more of) - 'exceptional arrival experiences.' "This shift led to a variety of new ideas and practices about how to make customers' arrival experiences exceptional" (Bushe & Kassam, 2005).

This shift from a problem focus to a focus on the desired future is an essential component of AI because, as AI founder David Cooperrider expresses it, "All the studies in the world of negative states tell us nothing about the positive preferred state" (T+D, 2009). AI rests on a number of principles. Amongst them is the Positive Principle, which states "Positive questions lead to positive change," and "the more positive an inquiry is the more positive the results" (Cockell & MacArthur-Blair, p. 19). The other principle at work in the definition stage is the Poetic Principle, which "assumes that behind any problem is a desired state and that somewhere the desired state already exists" (Cockell & MacArthur-Blair, p. 19). Instead of focusing on what is wrong and what's not working, groups are encouraged to envision their preferred future. This becomes the defined topic of inquiry.

Because of this, a common criticism of Appreciative Inquiry is that it ignores problems. This is not the case. Cooperrider observed that problem-solving approaches tend to magnify a problem, making it more complex, more unsolvable, and with that, people and teams become demoralized.

> The problem solving approach is painfully slow, asking people to look backward at yesterday's failures and their causes, and rarely results in a new vision. He further asserts, 'Problem solving approaches are notorious for placing blame and generating defensiveness. They sap your energy and tax your mind, and don't advance the organization's evolution beyond a slow crawl' (Preskill & Catsambas, 2006, p. 27).

Instead, AI reframes the topic so that we can look at our experience to discover when things were going well, "when we felt excited, successful, and joyful so that we can create an image of the ideal, and collectively share these images of the ideal to recreate a generative future for our systems" (Watkins & More, 2001, pp. 196-196 as cited in Preskill & Catsambas, 2006, pp. 26-28).

Discovery: Once the topic is defined and reframed to express the preferred future state, the Discovery process begins with the development of appreciative interview questions. The Discovery process has, as its core, an inquiry into exceptionally positive moments or peak experiences that identify life-giving forces. "In many ways, appreciative interviews are the heart and soul of the AI process" (Preskill & Catsambas, p. 19).

Below are some examples of appreciative interviews that begin to push for penetrating insight at the same time they reflect strengths and activate past successes. "The generic questions work well as a base and can be easily adapted to meet the needs of any setting or individual team or

organizational setting" (Cockell & MacArthur-Blair, p. 26).

Best experience – Tell me a story about the best times that you have had with your organization (team, family, community, network, or other group). Looking at your entire experience, recall a time when you felt most alive or most excited about your involvement. What made it an exciting experience? Who else was involved? Describe the event in detail.

- *Values* – What are the things you value about yourself, your work, and your organization?
  - *Yourself* – Without being humble, what do you value most about yourself – as a human being, friend, parent, citizen, and so on?
  - *Your work* – When you are feeling best about your work, what do you value about it?
  - *Your organization* – What is it about your organization (team, family, community, network, or other group) that you value? What is the single most important thing that your organization has contributed to your life?
- *Three wishes* – If you had three wishes for this organization, what would they be?

The appreciative interview can be a powerful event for generating change because it activates the memory of occasions when things were working well, and "learning from success happens when, as in athletics, you are on your game, things are working for you, anything seems possible – and you are stimulated by your achievements. When we are doing a series of things right, it gives us the strength and encouragement to continue – which leads to our greatest success" (Farson, 1997). Sports psychology informed David Cooperrider's work as he built the framework and methodology of Appreciative Inquiry.

> The best athletes are successful because of a highly developed metacognitive capacity of differential self-monitoring. . . . this involves being able to systematically observe and analyze successful performance (positive self-monitoring) or unsuccessful performances (negative self-monitoring) and to be able to choose between the two cognitive processes when desired" (Cooperrider, 1999, p. 113 as cited in Preskill & Catsambas, 2006, p.14).

Appreciative Interviews inquire into peak experience, values, and wishes in order to ground the participants in their real values, to awaken occasions when they were truly successful, and to begin generating their hopes and dreams for their work and their organization. It can feel touchy-feely to some, but:

> It is important to understand that the telling of stories is not just to make people feel good and warm about themselves and each other. The power of the stories is in their ability to remind us what success looked like and felt like – to relive the event and the feelings it generated; to remember that we can be successful, and that we have the capability to bring life and energy to our work (Preskill & Catsambas, pp. 17-18).

The appreciative interviews also display another one of the powerful foundational principles of AI, which is the Narrative Principle. The narrative principle states that "As we weave stores, so we create lasting bonds" (Barrett & Fry, 2005 as cited in Cockell & MacArthur-Blair, 2012, p. 21). In the act of storytelling, we see each other for who we are, and this enhances the ability to engage successfully to co-create a future based on collaborative strengths.

The AI literature is full of generative questions, and the appreciative interviews are best conducted as pairs where members of the group interview each other for 10 – 20 minutes.

The paired interviews allow for several things to occur:

- They begin the inquiry in a non-threatening, engaging and interesting way.
- They help participants listen to the other person's story of success as defined by that person's values.
- They help participants get to know one another better.

- They serve as the foundation for determining the future success of the program (Preskill & Catsambas, 2006, pp. 16-17).

The power of the appreciative interview rests in the discovery of the shared humanity of each participant. AI founder David Cooperrider believes AI addresses the three fundamental facts about human beings: exceptionality, essentiality, and equality.

1. Exceptionality means that all of us are exceptions to the rule. No two human beings are exactly alike.
2. Essentiality refers to everyone's need to feel needed - to feel essential, but not central. We like to feel that we would be missed.
3. Equality means that each of us want to share our voices. People must feel that they have a right and a responsibility to lift up their visions of a better world (Salopek, 2006).

The appreciative interview is a process for uncovering the uniqueness of each member in a community, their essentialness to the change process, and it provides all participants an opportunity to raise their voice in the construction of a better future. This core practice can engage individuals in a much deeper level than other change management processes. "When people with different perspectives tell each other their stories of best experiences, they can see how much they have in common rather than focusing on their differences" (Cockell & MacArthur-Blair, p. 21). The appreciative interview "builds relationships, enabling people to be known in relationship rather than in role" (Preskill & Catsambas, p. 3).

Dream: The dream stage of the AI cycle is activated when groups are asked to contemplate *What should be?* This stage rests on Appreciative Inquiry's Anticipatory Principle, which states, "The most important resources we have for generating constructive organizational change or improvements are our collective imagination and our discourse about the future" (Preskill & Catsambas, p. 10). In building the collective dream, teams create a shared image of a preferred future. The dream phase can be expressed as one or a series of "provocative propositions." Provocative propositions are best used as a bridge between the Dream phase and the final and Design/Delivery phase of the 4D cycle, or as expressions of Aspirations in the SOAR permutation of the Appreciative Inquiry process.

- Provocative propositions are:
- constructed by allowing everyone affected to make a contribution,
- the confident and assertive statements of what the organization hopes to achieve
- statements that bridge the best of 'what is' with your own speculation or intuition of 'what might be,'
- a clear, shared vision for the organization's destiny
- written in the present tense because it is grounded in what is already working, and
- statements that provoke action.

The provocative propositions a group constructs will become part of the action plan, either as guiding principles or strategic goals. Below are some examples of well-constructed provocative propositions (also called design statements, opportunity, or possibility statements) (Preskill & Catsambas, 2006, p.20):

1. Fairmount North America has created an organization where everyone experiences themselves as owners of the business - where everyone at all levels feels the organization is theirs to improve, change, and help become what it can potentially become (Cooperrider, 2002).
2. Through commitment and leaving the door open, we take risks to do what is right and open our minds to address stigma and promote equity and equality (Cockell & MacArthur-Blair, p. 72).
3. With infectious enthusiasm and as open-minded and diverse individuals, we inspire our faculty family to join us as we stride toward our goal of excellence (Cockell and MacArthur-Blair, p. 133).

There are some useful guidelines to follow when building provocative propositions.

1. Is it provocative? Does it stretch, challenge, or interrupt the status quo?
2. Is it grounded in reality? Are there examples that illustrate the ideal as a real possibility?
3. Is it desired? If it could be fully actualized would the organization want it? Do you want it as a preferred future?
4. Is it stated in affirmative and bold terms?
5. Does it provide guidance for the organization's future as a whole?
6. Is it a high involvement process? (Watkins, et. al., p. 221).

Provocative propositions articulate the preferred future. They "create a set of propositions about the ideal organization: what would our organization look like if it were designed in every way, to maximize and preserve" (Cooperrider, 2002) the topic of inquiry selected in the definition stage. The provocative propositions also play an important role in the Design and Destiny/Delivery stage of the AI process. Provocative propositions are also examples of other founding principles, such as the Enactment Principle, which states that "positive change occurs when we have a model of the ideal future. . . . the future is now. We create it in the moment with our words, images, and relationships" (Preskill & Catsambas, p. 10). Cooperrider had this to say about provocative propositions:

> What is becoming increasingly clear to me is that if people do great work with [the process of inquiry and dreaming], then rarely, if ever, do the older command-and-control structures of eras past serve the organization. The new dreams always seem to have outgrown the structures and systems. . . In my experience, which is curious to me, I have never seen people create propositions about creating more hierarchy, more command and control, more inequality. . . I have wondered . . . why? By provocative propositions (propositions that stretch beyond the status quo) we mean statements of fundamental belief and aspiration about human organizing – that body of belief of how we want to be related to one another and the ways we want to pursue our dreams. For example, every human organization must deal with questions and beliefs about power, money, and distribution resources, questions of information freedom, learning, decision-making, etc. Too often we skirt these 'tougher' issues – and if and when we do then AI runs the risk of being co-opted and tremendously watered down as an approach to organization re-construction and co-construction (Watkins, et. al., pp. 218-219).

Design & Destiny/Delivery: Once an organization has built its dream image of the ideal future, "participants get to work making visions concrete, deciding on how to shape their systems and relationships differently to move towards their vision" (Preskill & Catsambas, 2006, p. 22). Appreciative inquiry is a powerful framework for initiating change because it is ultimately a results-oriented process. The final phase, originally called Delivery has also been called Deployment in different AI models of the process. This phase occurs when groups begin to co-construct the action plans required to make the provocative propositions come to life. The Design phase is a co-construction of what should be. In this phase, the key question is "How are we going to make this preferred future happen?" Design is about creating an individual and/or collective intention and action plan. This is the very concrete and outcomes-based part of AI, the culmination of all the previous phases. A planning template could include such questions as:

- What resources are required?
- Who needs to be involved?
- What actions are you proposing to make the preferred future happen?
- What are the timelines?
- What can groups or individuals offer and commit to? (Cockell & MacArthur-Blair, 2012, p. 29).

Coupled with Design in the Mohr and Watkins model is the Delivery/Destiny phase, which is the actual implementation of the action plan. Small implementation or innovation teams may be formed to follow up on the design elements and to continue the appreciative process at a more granular operational level. This phase may itself contain more small-scale Appreciative Inquiries into specific aspects of organizational life. The delivery phase may include:

- the development of a timeline of activities.
- communication strategies.
- a list of measures to monitor the impact of a team's efforts.

One of the most powerful questions to ask at this "final" stage is: "How will we know we have achieved the preferred future? Let's imagine we have achieved our Dream. How will we know? What will it look and feel like? How will our world or our organization be different?" It is important to note that the 4D cycle is a non-linear process that is continuous and repeated as an organization develops and evolves (Cockell & MacArthur-Blair, pp. 23-30).

Alternative iterations of the generic processes: As previously mentioned, there are a number of permutations to the 4D or 5D cycle as outlined above. The graphic below also describes the 4I framework and SOAR, which can be seen as parallel constructions of AI's Generic Processes. The framework selected depends upon the composition of the group and the level and depth of the planning process to be undertaken. Some groups find the SOAR process more approachable and familiar.

Below are some sample SOAR questions that could be used with a planning team.

Strengths

What are our team's greatest strengths?
What are our greatest assets and resources?

Opportunities

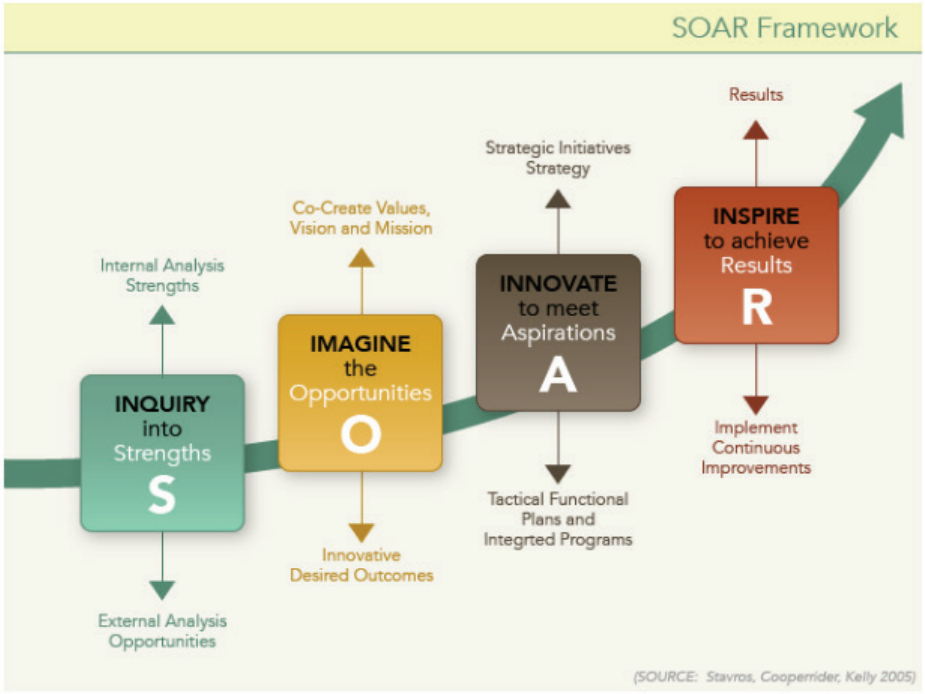
What opportunities for growth and change do we have?
What can we do more of?
What can we do differently?

Aspirations

What are our highest aspirations?
What does our preferred future look like?
When we are at our best, how will it be different?

Results

What results do we expect from our effort?
How will we know if we have created our preferred future?
What will be different?
What will we measure?



John Deere has been using SOAR since 2003 as a way to increase employee energy and willingness to carry out plans. Deere employees are engaged by the inquiry into Aspirations, and SOAR links different areas and levels to the overall strategic plan and helps each employee define his or her part in that plan (Stavros & Hinrichs, 2009, p. 8).

The Evidence of AI's Effectiveness

At a time when leaders and organizations are experience "change fatigue," it is important to note that Appreciative Inquiry, alone, does not guarantee transformation. AI can increase its chances, however. In a meta-analysis of 20 case studies, (Bushe & Kassam, 2005) seven organizations showed transformational outcomes. In other cases, AI simply caused improvements, which is fine if we accept Cooperrider's definition of change which is "moving from positive to positive" (Salopek, 2006). This study suggests two major findings. First, using Appreciative Inquiry may lead to change that is not much different from what might be expected from any competently managed change process. "For example, one non-transformational case, Group Health, described an improved reward and recognition system. Another, Star Island Corp, described an updated strategic plan with input from a broad base." These are positive outcomes, but not transformational outcomes (Bushe & Kassam, 2005). Transformation is not guaranteed, but then again, not every organization needs to be transformed.

AI can and has led to transformation, however, and those cases that did:

> described changes rarely attributable to planned change efforts. . .One case in the study describes an organization transformed from one filled with barriers between levels and employee alienation to an organization with high morale and productivity where employees participated in decision making. Avon Mexico describes a transformation in an organization from one where women mainly worked on the front lines and wielded little influence to one acknowledged by the Catalyst Foundation in 1997 as the best company in Mexico for women to work in (Bushe & Kassam, 2005).

In the meta-analysis, the authors suggest that "if we can create a collective sense of what needs to be achieved, create new models or theories of how to achieve that, and align those with the inherent motivation people have in relation to their organizational life, then a great deal

of change leading to increased organizational performance can occur if people are allowed and encouraged to take initiative and make it happen." Appreciative Inquiry is not a magic wand, but when we ask people what they would do with a magic wand, magical things can happen. In the best case, AI engages everyone by asking the generative questions required to build a collective sense of what needs to be achieved that align with the inherent values, motivations, and dreams that people already possess.

The second highlight emerging from Bushe and Kassam's work is the radical prescription of changing how people think. It is difficult to openly talk about changing how people think, but one of the profound ways to change the focus of how people think is to reframe mental models around "problem-solving" and reorient their thought-processes away from threats and weaknesses (SWOT) towards their dream future. Changing and re-focusing thought on how best to continuously improve can have a radical effect on morale, productivity, and redefining what is possible.

> Appreciative inquiry has brought the importance of ideas and of creating a social science that aids in the formation of new ideas to the forefront of our consideration. The forms of engagement that have evolved in AI practice may not, in the end, turn out to be the best way to engage collective ideation, but these cases demonstrate that doing so appears to be central to transformational change (Bushe & Kassam, 2005).

Most change processes fail because they fail to activate the imagination, generate new ideas, and focus on the inherent learning power of success. What flows from this concept of changing how people think applies to organization leaders, as well. Even the best leaders at the best of times enjoy feeling a sense of control over their teams, but Bushe and Kassam suggest that:

"Perhaps even more radical is the prescription to let go of control in planned change efforts and nurture a more improvisational approach to the action phase in action research. Improvised planned change seems at first glance to be an oxymoron but in each case of transformational change that used an improvisational approach, leaders were able to accomplish their change goals and do so within time frames, way beyond what many who work at and study organizational change would expect as reasonable.

Cockell and MacArthur-Blair call this idea of improvisational change "emergent design" where inputs and outputs continually evolve, allowing for the process to be cyclical and dynamic as ideas unfold. Unplanned changed means being "ready to let the AI process lead into places that open up dialogues not foreseen in planning" (p. 60).

Appreciative inquiry provides a framework for giving people a new lens to see with, and it can engage and motivate people in improvisational change by deepening their relations and inquiring into peak experiences, values, and dreams. In a 2007 article, Simon Fraser Professor Gervase Bushe published an article entitled Appreciative Inquiry Is Not (Just) About the Positive, and in this article, he writes: "When successful, AI generates spontaneous, unsupervised, individual, group, and organizational action toward a better future." He suggests, "Maybe we should start calling it Generative Inquiry." AI generates excitement for change leading to new ideas, which lead to new actions, and it does so primarily by asking life-affirming questions and strengthening relationships through generative conversations.

The Appreciative Leader

It seems obvious, but those who are drawn to Appreciative Inquiry are by their very nature inclined to be Appreciative Leaders. Appreciative leaders recognize that all life is lived in relationship, and that the primary task of leadership is "to become relationally aware, to tune into patterns of relationship and collaboration – that is , to see, hear, sense and affirm what is already happening in order to best relate to it and perform with it (Whitney, Trosten-Bloom & Rader, pp.

6-7). Leaders who understand that tuning into these patterns of relationship choose Appreciative Inquiry as their vehicle for positive change because they tend to have four things in common:

1. They are willing to engage with other members of their organization or community to create a better way of doing business or living.
2. They are willing to learn and to change.
3. They truly believe in the power of the positive, and
4. They care about people, often describing the work of their organization in terms of helping people learn, grow, and develop (Whitney, Trosten-Bloom & Rader, pp. xvii – xix).

As such, Appreciative Inquiry fits with the style of most of the wonderful library leaders I have had the good fortune to meet and interact with over the better part of the last two decades. These leaders see the best in people in the most inclusive way possible, and they carve out precious time to recognize the importance of mentoring and further developing the strengths and potential of those they work with.

It is also an ideal leadership approach for this time of transformational change, where "new generations have come of age" and "younger people expect different things from work, from community, and from leadership." Our communities and organizations are also increasingly diverse, "composed of people with a wide variety of ethnic and cultural backgrounds" with many languages and different histories who want leadership to be "collaborative and just" (Whitney, et. al., 2010, p. 2). The very concept of leadership, itself, is undergoing transformation, where leaders are responsible for creating healthy human systems because, as Lencioni (2012) claims, "organizational health trumps everything else in business." Culture trumps strategy, and successful new institutional cultures will create "distributed" or shared leadership models enabling people to "self-organize to meet the needs of the whole" to solve super-complex problems that cannot be resolved "by one person, one country" (Whitney, et. al., 2010, pp. 2-3) or one library. More than ever, libraries will need bold, appreciative leaders who embrace the ideas of Appreciative Inquiry in order to "mobilize creative potential" and "set in motion positive ripples of confidence, energy, enthusiasm and performance" to "make a positive difference in the world" (Whitney, et. al., 2010, p. 3). In a time of rapidly evolving, multi-dimensional change when employees from all sorts of organizations are suffering change fatigue and 80% of change management initiatives fail, it might be time to embrace, refine, and champion a new leadership style, employing a proven approach that focuses on bringing out the best in systems and people. When it comes to Appreciative Inquiry, a good question for library leaders might be, "What is your most compelling aspiration, as a leader?"

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Announcements

Orbis Cascade Alliance Receives Grant from Oregon LSTA

Project will build digital collections capacity for institutions across the Northwest

The Orbis Cascade Alliance has received a $59,500 grant from the Oregon State Library"s competitive LSTA (Library Services and Technology Act) program for its Building Digital Collections Capacity for the Northwest project. The project will follow recommendations from the Oregon State Library"s 2015 Northwest Digital Summit by building capacity for digital collections through metadata cleanup, training, and support. The project builds an infrastructure that can sustainably aggregate digital assets at the Orbis Cascade Alliance. The grant program also supports development of new support tools for digital asset catalogers, and provides support to the Alliance for an application to the Digital Public Library of America to be a hub on behalf of the region.

Faye Chadwell, Chair of the Alliance Board and Council, and Oregon State University Donald and Delpha Campbell University Librarian and OSU Press Director, noted that 'The Orbis Cascade Alliance is excited to contribute to Oregon"s management of digital assets, and create better access for library users across Washington, Oregon and Idaho. This grant extends the collaboration that academic libraries have achieved in the region into an exciting area of unique Northwest resources.'

The project will result in:

- 50,000+ digital objects available in publicly-accessible digital asset management systems and Alliance institutional repositories.
- New documentation and training modules on metadata creation and cleanup, based on metadata standards, publicly available on the Alliance"s website.
- Public access to digital objects through the Alliance"s shared
- Integrated Library System (ILS).
- Completion of application to become a Digital Public Library of America (DPLA) hub for Alliance members in Washington and
- Oregon, with commitment to consider service to non-Alliance
- members at a specific date in the future.
- Extension of an existing harvester infrastructure to accept sets of digital objects.

The training, scripting and workflows will be carefully designed to be re-usable after the end of the project and relevant to non-Alliance institutions, thus forming one essential element in the digital collections infrastructure of the Northwest. The Washington State Library"s Rural Heritage Program will be involved in the selection and design of scripts, workflows, documentation, and training to ensure that all elements are re-usable for maximum impact during and after the project.

‘The support from Oregon LSTA will allow us to make significant progress on implementing new standards for digital collections across the Northwest and contributing these digital resources to the Digital Public Library of America. Alliance member libraries across the region hold amazing collections and soon the public will be able to access these resources more easily,’ says Trevor James Bond, one of the creators of the grant proposal and head of Manuscripts, Archives, and Special Collections at Washington State University Libraries.

The Orbis Cascade Alliance is a nonprofit consortium of 39 colleges and universities in Oregon, Washington, and Idaho that enables member libraries to advance institutional missions through collaboration and innovation. Its services include a shared integrated library system (ILS), resource sharing, shared purchases, conferences and workshops, and support for unique and heritage collections. With the combined FTE of its members, Alliance services reach 275,000 students and faculty annually; services to non-members extend that reach considerably both within and outside of Oregon, Washington, and Idaho.

Washington Rural Heritage provides access to digitized primary sources documenting the early culture, industry, and community life of Washington State. The collection is an ongoing project of small, rural libraries and partnering cultural institutions, guided by an initiative of the Washington State Library, Office of the Secretary of State, and funded under the provisions of the Library and Services Technology Act (LSTA) from the federal Institute of Museum and Library Services (IMLS). The initiative provides the infrastructure and training to both digitize and serve unique collections to a widespread audience.

For more information, contact Dana Bostrom, Executive Director, Orbis Cascade Alliance. 541-246-2470 x205