

CRITICAL ANALYSIS OF ACADEMIC LIBRARY TRENDS
IN CONFLICT ZONES

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ABSTRACT

This study is designed to determine if selected trends in the library literature take into account the realities of libraries and librarians in conflict zones, and if the experience of librarians in conflict zones can be used to provide a model for implementing these trends. The researcher conducted a critical analysis of emerging trends in academic libraries from the perspective of librarians operating in conflict zones. Specific attention is given to libraries operating in Palestine and neighboring countries. These academic libraries are involved in a transition process, moving away from traditional models of library practice but still searching for the best models of practice to move towards. The need to transition is due to changes in higher education's teaching methods, rapid development in information technology, and students' evolving needs. Just as in other parts of the world, academic librarians in conflict zones need to improve their libraries' services to meet patron demand. By reviewing the latest trends in academic librarianship and the library literature regarding these trends, the researcher highlighted three trends that can be applied by academic libraries in conflict zones. These trends are the library commons approach, community involvement and collection assessment. This review focuses on the emerging trends in academic libraries in conflict zones, challenges they encounter, and how they deal with these challenges. It is followed by a critical analysis of the three most applicable trends for academic libraries in conflict zones. This critique allowed the researcher to build a model that focuses on creating a comfortable and collaborative place for library patrons to facilitate their use of place and technology, satisfy their needs, and for the growth of these libraries and the academic institutions they serve. The conclusion is that

emphasizing local authority and political, economic, and cultural knowledge allows select academic library trends to be embraced by librarians in conflict zones while minimizing unintended negative consequences associated with those trends. Recommendations encourage collaborative efforts between academic library professionals and organizations in conflict and non-conflict zones by holding workshops, training programs and conferences to increase the awareness of the emerging trends in conflict zones.

DEDICATION

I would like to dedicate this thesis to my mother Maysoon Samander Jaber, my father Sulieman Jaber, and my brothers Jabra, Bassam, and Simon who have been supportive, encouragement for me throughout my education journey. I would not be the person who I am today without them.

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INTRODUCTION

Librarians around the world are providing library services to users who live in conflict zones. These librarians, like many librarians, are motivated to continually update the services they provide in an effort to better serve their patrons, and these librarians look to the literature on emerging trends in library services for guidance in updating their libraries. However, this study considers the literature on academic library trends to see if it takes into account the political, economic and social realities of conflict zones. If not, this would leave librarians in these areas with unrealistic guidance which has the potential to do more harm than good for their communities. Using an analytical-critical approach, this study reflects on three selected trends in academic librarianship. Drawing on published records of the experiences of librarians and other practitioners in these zones, the researcher hopes to produce versions of these trends more authentic to conflict zones and a resulting beneficial model for progress in these regions.

In this study titled “Critical analysis of academic library trends in conflict zones” the researcher focuses on identifying the academic library trend literature part of the LIS scholarly literature that seeks to anticipate future developments in librarianship and to create a norm for what libraries should be attempting to become. To establish a norm is to simultaneously set what is against the norm, so it is important that norms be analyzed for their assumptions and critiqued in light of the needs of the people affected by the norm before one is accepted.

This scholarly study fills a gap in the library literature, and reflects the researcher’s professional experience as an academic library practitioner from a conflict zone: Palestine.

Research questions

The study is designed to answer the following research questions:

1. Do selected trends in the library literature take into account the realities of libraries and librarians in conflict zones?
2. Can the experience of librarians in conflict zones be used to provide a better model for implementing these trends?

The researcher focuses on the latest trends in academic librarianship in conflict zones especially in Palestine and other neighboring countries facing the same conditions because of the belief that similar hardships may benefit from similar solutions.

The researcher focuses on reviewing sources concerning libraries in conflict zones from several parts of the world, librarians considering transitioning their libraries from traditional to commons, and sources writing about future trends that do not appear to take into account these libraries.

Significance of the study

In reviewing different studies that focus on the latest trends in academic librarianship and focusing on three trends which are applicable in conflict zones, the researcher notes that while these trends represent essential information about academic libraries' transition and their use of information and learning commons, there is little published research available on how to apply the latest trends in academic librarianship in conflict zones.

This study is significant therefor because there is no local scholarly criticism already exists critiquing these trends, thus leaving the norms unchallenged for practitioners in conflict zones. The practical harm of not critiquing is that strategic planning is expensive financially and involved long term investments of funds with an expected return on investment. In terms of

staffing, failure to train for appropriate and relevant skills may lead to an inability to provide the best services to library patrons. Likewise, failure to adequately preserve existing collections or to develop future relevant collections may lead to a permanent loss of culturally and historically significant material, and might serve as a competitive disadvantage for students, faculty, and community members. On the other hand, the benefit from critiquing the literature is that if trends can be recast in a way that is more authentic to the specific needs of learning communities in conflict zones, it increases the library's value for its host institution, provide innovative services to priority service needs, and creates a collection that is tailored to serve the research and education needs of local population.

This study will explore the possibility that libraries that combine the expertise of the broader profession with local innovation will be more likely to promote improved models of service, and the power of a good library to promote stable societies and further economic opportunities. This study's findings will contribute to a recognition that a balanced approach to studying academic library innovation in conflict zones is needed. This research begins by reviewing sources concerning libraries in conflict zones from several parts of the world written by, librarians considering transitioning their libraries from traditional to modern, and reviewing sources written about future trends that do not appear to take into account these types of libraries.

These sources present cases in different geographical areas such as Asia, Africa, Europe, and the United States, that are facing different economic, social, political and cultural conditions. Further each has different educational systems. Despite many differences these librarians are still called on to respond to patron demand. That demand is in part driven by awareness of global information technology developments and, as a result, librarians around the world are planning to apply new technological advancements at their academic libraries. Technology is making the

world more like a small village in this respect, and the results of these studies can be generalized and applied beyond the scope of these countries. The model produced by this study will inform these selected demand-driven library practices and will contribute to a recognition that a balanced approach to studying academic library innovation in conflict zones is needed.

The trend analysis below will demonstrate that librarians in conflict zones are aware of the emerging trends in academic libraries; however, they are facing different political events (i.e. instability through war, revolution and social change) which diminish patrons' access to knowledge and information. The researcher focuses on the latest trends in academic librarianship in conflict zones especially in Palestine and other neighboring countries facing the same conditions because of the belief that similar hardships may benefit from similar solutions.

Identifying library trends

Trends in academic libraries. Academic libraries are often considered the heart of colleges and universities, and more than just a concrete or glass building. They are places where one will find rapid advancement in information technology, evolving needs of university students, and a changing higher education system with new teaching methods that result in a dynamic environment for academic libraries (Forrest & Halbert, 2009), (Yao, Liu, & Cai, 2009), (Sheikh, 2015), (Mitchell & Soini, 2014). Academic librarians are called upon to cope with these changes by working to improve the services they provide their patrons: students, employees, researchers, and the public. Academic librarians strive to satisfy their patrons' needs by developing new resources and services, anticipating patrons' future needs and by working to meet these needs. Increasingly, academic librarians are collaborating with technology experts to build Information Commons (IC). These commons feature consolidated desktop environments,

robust technological infrastructures, and an emergent service model (Forrest & Halbert, 2009). It is in this IC environment that trends are being implemented.

In 2016, the Association of College and Research Libraries (ACRL) listed several emerging trends within academic libraries including “research data services (RDS), digital scholarship, collection assessment trends, content provider mergers, evidence of learning, new directions with the ACRL framework for information literacy, altmetrics, emerging staff positions, and open educational resources” (C&RL News, 2016). Other trends also emerged such as “Libraryness”¹, “Information Technology growth and outcome” (Dahlkild, 2011), and the transformation of the 21st century academic library into a so-called “one stop shop” by planning, implementing, and assessing library commons (Forrest & Halbert, 2009).

Also, Schwartz mentioned that community involvement is an emerging part of the 21st century libraries (Schwartz, 2013)

Awareness of emerging trends in academic libraries in conflict zones. Many academic librarians practicing in conflict zones are aware of library trends whether or not their libraries are implementing or planning to implement these trends. Librarians in conflict zones whose libraries are in the transition process from traditional to digital places are particularly aware of the new library trends. This is because librarians whose libraries are in transitional states are moving away from their old procedures and are looking towards something new for guidance. It is from these emerging trends that academic librarians around the world, including those whose libraries are in conflict zones, draw inspiration.

¹ Libraryness is the development of the physical and social construction of the modern library space.

Since there is little research that directly discusses academic library trends in conflict zones, this study is an opportunity to bring attention to these issues, particularly by focusing on trends that could be applied favorably in areas of conflict if they did take local conditions into account. Countries in conflict zones are encountering many political events (i.e. instability through war, revolution and social change) which create libraries where people have an inadequate access to knowledge and information (Rayward & Jenkins, 2007). It is important that librarians working for transitional libraries in conflict zones exercise the authority to critique the literature of trends in academic libraries, because doing so will make it more likely that the transition process will be beneficial to their specific, local populations.

Selected emerging trends. Since this study is a critical analysis of emerging trends in academic libraries from the perspective of librarians operating in conflict zones, it is necessary to identify the range of academic library trends being considered. This will be accomplished by reviewing the most influential sources of library literature regarding the latest trends in academic librarianship for the last fifteen years. Exceptions arise where some valuable studies were published more than fifteen years ago. From the latest trends in academic librarianship, the researcher will choose a sample of three trends selected on the basis of relevance to the types of libraries considered in this study and the feasibility of implementing those trends in Palestine and its neighboring countries. Those three trends are the library commons approach, community involvement, and collection assessment.

Conflict zones

Defining conflict and conflict zones. Conflict is defined as the strife between two parties who realize intimidation of their needs and interests. This conflict involves open and prolonged battle between people, ideologies, and countries (Dawson, 2011). Conflicts influence every

aspect in people's lives by affecting their goals, comprise threats over property and/or lives loss where people have little to no control (Dutton & Jackson, 1987), (Dai, Eden, & Beamish, 2013). Conflict can be solved or settled through negotiation or it cannot be controlled, which creates violence and armed conflict. Examples of international conflicts about geographical boundaries include The India Pakistan Kashmir conflict and The Israel Palestine conflict. (Dawson, 2011).

In addition, conflict zones are places of war, dispute, political instability, rebellion, and intense chaos; they demonstrate eventual threats and discomfort to people in their daily lives by disorganizing substantial services such as housing, transportation, communication, sanitation, water, and health care (Anderson, Markides, & Kupp, 2010), (Schwarz & Perry, 1994). This happens through bombings, harm to people, and political jeopardizing, and demand the support from people outside the affected society (Henisz, 2000), (Schwarz & Perry, 1994), (Dai, Eden, & Beamish, 2013), (Prasad & Prasad, 2009).

Academic libraries transitioning in conflict zones. Academic libraries in Palestine and neighboring countries are examples of libraries that are in the process of transitioning from traditional to digital places despite being in recognized conflict zones. These libraries are updating their approaches to layout and technology to satisfy their patrons' needs and improve the services provided.

Academic librarians in Palestine are facing some difficulties due to the political situation which will diminish services provided to their patrons. In order to overcome the challenges that Palestinian academic librarians face during this time of transition it is helpful to observe parallel experiences in other parts of the world to identify ways that librarians in other conflict zones have adapted and improved services. This may provide insight into how to satisfy patrons' needs for digital places. This leads to the discussion that certain techniques and services are common

among libraries in conflict zones such as those that focus on involving library patrons in the decision making process of re-arranging furniture, purchasing new equipment, and re-modeling; offering specialized services for refugees such as Skyping with relatives, sending scanned identity documents to displaced persons, and using basements as refuge space; working to have the library budget/planning made part of the university planning process. Because students sometimes are embarrassed to ask questions of librarians, training student workers to provide basic reference services to answer requests in various areas such as social sciences, technology, business, history and other areas that are part of the university curriculum is a possible response. Providing instruction sessions about library resources and services, circulation and technology services would support student efforts.

Because libraries in conflict zones are targeted, they should plan to overcome the challenges that arise. Even though they do not have control over the external factors, they should have contingency plans to deal with internal factors since they have the greater control over these.

The researcher will critically analyze these trends and create a model that will be suited for implementation in conflict zones, especially in Palestine and its neighboring countries. This model will guide librarians as they transition libraries into places that, through a combination of space and technology, will satisfy patrons' needs and the needs of the academic institutions they serve. It will also consider how, when configured under this model, academic libraries can function as sources of community leadership when crises are resolved and stability improves.

Service in conflict zones. Academic librarians in these areas are facing several obstacles to providing service. These include political challenges related to war, revolution and social change; technical challenges stemming from the uneven availability of certain technologies, and

the way librarians provide services to support the university research and learning needs; accessing libraries through library space, open hours, and transportation; and services provided such as research, public services, social media, and outreach. Solutions that would be satisfactory in other parts of the world are insufficient in conflict zones as a result of these obstacles.

During the 2003 American invasion of Iraq, many institutions suffered from looting (i.e. Iraq Museum, Iraqi universities and their libraries, the National Library and Archive, and other institutions). University libraries especially in Baghdad faced looting of books, equipment, furnishing, etc. Also, they faced many obstacles; such as the lack of basic technology-based integration between the administration, faculty and students; no email system; lack of a steady supply of electricity; and lack of expensive generators. As a result, some Iraqi libraries were reconstructed through donations from the Goethe Institute, publishers and others (Spurr, 2007).

Moreover, in Iraq, the Islamic State (ISIS) invaded the Central Library of Mosul, stole and burned around 2,000 books (i.e. children's stories, poetry, philosophy, sports, health, culture and science), left only Islamic texts, and demolished many archeological antiques and Islamic sites. Since 2003, residents close to the Central Library protected some of the old manuscripts in their homes to prevent from theft or destruction (Salaheddin & Yacoub, 2015), (Al-Shawi, 2008).

In Palestine, academic librarians have difficulty acquiring research materials (i.e. books or journals about Palestinian culture or the Israeli-Arab conflict) which are forbidden or seized by the Israeli occupation. Advanced forms of information technology are forbidden for security reasons, which reduces access to e-resources and websites. The fact that 80% of Palestinian professional librarians are close to retirement age, the absence of library schools and training courses, language barriers (i.e. most e-resources are in English and few are in Arabic) and budget

cuts further complicate service (Kamal & Sayej-Naser, 2016). Also, the absence of Interlibrary Loan programs because of the possibility of materials been seized, and travel restrictions through Palestinian territories affect students and staff access to the universities.

Academic librarians in Palestine suggested the need for free access to all types of information preparation; librarianship training, collaboration with foreign librarians, sending library scholars to international conferences, funding for local digitization projects, partnerships with library organizations, book donations by publishers, user services librarians, eliminating physical barriers (i.e. checkpoints and other travel restrictions), canceling book fees, and freedom of thought by limiting censorship. These suggestions when applied will help librarians better serve their communities (Kamal & Sayej-Naser, 2016).

Structure of the research study

The research study is a critical analysis of academic library trends in conflict zones. It focuses on reviewing the latest trends in academic librarianship, selecting those trends that can be applied in conflict zones, especially in Palestine and its neighboring countries, and then critiquing them through discussing the challenges and recommendations/or proposals to be applied in conflict zones to improve the current situation of academic libraries. This process is intended to guide librarians in their transitioning process and help them be able to enhance their services to satisfy their patrons' needs.

This study consists of five sections. The first section is an introduction section which includes the research questions, presentation of emerging library trends, and introduction to the conditions general to conflict zones. In the second section the researcher discusses the research methodology and rationale, and provides examples of the use of the analytical-critical method in other research studies. The third section consists of the critical analysis of the three most

applicable emerging trends in the LIS academic library trends literature; these trends were selected by the researcher who is a library practitioner in conflict zones and is familiar with the needs of academic librarians in these areas. The selected trends are the library commons approach, community involvement, and collection assessment.

Each of these analyses include an introduction about the trend designed to present background on the trend, discusses the challenges in both non-conflict and conflict zones that hinder the implementation of these trends, and concludes with solutions and/or recommendations for further implementation of these trends. These solutions/recommendations are intended to help academic librarians in conflict zones implement the transition process from traditional to digital places and to better serve the needs of their patrons. The fourth section is a construction of a critical model for implementing the academic library trends addressed here in a selective way, authentic to the realities of conflict zones. This model includes the internal and external challenges that academic librarians encounter in conflict zones including Palestine and its neighboring countries, and the solutions/proposals academic librarians can use to better implement the authentic academic library trends. In addition, the authentic model can work beyond academic libraries by serving other memory institutions such as archives and museums while taking into consideration the authenticity of these institutions and the countries they serve. Finally, the fifth section is the research study conclusions which contain implications for the research study, with a brief summary of the research study followed by recommendations to solve the internal challenges that libraries in conflict zones encounter, raise awareness of communities in conflict zones, promote collaboration efforts, and ideas for future research.

METHODOLOGY AND RATIONALE

In this chapter, the researcher discusses the research study methods and rationale, analysis and critique, data collection methods, scope of the research study, narrative in research, and provides critical analysis examples that appeared in the Library and Information Studies (LIS) literature.

Research study methods and rationale

Methods: the research study employed a qualitative research method called the analytical-critical method which is the analysis of a discourse with the purpose of revealing and critiquing assumptions made from positions of economic and historical privilege.

Rationale: in this case, the discourse is library trend literature and the assumptions made by forecasters who have the privilege to not consider political instability, unstable economies and unreliable technological infrastructure.

Analysis and critique

The analytical-critical method entails an analysis and critique. The analysis is a review of the LIS literature regarding the emerging trends in academic libraries to determine which trends being applied in conflict zones are problematic. The critique is in the form of a reasoned argument, supported by published accounts, that the LIS literature does not adequately address the challenges librarians encounter in conflict zones, or how they deal with these challenges, and how these challenges affect their transition process to digital places. The goal of the criticism is not to reject the trends but to make them authentic to conflict zones. Authentic means taking into account the local needs of community in conflict zones.

To identify relevant trends the researcher reviewed the latest trend literature in the academic librarianship from various resources. These resources are from the Association of College and Research Libraries (ACRL) and other resources by Dahlkild, Forrest and Halbert, and Schwartz. From the reviewed trends, the researcher, drawing from her experience as an academic library practitioner in conflict zones, selected three trends considered as the most applicable upon those included in the LIS trends literature. Those trends, when implemented in a manner authentic to the living conditions in conflict zones, will help academic librarians in conflict zones to facilitate the transition from traditional to digital places and enhance the services provided to satisfy their patrons' needs and expectations. The selected trends are the library commons approach, community involvement, and collection assessment.

The researcher reviewed the three trends from the LIS trends literature by providing an introduction/background of these trends, challenges librarians in non-conflict and conflict zones encounter which prevent the implementation of each of these trends, and the solutions/recommendations that librarians in non-conflict and conflict zones adopt to overcome these challenges.

Data collection methods and scope of the research study

The critiques depended on secondary resources which were drawn from material published in conflict zones regarding challenging conditions to be found there. Its scope includes scholarly and peer reviewed material from the LIS literature that was published in the past fifteen years plus some valuable studies published more than fifteen years ago. Beyond these, special emphasis was placed on reports by academic librarians who are involved in the transition process of their libraries from traditional to digital places or that note any challenges that hinder

academic librarians from the transition process, especially those in Palestine and neighboring countries.

As a result of this study, the researcher built a critical model for implementing the academic library trends in a selective way, authentic to the realities of conflict zones especially in Palestine and its neighboring countries that are in the transitioning process.

The researcher used the published experiences of how librarians in conflict zones were adapting selected trends from the reviewed LIS trends literature to build the authentic library trends model. The researcher gave authentic names to the model, meaning that each trend's name is compatible with the conflict zones. Further, each authentic trend includes a definition, internal and external challenges that librarians in conflict zones encounter which hinders the trends implementation, and the solutions/proposals to overcome these challenges.

This model should focus on ways to empower local librarians to create comfortable and collaborative places for library patrons, to satisfy patrons needs for growth by facilitating their use of technology and collections of resources, enabling librarians to serve the academic institutions, and it will be a guide for academic librarians in conflict zones, implementing these trends in ways that apply to their local situation.

Narrative in research

The revision and selection of the most applicable trends from the LIS trends literature was made by the researcher, who is an academic library practitioner in conflict zones. The critical analysis depended on literature written by library professionals, local people, and efforts from other local, national and international organizations to deal with the situation in conflict zones.

These experiences were discussed in a narrative way to reflect the challenges that people encountered in conflict zones and how they dealt with these challenges. In this section, the researcher discusses the narrative in research by providing brief information about its historical background, narrative definition and an example of narrative work and how it relates to the research study. Further, this study will provide two examples from the LIS literature about LIS scholars who employed the critical analysis method in their research studies.

According to Bold, narrative in research began in the 1850s and was used by various disciplines in the social sciences- sociology, psychology, anthropology, economics, political science and history, and recently narrative has been used in other fields such as the caring and health professions, theology, education, business and management studies. Currently, narrative methods in social sciences research use interviews, ethnographic observation and conversations to collect data and analyze particular social contexts (Bold, 2012).

Narratives are defined as a set of social events of people's lives which reflect their subjective opinions and affect them and/or their social contexts. Narratives examine real or fictional events and spoken or written stories. They comprise communication media such as drawings, photographs, poetry, plays, video recordings, interview scripts, conversations and observations. They consist of gesture, body language, visual images and various media effects.

Further, narratives reflect peoples concerns and experiences, affect their lives and social context, help them understand themselves and others, and open people's thoughts to new ideas and future potential. In addition, narratives are synthesized, analyzed and interpreted upon people's knowledge and understanding, related to the social context, and represent lived personal experiences (Bold, 2012).

An example of narrative work includes Booker T. Washington's *Up from Slavery: an Autobiography* written in 1901 (2009 e-book) which represents social injustice and explains the author's personal experiences being in a slavery environment, to pursue and acquire freedom. Also, it represents Washington's slavery experience and not "all slaves" but acts as a convincing narrative of the influence of freedom on a former enslaved culture especially when other slaves from the same historical period and context have told similar stories (Bold, 2012).

This example helps LIS professionals understand the experiences of academic librarians, libraries and local citizens in conflict zones through the obstacles they encounter and how they deal with their obstacles. These obstacles are specifically related to each country which has its own unique conditions, but acts as a persuasive narrative for people in other conflict zones who are experiencing similar conditions and have similar needs. This will help them overcome their obstacles and find solutions to implement the emerging library trends.

Analytical-critical examples

In this section, the researcher provides two recent examples from the LIS literature that explain the works of two library professionals who used the critical analysis method in their research studies and demonstrates its usefulness for a profession that values social responsibility. These examples are drawn from the *Journal of Critical Library and Information Studies* by Oliphant and Hudson. In her study "A case for critical data studies in Library and Information Studies", Oliphant focused on discussing the ontological nature of data and the contradictory implications and effects which can be used for the public good, promote progressive social change, and empower people. On the other hand, the data can be used for surveillance and this impact privacy. It can be used for secondary objectives without consent, and can be hacked,

searched, aggregated, and preserved for years. In addition, the study focuses on discussing the interchange between critical data studies and LIS (Oliphant, 2017).

Critical data studies are defined as “applying critical social theory to data to ensure that they are not neutral, objective, independent, raw representations of the world, but are situated, contingent, relational, contextual, and do active work in the world” (Oliphant, 2017).

In addition, LIS researchers and practitioners could contribute to critical data studies through “applying critical social theory to analyze data power relations, the contradictory uses of data, the ontological and epistemological status of data, and how data are visualized, presented, analyzed, accessed, and managed” (Oliphant, 2017).

Finally, this study discussed how data (including big data) have been conceptualized in research, corporate communities and in LIS, and focused on Thatcher and Dalton’s seven data criticisms “a systematic approach to critical data studies” to examine how these data criticisms are or might be used in the LIS academic discipline and education, and professional practice. These criticisms include that data are situated in time and space, technology is inherently political; data does not exist in a vacuum; data is never raw nor objective; data complement other ways of knowing; data is used in socially progressive ways; and examine opportunities for critical engagement with data through practice (Dalton & Thatcher, 2014).

Another study entitled “On ‘Diversity’ as anti-racism in Library and Information Studies: a critique” where Hudson focused on providing a broad critique of diversity as the predominant mode of anti-racism in LIS by emphasizing LIS diversity as a liberal anti-racism.

Hudson mentioned that diversity is a multiculturalism and a dominant concept that LIS links with racialized power and difference, but limited as an antiracist modality and representation. It is the core sign that problematizes LIS, formulates solutions, and expresses

ideals. In addition, diversity is the core value of major Anglo-Western library associations, the center of professional standards and guidelines, and an essential body of literature by practitioners and LIS faculty (Hudson, 2017). Further, discussions of diversity in libraries has proliferated over the past few decades but without discussing race. The critiques of “diversity” within LIS emphasize the superficiality of diversity and inadequacy for thorough inquiry of racialized power relations.

Anti-racism is not the opposite of racism but defined as the different modes of articulated oppositionality. It is based on various assumptions about the operations, agents, consequences, extent, and geo-historical consistency of racism and race. It is aligned with interests of specific social, political, and economic arrangements (Hudson, 2017).

Diversity addresses the differences within specific organizational environments, and it seems that no one is currently discussing such concepts as race and power in LIS. This study called for more LIS practitioners to be more conscious of racial micro-aggressions (i.e. less Eurocentric collections, and the need for more non-white library workers in LIS and systems in place to support LIS practitioners). This study added that race in LIS is still under-theorized, and some LIS writings on race are far from focusing on a diversity paradigm and emphasizes the field as a space that regimes of racial subordination are reproduced. Finally, the study concluded by starting the importance of establishing spaces dedicated for diversity and anti-racist critique writings in LIS on a continuous basis. An effort has been made by launching the Journal of Critical Library and Information Studies (JCLIS) which represents a fundamental contribution to critical race work within LIS. In addition, the study recommended collaboration with well-established entities of critical race analysis outside LIS, and social critique by treating the

relations of racialized difference and power in LIS as expansion of racial domination systems that describe society (Hudson, 2017).

In conclusion, LIS is an interdisciplinary profession which requires librarians and library staff to obtain various skills to serve various patrons. This raises the need to focus on diversity in recruiting library professionals, improving the cultural competence skills for educators and students, encouraging diversity in the LIS profession by offering distance learning, and enhancing the number of diverse individuals working in the LIS profession. The LIS profession provides various opportunities to educators through professional associations' memberships, participation in special designed workshops and conferences, and internships related to their fields of interest. This will help to create library professionals with a unique set of experiences that shapes their academic experiences, career tracks, and how they affect their communities and the LIS profession (Croxtton, Crumpton, & Holmes, 2016).

Finally, criticism is an important function of LIS research which depends on the experiences of the LIS scholars and/or the citizens about whom they are writing. LIS scholars evaluate these experiences, and emphasize them explicitly. This will help increase the awareness of LIS professionals about the importance of such issues, and provide recommendations for future implementation to better improve the LIS profession and the specific area they are searching within the LIS field.

TREND ONE – LIBRARY COMMONS APPROACH

The World is a small place where any dynamic change that is happening in IT development will affect the whole world, and library patron interests are likely to reflect those changes. One response in libraries to dynamic technological change has been to create a “one-stop shop” (Forrest & Halbert, 2009) by means of “academic, knowledge, learning or library commons” (Forrest & Halbert, 2009). These are designed to provide increased access to technologies that support faculty and students’ productivity, and their potential for success (Forrest & Halbert, 2009).

History of library commons

Historically, the use of the “commons” concept began in England in the agriculture sector. Access to the Commons would grant farmers the free use of the agricultural fields allowing them to produce food and graze animals. However, between 1500-1800 many of the common fields were turned into private properties. People in this period of time between 1500-1800 were able to reserve forests, fields and fisheries as common property resources. These commons were governed by the open access or “no property” regimes, and common property regimes. A framework was designed by common property scholars to understand, develop, manage and assess commons. The lessons learned from common property scholars would come to influence LIS scholars’ thinking about shared learning spaces.

LIS scholars studied the importance of the internet-based information communities in uniting people around a common interest by increasing access to a widespread set of information resources (Kranich, 2004). Since the late 1980s, academic librarians in the US have focused on

“patron-centered”, “learner-centered”, and “user-friendly services”. In the early 1990s, the implementation and development of “integrated library public services” models known as “information commons”, or “learning commons”. (Bailey and Tierney, 2008) in the US such as the Information Arcade at the University of Iowa (1992) and the Information Commons at the University of Southern California (1994) (Beagle, 1999).

In the mid- 1990s, the evolution from the Internet to the World Wide Web, greater access to electronic information resources, information commons “learning or library commons” increased and continued to develop among US institutions to provide services that will satisfy patrons needs (Bailey & Tierney, 2008). By 1999, Donald Beagle described this development as a “one-stop shopping” which is “a new model for service delivery in academic libraries.”

In 2004, the use of the term learning commons increased when the University of Southern California hosted a national conference titled "Information Commons: learning space beyond the classroom" (Beagle, 2004). Academic libraries are applying learning commons through increasing their digital resources, and freeing up printed materials space for other services.

Library commons trend

Today’s college students are changing the nature of higher education; they prefer “blended learning” (Martin, 2008) which refers to those who expect frequent use of technology, and need a place for group study, snacks, and comfort. Academic librarians must focus on pursuing the interests and preferences of differentiated audiences, and as leaders they must define the library role “as a place” (Martin, 2008) as a social gathering place to meet student needs for group study, typing papers, creating presentations, e-mail, and access to online courseware (Martin, 2008). These librarians are playing a role in educating college students i.e.

improve technology, provide access to information, “Information Literacy” through marketing the library’s resources, outreach plans, and provide instruction classes. Other services include creating spaces for art exhibit, collaborating with the college writing center, hosting campus events concerts and receptions, collaborating with local public libraries, having access to televisions, holding seminars, and having a student liaison. Librarians should listen to patrons’ complaints and concerns by making notes, distributing surveys, sponsoring focus groups, and assessing programs and library functions to provide suitable services that will satisfy patrons needs (Martin, 2008).

The role and place of academic libraries has changed in response to technological, informational, economic, and social phenomena, teaching and learning, core campus missions, interdisciplinary scholarship, and virtual classrooms. This increases the need for a higher quality library-like space for student interaction, peer learning, and collaboration. To accommodate this need, librarians are planning for ongoing library processes and activities by serving users and by creating spaces for information, contemplation, and community (Mitchell, 2008).

Their role moves outside the library walls as they work as salespeople, designers of new information systems, researchers and information analysts, marketing and public relations in new environments. By changing into digital production centers; libraries will have the opportunity to facilitate communication with others around the world, one can learn what has been already done without wasting time and money by inventing what already exists (Mitchell & Soini, 2014).

Academic librarians worldwide (non-conflict and conflict zones) began to adapt new technologies by means of commons (e.g. information, learning, research, and teaching). Librarians in non-conflict zones are facing common difficulties in applying library commons. Some of these difficulties are the lack of adequate space for implementing Information

Commons, lack of financial support from universities, space and budget shortages, and inability to apply IC in its absolute form. Memory institutions (libraries, archives, and museums) located in conflict zones encounter common difficulties which are instability, physical barriers, looting, damaging, destruction, losing, seizure, bombarding, stealing of the cultural heritage, lack of funding and freedom of movement, lack of inter-library loans, censorship, and lack of library professionals.

Library commons in non-conflict zones: obstacles and solutions/proposals to implement

Academic librarians in Spain are adopting the “Information Commons Service Model”. Information Commons “IC” include classrooms, group studies, coffee shops, spaces for individual and collaborative work, data labs, and academic support services such as writing centers, tutoring services, counseling and placement services (Forrest & Halbert, 2009).

The Information Commons Service Model focused on the current situation of these libraries that are in the process of becoming Learning and Research Resources Centers (LRRC), and the integration ability for these services and resources that provide support to teaching, learning, and research. In her study, Pacios presented the progress of thirty-seven libraries and data was collected through a web survey. It concluded that there is an incomplete, deficient/absent integration of university services and resources. Not all libraries applied IC or are still in the early stages due to lack of university support. There are different speeds or degrees of adopting IC, the majority are halfway along with public university libraries making the most progress. Factors for the success in implementing IC include the human factor, commitment, network building, and collaboration (Pacios, 2015).

In his study, Sheikh analyzed the current situation of IC in academic libraries in Pakistan. Data was collected through distributing an online survey to 117 university libraries. This study

found a lack of adequate IC, lack of staff and support from institutional authority, restricted finances, space and budget shortage, and the inability to apply IC in its absolute form. Sheikh recommended that Pakistani library professionals visit libraries that implemented IC to consult with them and thus benefit from librarians' practical experiences. They also need to review the international literature on IC, apply for funding, organize the IC implementation project into stages depending on cost, and ask for patrons' feedback to ensure that IC is meeting their needs (Sheikh, 2015).

The learning commons is an advanced form of information commons which includes all features of information commons that operates on a large scale by collaborating with other academic departments (Sheikh, 2015). This reflects the shift in learning theory from knowledge transmission to patrons toward the emphasis on creating knowledge by commons staff and patrons, and patrons' self-direction in learning. Learning spaces are spaces that encourage social interactions and knowledge exchange, to facilitate and support learning. Information and learning spaces evolved from the IC concept into "maker spaces" which are "collaborative learning environments where people come together, share materials and learn new skills for the purpose of community partnerships, collaboration, and creation". A variation on this model is the research commons, that brings research collection access to individuals and groups of researchers in a higher education institution locally or worldwide to allow and facilitate collaboration (Turner, Welch, & Reynolds, 2013).

A learning commons may include classrooms, group studies, coffee shops and cafes, spaces for individual and collaborative work, and academic support services (e.g. writing centers, tutoring, counseling and placement services) (Forrest & Halbert, 2009). A study by Dryden & Goldstein (2013) focused on the evolution of learning commons at five regional campus libraries

at the University of Connecticut. The university examined students' usage of learning commons, their activities in libraries, level of satisfaction, ways to improve the services/resources provided, and the study/work preference places to make academic libraries as social centers. The authors used several methods to evaluate learning commons among students. The assessment included technology surveys, online space assessment surveys, marketing surveys, and focus groups. It concluded that there was the need to convert these libraries to social centers while preserving the quiet study space. They would market the libraries services through print and electronic means (e.g. various spaces; quiet, group study spaces, etc.) to encourage students to visit the libraries and benefit from the various services. Practical resources, such as lighting and outlets would be added. They also stressed the importance of continuous evaluation to keep up with the dynamic academic setting (Beagle, 2011, p.7), (Dryden & Goldstein, 2013).

Another example is that of the seven Indian Institute of Management (IIM) libraries in India whose leaders are planning to transform these libraries from a physical to a learning center by discussing the status of library collection, IT implementation, and adding different information products and services for users. They also proposed exchanging staff, conducting training on e-resources and databases, and connecting libraries to social media as a way of marketing library information products and services to satisfy users' needs and expectations (Kumar, 2015). Kumar distributed a questionnaire to IIM library staff by email. This study showed that IIM libraries are subscribing to numerous e-resources, providing remote access to their users 24/7 from anywhere, and providing personalized reference service. It was recommended that IIM libraries must acquire e-resources subscriptions from one consortia to avoid duplication of effort, and waste of time and energy. Purchasing the same library software can reduce the cost, and one can customize terms and conditions as well as the software. This

also encourages staff exchange, networking and collaborating by inviting publishers to provide training sessions for e-resources/databases; and encouraging librarians to market their services via social media (Kumar, 2015).

In summary, academic librarians in the US and other English speaking countries focused on providing service by means of “academic, knowledge or learning commons” through collaboration to support teaching, research, faculty and students’ productivity and access. This keeps academic libraries at the center of a community of learners pursuing 21st century teaching, research and scholarship (Forrest & Halbert, 2009), and they will be a public place that everyone has the right to use freely. It is accessible, sociable, and familiar and supports conversation and sharing (Forrest & Halbert, 2009).

Planning, implementing and assessing library commons

In addition to being academic librarians of the 21st century that provide a “one-stop shop”, these librarians have to maintain their libraries’ position of being able to serve their patrons (students’, faculty, and the general public) needs through planning, implementing, and assessing library commons. In his book, *Place Planning for Libraries: the Space Near the Heart of the College*, Mitchell outlined the planning process elements necessary for the academic library space to be the 21st century library. These elements are; the team (library staff and administrators, faculty and student representatives, and others), other experts (architects, interior designers, etc.), and a time-frame expectation. Also, academic librarians have to identify spaces and specific planning issues, set clear goals, gather data about the library and organizational environment, and model best practices (i.e. read the professional literature; attend conferences and presentations, and make site visits to learn from professionals to help improve library space). Other elements for the academic library of the 21st century include flexibility, collaborations and

partnerships, collections, library commons (e.g. classrooms, individual and group study spaces; work surfaces (desks, tables, etc.); social cultural and informal learning spaces; café; and zoning (e.g. collaborative study areas, quiet spaces, etc.) (Mitchell, 2008).

Planning and implementing IC will help to meet patrons' needs' and expectations (Bailey & Tierney, 2008), (Britto, 2011). Britto focused on the transition of academic libraries from traditional to digital places by implementing well-designed and student-centered IC by providing flexible and modular learning spaces, digital and mobile access to library resources and services to support students' academic needs. The author also focused on the importance of students' involvement in the planning process to help design the IC, and students' ongoing feedback which will help librarians satisfy students' needs (Britto, 2011).

In their book, Bailey and Tierney focused on technological changes, and explained how academic librarians in the US are trying to adopt library commons (information, learning, research, and teaching) through planning, implementing and assessing the progress which aims to meet library patrons' needs (students, faculty and staff) and enhance academic library and university success. Finally, librarians at different academic libraries suggested, before implementing IC, a plan that evaluated data and accepted students' suggestions and complaints. It would design a governance structure and policies, prepare qualified staff, design flexible IC spaces for various purposes, and build various spaces (e.g. group and individual study rooms with quiet and group spaces), choose modular furnishings that support wireless computing. The IC, as part of the annual budget, should promote collaboration and networking with partners and experts, and provide various and customized services to satisfy patrons needs; etc.) (Bailey & Tierney, 2008).

In addition, many academic and research libraries in different countries around the world have taken advantage of technological developments to improve their services and explore new ways to contribute to their institutions learning communities by creating a place where everyone feels welcome and comfortable, and can learn from one another organically and holistically (Chudolinska, 2014). In this study, the author explained the Ontario College of Art and Design OCAD University in Canada Library's Learning Zone model developed by the staff. This includes collaboration with other departments on campus (e.g. organizing outreach programs and non-curricular activities), community involvement (e.g. accept students' ideas and encouraging their feedback to enrich the learning commons), and encouraging staff to collect usage and attendance statistics to help arrange and schedule events for patrons' benefit (Chudolinska, 2014), (OCAD University, 2011).

The commons model that was implemented in different US university libraries (North Carolina State University, University of Connecticut, Buffalo State College, Brandeis University, University of Massachusetts, and Belmont Abbey College) helped to build a number of information and learning commons that focused on design aspects of "learning spaces" or "library as place" and included, service evaluations and appraisals to assess learning outcomes (Beagle, 2011). The commons became the core for collaborative service delivery and emphasized the importance of continuous assessment of this model (Beagle, 2011).

Finally, library commons must be reviewed regularly to evaluate the efficacy "the power to produce a desired result or effect" (Webster, n.d.); value of the commons (Britto, 2011); enhance success, help to maintain, re-create or renovate commons and serve as a reference for libraries transitioning from traditional to digital spaces (Bailey & Tierney, 2008). Bailey and Tierney indicated diverse assessment methods including formal and informal evaluation,

qualitative and quantitative evaluation, needs assessment, usability studies and focus groups, and explicit and implicit surveys (Bailey & Tierney, 2008).

Library commons in conflict zones: challenges to implementation

People in conflict zones face special conditions that hinder their ability to preserve memory institutions (libraries, archives and museums) and apply library commons. The following experiences from different countries in conflict zones describe conditions unique to each country. People in these areas are facing various challenges such as instability, physical barriers, devastation, damage, confiscation and plundering of cultural heritage, stealing, bombarding, burning, and loss of collections, lack of protection efforts from international institutions to the cultural heritage, loss of collections and equipment, outdated equipment, lack of collection development and funding, lack of automated library systems, and limited access to research materials.

Special conditions related to Palestine include lack of freedom of movement (i.e. checkpoints and the separation wall) which discourages holding library meetings and conferences, lack of funding, lack of Inter-Library loans, seizure of library documents, censorship of library material by banning book titles related to Palestine, the long time needed for book delivery, lack of library professionals, and lack of a professional LIS program. The few Palestinian library professionals currently in libraries received their degrees from all over the world and therefore brought different library cultures and standards to Palestine, thus often making collaboration difficult. Beiraghi mentioned that the conditions in conflict zones hinder the preservation of cultural heritage. These difficulties include instability, physical barriers (e.g. international institutions failure to enter the country or contact governmental units to assess risks for protection), prioritizing human lives over cultural heritage protection, devastation and

plunder of cultural heritage by locals, and limited protection efforts by the international professional institutions (e.g. UNESCO, ICOMOS, and Blue Shield) (Beiraghi, 2012), (Bergan, 2000).

Another study by Hoxha discussed the effects of the armed conflict in Kosovo between 1998-1999 which included looting, damaging, destruction and losing traditional cultural heritage monuments and sites as well as Kosovo's museum collections and archives (Hoxha, 2012).

A study by Riedlmayer discussed the effects of the Kosovo war on libraries and archives that include looting, demolishing and losing collections and equipment, outdated equipment (e.g. unheated offices, no lights or electricity), lack of collection development, lack of funding, unpaid librarians salaries, and loss of online catalog records and automated systems (Riedlmayer, 2000). Another study by Riedlmayer mentioned the impact of the 1992-1996 Bosnia and Herzegovina war on libraries and archives. These include destruction, seizure, looting, stealing, bombarding, burning, and loss of collections (Riedlmayer, 2002). A study by Moustafa emphasized the effects of the political conflict in the Middle East on the cultural heritage throughout the area (e.g. Syria, Yemen, Libya and Iraq) which limited the access to research materials (Moustafa, 2015).

The Arab Spring in 2011 affected the Syrian cultural heritage. ISIS invaded heritage sites, destroyed monuments, sold the artifacts, and looted at museums (Liang, 2016). Sahouri focused on the destruction of the old city of Nablus in Palestine during the second uprising in 2002. Obstacles include the lack of freedom of movement, the separation wall (Taha, 2010), the absence of a national management body for antiquities and cultural heritage in Palestine, and the lack of international institutions support (e.g. UNESCO did not include Nablus on its "List of World Heritage in Danger" (ICOMOS Palestine, 2003), (Sahouri, 2012). A study by Amit focused on the destiny of private libraries owned by Palestinians in West Jerusalem. During the

1948 war, the Jewish community plundered the libraries' collection (books, journals and manuscripts), then the Jewish National Library collected the collection and kept them at their library (Amit, 2011).

Library commons in conflict zones: solutions/recommendations to overcome implementation challenges

Despite the difficulties that people in conflict zones are facing, they have tried to overcome these difficulties and have suggested some solutions for implementation. Their solutions and proposals will help memory institutions (libraries, archives and museums) to become 21st century institutions and to implement the library commons. Recommendations to preserve the cultural heritage in conflict zones include raising public awareness, implementing risk assessments and evaluation, and collaboration and networking between local experts and with international organizations to share their problems. This collaboration and networking will help experts to inform each other about the latest conflicts, and find solutions to protect the cultural heritage (Beiraghi, 2012).

During World War II, librarians and preservation experts played a great role to save the cultural heritage in Europe. Archives in Europe were damaged and plundered, and Germany's army employed freight trains to carry off plundered items to Germany. Libraries in Germany were destroyed and their collections were kept in depositories "i.e. cellars, mines, cloisters, or farmhouses", and library collections were lost through bombings or in transit. In addition, the German and American armies developed two organizations. These organizations collaborated with libraries, archives and museums by hiring experts to work for the art and cultural heritage protection agencies. These experts educated the army and the public to respect and protect the cultural heritage, and helped the public to enter art museums, take off artworks to safe storage places (Ewanyshyn, 2007).

In Kosovo, International community efforts (e.g. UNMIK) worked to return Kosovo artefacts but many are still missing. The UN created a comprehensive proposal to protect the cultural heritage and made efforts to raise awareness by creating an informative brochure on the many missing museum collections. Recommendations included establishing preservation laws and regulations, establishing preservation and management frameworks, developing technical guidelines under the European Union (EU) and the Europe Council, allowing public and professional access to cultural heritage sites, establishing appropriate inventory systems, enhancing public awareness of the cultural heritage role, international collaboration, and providing professional skills and proper funding (Kosova Council for Cultural Heritage, 2011), (Hoxha, 2012).

Librarians in Kosovo made efforts to maintain the looted, demolished and missed libraries and archives collection by re-shelving the scattered books and refiling the library's card catalog. They depend on donations (e.g. Sabre Foundation) to maintain a card catalog. Recommendations included providing professional training (e.g. short courses, and workshops), and supporting libraries with a new automated system to transform their catalog (Riedlmayer, 2000) to an online format. During the 1992-1996 Bosnia and Herzegovina war, local people protected the libraries and archives. For example the Catholic Parish Church archives were hidden by local people who returned them after the war (Riedlmayer, 2002).

International organizations in conflict zones are playing an essential role to preserve the cultural heritage. For instance, UNESO produced a project called "Memory of the World", and UNESCO and Blue Shield issued disaster management plans for libraries, archives and museums. Recommendations for libraries and archives in the Middle East to protect the cultural heritage include cooperation among international organizations, developing standardized and

comprehensive disaster management plans by referring to existing literature, digitizing the most at risk collections, and involving library staff in the plans development and implementation (Moustafa, 2015). International organizations (UNESCO, The International Council on Monuments and Sites (ICOMOS), and Blue Shield) tried to preserve the cultural heritage in Syria but failed. Suggested solutions included developing a comprehensive framework for heritage site protection.

This framework may include implementing and redesigning effective sanctioning systems, keeping records of the signs or intentions of destruction, assessing heritage sites, allocating resources to protect the heritage sites, managing the World Heritage Fund, setting programs across conflict zones, and national and international collaboration (e.g. UNESCO can register the sites onto the list of World Heritage in Danger) (Liang, 2016). A study by Mies discussed the power of libraries in Afghanistan as safe places. A one-room library was established in rural Panjawi with an estimate of 1,600 donated books and magazines, 5 visitors/day. The library provides access to literacy, education and information, and is considered as a refuge place of peace and safety (Mies, 2016).

A study by Al-Jaffal concluded the experience of an Iraqi woman who used the technology to overcome her lack of access to local bookstores due to the deteriorating security situation. Despite this situation, she built her own library by ordering books online from a local bookstore, and hosting discussions of what she reads over Twitter (Al-Jaffal, 2015).

In addition, Palestinian experts worked upon preserving the cultural heritage in the old city of Nablus. They prepared a survey based on questionnaires, interviews with residents and personal evaluations of site conditions. They received support from the World Heritage Committee to prepare a list of the significant Cultural and Natural Heritage sites in Palestine

(Taha, 2010), and the Department of Antiquities and Cultural Heritage DACH will request that UNESCO to preserve the cultural sites (ICOMOS Palestine, 2003). Recommendations include collaboration between local organizations and the DACH to investigate the condition, nature and degree of damage; and design and install protection emergency measures (Sahouri, 2012).

During the 1948 war, The Jewish National Library collected and preserved books that had been plundered by the Jewish community from loss and demolition in order to save the intellectual and cultural heritage to be returned to its owners the Palestinians. Some of these collections were returned to Palestinians and kept at Palestinian institutions and academic libraries. Through collaboration between Palestinian and Jewish Israelis in the Palestinian library project, (the collection was sorted and cataloged) (Amit, 2011).

An article by Bergan described how people in Palestine are overcoming the obstacles they encounter. Palestinian libraries currently disseminate computer and internet usage to many libraries. Moving forward suggestions include establishing a Library and Information Science program compatible to the Palestinian needs and improving their relationships with the international library community (Bergan, 2000).

Summary

In summary, the researcher started with a historical background of the commons concept and focused on the development of the library commons concept. Throughout this review, the researcher discussed that college students are changing the nature of higher education. They expect frequent use of technology, and need a place for group study, snacks, and comfort. Academic libraries must focus on pursuing the interests and preferences of differentiated audiences by creating a social gathering place to meet student needs for group study, typing

papers, creating presentations, e-mail, and access to online courseware (Martin, 2008) to be academic libraries of the 21st century that are a “one-stop shop”.

Academic libraries worldwide began to adapt new technologies by means of commons (e.g. information, learning, research, and teaching). These libraries are implementing or planning to implement library commons, these libraries are facing common difficulties in applying library commons. Some of these difficulties are the lack of adequate space for implementing Information Commons, lack of financial support from universities, space and budget shortage, and inability to apply IC in its absolute form.

Suggested solutions include visiting libraries that implemented IC to benefit from librarians’ practical experiences, review the international literature on IC, apply for funding, divide the IC implementation project into stages because it is costly, and asking for patrons’ feedback to implement IC according to their needs. It continued by providing examples about the experiences of different countries that are implementing or planning to implement library commons. These countries include academic libraries in Spain, Pakistan, US, and India. Then it continued by providing strategies and examples for planning, implementing and assessing library commons.

In addition, the researcher studied the conditions in conflict zones which reduced the ability to implement library commons in these areas and how people are overcoming these difficulties, and provided suggestions for how they might be overcome. These countries include Europe and the US (During World War II), Kosovo, Bosnia and Herzegovina, Afghanistan, the Middle East, Syria, Iraq, and Palestine.

Some of the common difficulties that memory institutions (libraries, archives, and museums) encounter are instability, physical barriers, looting, damaging, destruction, losing,

seizure, bombarding, and stealing of the cultural heritage, lack of funding and freedom of movement, lack of Inter-Library loans, censorship, and lack of library professionals. Efforts and suggestions are provided by professionals and people in these countries to overcome these obstacles. These include creating a standardized disaster management plan by referring to existing literature, involving library staff in the plans development and implementation, and collaboration and networking with local and international institutions to preserve the cultural heritage. Raising public awareness to preserve the cultural heritage, establishing preservation laws and regulations, establishing preservation and management framework, and providing professional training (e.g. short courses, and workshops) are also recommended.

Local people during the war would hide memory institutions collections and then return them after the war. There is the need to develop a comprehensive framework for heritage site protection, with libraries playing the role of providing access to literacy, education and information, and being considered a refuge place of peace and safety.

TREND TWO – COMMUNITY INVOLVEMENT

Community involvement concept

For some time, libraries have been part of community digitization projects. Academic libraries focus on community engagement by emphasizing the efficient use of resources, outreach and recruiting, community relations and support, and collaborative projects (collaboration between community partners and library interdepartmental collaboration) (Gwynn, 2016). For instance, the University of North Carolina at Greensboro (UNCG) University Libraries focused on collaboration and building community relationships by making community historical documents available to the public. The digital projects unit at UNCG used its expertise and digital infrastructure to benefit their partners, which results in improving support and establishing trust for collaborative community digitization partnerships (Gwynn, 2016).

As community involvement is an emerging part of the 21st century libraries, academic libraries are focusing on the importance of connections, communication, and relationships with library patrons. These 21st century librarians must have skills including knowledge of technology, public speaking, (Schwartz, 2013), effective collaboration, clear communication, creative thinking, and engagement with patrons. They may be embedded in their communities (IMLS, 2009). In addition, Lankes considered that libraries are moving farther away from the traditional activities (e.g. cataloging, books, buildings, and committees), and are transforming libraries into more social places by focusing on the social aspects of interacting with patrons,

facilitating conversations, and providing access to information (Lankes, 2011), (Denda & Hunter, 2016).

In addition, community involvement deals with inviting public participation to improve public services and build the library's social role (CSV Consulting, 2006), (Goulding, 2009) which helps people to consider and to express their views on how their particular needs can best be met. For instance, Goulding discussed community engagement terms such as informing, consulting, involving, collaborating, and empowering. Activities supporting library community engagement include: work spaces, partnerships with the community sector and other public entities, and volunteering on projects. Input to strategic decision-making by involving library patrons in decisions regarding the design, redesign of library buildings and library commons is often invited (Goulding, 2009). Sung and Hepworth created a community engagement model consisting of eight elements: accountability, belonging, commitment, communication, flexibility, genuineness, relevance and sustainability (Goulding, 2009), (Filar Williams & Folkman, 2017). Community engagement should reinforce democratic accountability, improve community well-being that will reinforce fairer and more effective decision-making (Sung & Hepworth, 2013), (Somerville & Haines, 2008).

A second study by Goulding discussed the concept of community engagement related to activities in public libraries. Data was collected by reviewing the engagement literature and interviews with public library practitioners and policy makers. It concluded that community engagement is an essential part of public libraries, and may include: offering library space for community activities, partnership with the voluntary and community sector and other public services, involving volunteers to deliver library services, and reinforcing community participation in library decision making. For instance, public libraries often assess library

services by conducting surveys and asking local people about their opinions, and consulting with them on some issues (Goulding, 2009).

Johnson discussed the challenges libraries are facing such as economic challenges, budget cuts, branch closures, and decreased hours and staffing. These libraries deal with their challenges by focusing on community involvement and support by engaging library patrons in the library collection decision-making process (reviews, comments, and transcribing materials into digital format), designing and uploading computer programs, and more to satisfy their needs. For example, when an Oakland, California public library branch faced a closure decision, the community arranged a campaign to support their libraries. At the New York Public Library, patrons were able to prevent a library budget cut of \$40 million and retained \$36.7 million to the budget. When the Charles Village branch in Baltimore, Maryland was closed, the community opened the Village Learning Place (VLP) in the unused library space to provide open access to books, classes, diverse historical and cultural displays, after school program and more (Johnson, 2011).

Community involvement in non-conflict zones: obstacles and solutions/proposals to implement

Academic libraries in non-conflict zones encounter various obstacles. Library patrons request and expect fast, easy and smooth access to information and flexible and comfortable places where they can collaborate with colleagues, friends, classmates, and instructors. Also, these patrons require information specialists' assistance to navigate the library's online resources. Other obstacles include economic challenges, budget cuts; and decreased working hours and staffing.

“One size does not fit all” (Britto, 2011) means that academic libraries have different patrons including: students’ (i.e. undergraduate, master’s, and PhD), faculty members, other university departments, technological companies, the public and others who are involved in building and improving Information Commons “IC”. These patrons have different needs, and librarians are expected to serve and satisfy these needs, and to involve patrons in the decision-making process for the development of academic libraries. Community involvement must focus on emerging needs of patrons by developing new services and creating comfortable spaces similar to their homes or the coffee shops they usually seek out for study or to relax. This sense of comfort will encourage satisfied patrons, those who are invested in the library as place, to become involved in the development of academic libraries. The goal is to establish a personal relationship with students; encouraging them to communicate with library staff and effectively share their needs, and to be part of the decision-making process to implement their ideas; such as those related to library building (e.g. moving furniture around, purchasing new equipment, and remodeling) or major construction (e.g. information, learning or knowledge commons, enhancing library services, and having an innovative library staff). This will help to build suitable places to satisfy students’ needs and preferences, and create livable and workable spaces (Woodward, 2009).

Academic library professionals are facing challenges in meeting patrons’ needs. Students and faculty members demand and expect fast, easy and smooth access to information, and flexible, comfortable, quiet individual places, where they can collaborate with colleagues, friends, classmates, and instructors. Also, these patrons require information specialists’ assistance to navigate the library’s online resources. A study by Seal mentioned that in 2006-2007, Loyola University Chicago Libraries collaborated with the Information Technology

Services (ITS) on campus to build computer technology for information access- IC (internet, databases, e-journals and e-books) to satisfy patrons' needs. Loyola University Chicago Libraries provided research assistance, information resources, bibliographic instruction and ITS by providing the computer hardware and software, technology training, customer support, and the network and wireless infrastructure. The study concluded that their service strategy depends on the "four C's": connectivity, collaboration, creation of knowledge, and community (Seal, 2015).

Academic librarians work to satisfy students' and instructors' needs by providing effective learning spaces to support teaching and learning goals, and collaboration with campus partners. For instance, the University of Massachusetts Amherst (UMass) Libraries built and maintained effective learning commons (e.g. learning spaces and academic services) to support the learning process, the Office of Information Technologies (OIT) collaborated with campus partners to research, implement and assess new academic projects to satisfy patrons needs, and the UMass library and OIT collaborated and created a coherent and accountable team-based learning groups to support students' pedagogical and curricular needs (Hutton, Davis, & Will, 2012).

In her study, Meglio focused on three skills that academic librarians must obtain including: information skills, collaborative skills, and marketing skills (Meglio, 2012, p. 15). Information skills are also known as soft skills. In order to carry out their jobs, information literacy librarians must be experts in these soft skills, and they must be skilled in teaching their patrons to access information, and find the best sources. They need to warn their patrons about risks of depending only on search engines and teach them how to differentiate information from disinformation (Meglio, 2012). Regarding collaborative skills, librarians need to deal with stakeholders including clients, and co-workers. The marketing team and project managers who

are working with other librarians, students from different departments and various project administrators they need to hone these skills and foster a team spirit (Meglio, 2012).

In the early 21st century, academic libraries started collaborating with potential stakeholders, users of IC and various campus departments by investing the time and resources in planning and building their own version of IC. For instance, students at the University of British Columbia's Irving K. Barber Learning Center collaborated with campus departments (e.g. writing and research, study skills, multimedia creation, course tutoring, advising, and support for teaching and learning) (McMullen, 2008), (Britto, 2011).

Academic librarians must obtain marketing skills possibly through outreach programs, to increase their patrons' awareness of available information resources offered in the library, and increase their knowledge of how to use these resources in order to enhance their information literacy skills (Meglio, 2012).

A study by Schneider focused on outreach programs as the role of academic libraries. These outreach programs (e.g. business, government, health, and school-related) boost community involvement (e.g. children, youth, local business interests, local health services), other outreach programs focus on collaborating with on-campus programs. In addition, libraries are networking, cooperating and collaborating with the same type of libraries and with multi-type libraries, and combined collaboration with diverse kinds of libraries and non-library agencies involved in related activities (Schneider, 2003).

Libraries, librarians, and patrons' engagement in decision-making

Librarians have to listen, assess, respond, and work with their patrons to secure the libraries current and future state (Martin, 2008). In fact, three concepts arise "Connection, Competition, and Collaboration" that define today and tomorrows management of academic

libraries. With the technology that helps to deliver services and materials in new formats, competition arises from businesses like Amazon, and Google, which forces librarians to reexamine how they serve students and faculty members. Therefore, librarians must respond and meet students changing wants and needs, discover new ways to reach out to them, and teach and help them learn (Martin, 2008).

A study by Yates focused on the roles and services of academic libraries and librarians in campus community engagement at the Center for Service-Learning (CSL) at Indiana University Library. Librarians are working towards connecting college faculty with service-learning projects across the curriculum; and preparing students for practical working experience. By improving library space (as a place for teaching, learning and research) and by creating information and learning commons, including maker spaces, a partnership between the campus and the community they serve facilitates engaged learning (Nutefall, 2011). And partnership between service-learning centers and academic libraries build curriculum (Yates, 2014).

A study by (Hurlbert, 2008) discussed the age range of librarians (e.g. middle aged; 45 or older), faculty members and students. It is important that librarians educate themselves to be able to respond to different patrons' age needs and increase patrons knowledge about new technologies and teaching techniques. Encouraging active participation from different patrons in the decision-making process through assistance and feedback about current and future services, and choosing new products will enrich the service.

Maintaining a successful learning commons require more than just the involvement of librarians. Students in this setting benefit from the learning commons environment because the commons combine advanced technology, learning support, and collaborative work areas,

emphasize a learner/student services centered approach, and provides “peer-to-peer” services that contribute to students’ success.

These services are provided by a wide variety of professional staff (e.g. librarians, IT professionals, learning specialists, and student affairs personnel). Examples include that since 2002 the University of British Columbia’s (UBC) Chapman Learning Commons has hired students team to provide learning, technology, and referral support services to college students (e.g. reference and circulation, tutoring, writing support, and peer academic coaching).

Also, since 2005 the Queen’s University Learning Commons employed a students’ team to provide technical and referral support to all Learning Commons partners (e.g. the library, IT services, the writing center, learning strategies and the adaptive technology center).

Both universities libraries provide training to new students each year to help them answer reference questions. These universities also collaborated in an exploratory study to develop comprehensive training programs.

This study reaffirmed the importance of student staff (peer to peer service) in the information/ learning commons space; students prefer to approach a peer student than a professional for assistance.

Suggestions from the study include the need for a comprehensive training program e.g. supplementary online training for new learning commons librarians, coordinators, supervisors, and those who want to refresh their training program knowledge. Because of frequent student turnover due to graduation, internships and study abroad, regular training for students should be available.

The comprehensive training program can focus on IT support, general campus information, and library research skills by using online, in person, and peer to peer training

approaches. It can focus on strategies such as pairing with senior students, informal observation, satisfaction surveys, and end of shift reports.

Finally, this study recommended the importance of including improvement ideas for the training and student staff competencies e.g. develop competencies inventory, tracking student staff responses to questions (Mitchell & Soini, 2014).

All of the training and support partners represent additional potential conversation partners for patrons and therefore it is important to inform those partners about the collaborative goals of the library.

In addition, many libraries are collaborating; such as the collaboration between Pakistani libraries and other libraries within the community which have implemented The IC service model to exchange experience and ideas that can be applied (Sheikh, 2015). Therefore, this process of informing partners about collaborative goals should extend also to institutional partners.

A study by Buehler focused on community engagement in the 21st century libraries by discussing the experiences of public libraries; Szabo noted that the public library in Los Angeles (LA), California is collaborating with community-based institutions (e.g. the housing authority) to satisfy patrons needs, and building trust by re-evaluating patrons' needs and the library value. In addition, the Chattanooga (TN) Public Library partnered and built collaborative space for enterprises such as the Chattanooga Open Government Collaborative project funded by The Knight Foundation (Buehler, 2014).

Another study entitled "Reimagining the research library for the 21st century" by the Dean of Libraries at Georgia Tech, Catherine Murray-Rust focused on the library's transformation project, which consisted of renovating the library's buildings, in cooperation with

Emory University. The librarians' collaboration with the academic community in the whole research process influenced and added value in their communities, and enhanced library effectiveness (Landgraf, 2017).

Community involvement in conflict zones: obstacles and solutions/proposals to implement

Memory institutions (libraries, archives and museums) especially academic libraries in conflict zones encounter various obstacles that prevent them from implementing the community involvement trend which includes political uncertainty (i.e. race-based conflict, racial injustice, war); the librarian's lack of professional training; librarians recruitment deficiency, plundering of libraries resources, lack of networking and collaborative initiatives by local library professionals, lack of ILL (Inter Library Loan) and DD (Document Delivery), burning of libraries, and devastation of the cultural heritage "i.e. monuments" in war-torn zones.

Further, there are specific conditions the Palestinian community encounters which affect academic libraries. These obstacles are the Israeli occupation; physical barriers "the Israeli separation wall and checkpoints". Also, lack of a LIS program; lack of library professionals, and problems encountered because library professionals got their degrees from all over the world and brought various library backgrounds that are not compatible to the Palestinian community needs, residency and travel restrictions, and financial constraints.

People in conflict zones are facing challenging conditions but they are doing their best to cope with these conditions to survive by providing the best services according to the available resources. Most of the reviewed literature regarding community involvement in conflict zones is related to public libraries, local citizens, and academic institutions experiences with little research regarding community involvement in academic libraries in conflict zones. The

researcher is providing experiences from different countries in conflict zones with conditions unique to each country.

A study by Landgraf reported on during the ALA midwinter 2017 conference focused on the role of libraries and librarians in times of political uncertainty by emphasizing intellectual freedom, funding, core values, community outreach, libraries being trusted partners in the community, innovation, and adaption to communities needs by providing the best services (Landgraf, 2017).

A study by Roy provided examples about the public library's role in conflict zones towards their communities. They stand constant and strong to help their communities by offering refuge, sanctuary, and an avenue for hope (Roy, 2014). For instance, the Ferguson public library in Missouri became a community refuge during the race-based conflict for community members of all ages "children and adults"; the library offered classes for school-children led by school teachers to help them feel secure in their world of learning and lessons, and it was a supporting and protection place for adults during protests against racial injustice (Roy, 2014).

In Ukraine, a war-torn nation, public libraries played the refuge role by offering specialized services to IDPs (Internally Displaced People) such as Skype that keeps people who are still living in the conflict zone in touch with their family and friends; helping community members keep in touch with family and friends who have fled the conflict zone (e.g. sending scanned identity documents to family members who live elsewhere and looking for information about life outside the zone); converting libraries basement storage spaces into bomb shelters to protect civilians; and other services to find homes, jobs, and schools for the evacuees (Roy, 2014).

A study by Batubo discussed the obstacles libraries and librarians operating in the Niger Delta region, a conflict resolution zone, are facing and their role in the education system. Librarians encounter obstacles such as lack of training. In addition, these libraries focus on empowering the youth by investing in education and libraries in this region, collaboration between the Federal and State governments in Bayelsa, Delta and Rivers and other stakeholders to build public libraries of the 21st century e.g. building IC, learning commons and maker spaces to facilitate, increase awareness, and encourage a reading cultures among the youth. There were suggestions that librarians should attend courses or workshops on peace and conflict resolution, and that Nigerian universities must include peace and conflict resolution studies in their curriculum (Batubo & Digitemie-Batubo, 2010).

In addition, in the 1990s, the Egyptian government collaborated with international organizations to reconstruct the Library of Alexandria which was burnt in 48 BC. In 2002, the Egyptian government collaborated with the Norwegian firm Snøhetta by designing and completing “The Bibliotheca Alexandria” monument at an approximate cost of \$220 million. Further, the Egyptian government cooperated with the Internet Archive to provide long-term preservation of online resources “offline backup of every website since 1996”, and digitizing projects for early Arabic and ancient Egyptian archives. This study concluded that libraries will survive if their communities want and need them (Agresta, 2014).

A study by the Humanitarian Innovation Fund (HIF) discussed the obstacles that hindered local communities and stakeholders from managing and preserving the cultural heritage. This included the devastation of the monuments in Palmyra and Basra (Syria), Nimrud (Iraq), Luxor (Egypt), Timbuktu (Mali) and other places; communities’ inhabitancy in these areas during the 19th and 20th centuries; and prohibiting foreign experts from entering these sites. Communities

and stakeholders managed and preserved the cultural heritage by forcing the citizens who were occupying the monuments to leave in order to preserve and rebuild these monuments for tourism purposes. Proposals for implementation included depending on local expertise and communities, implementing a short-term project exploring ways to engage local communities in managing the cultural heritage and a long-term project by creating a Responsibility to Protect (R2P) protocol for cultural heritage (HIF, n.d.).

A study by Al-Kanan discussed the obstacles that academic libraries in Kuwait encountered such as recruitment deficiency, lasting effects from the plundering of resources during the 1990 invasion, lack of local professionals, and reluctance to network and collaborate, and the lack of ILL (Inter Library Loan) and DD (Document Delivery). Proposals include a country level consortium such as the cooperation between the National Library of Kuwait (NLK) and the Library and Information Association of Kuwait (LIAK); an international level consortium such as the collaboration between the Kuwaiti academic libraries (e.g. The American University of Kuwait (AUK) Library) and the American International Consortium of Academic Libraries (AMICAL)). They would share resources and provide collaborative services to minimize their costs and their dependence on outside supplier. Establishing a committee for academic libraries to encourage academic professionals cooperation through Listservs, blogs, online forums and social networking sites to enhance libraries collections and services and reduce costs to benefit the academic and research communities was also proposed (Al-Kanan, 2016).

A study by Watson, Hollister, Stroud, and Babcock discussed Al-Quds' University community involvement role in Palestine. The university is facing some obstacles that affect the university role in their community including the university's location, physical barriers to travel,

community needs, the Israeli separation wall, checkpoints, residency and travel restrictions, and financial constraints. To overcome these obstacles, the university depends on student fees to cover its essential costs. In addition, the university president raised international financial resources, created new service-oriented collaborations with other universities and institutions worldwide to support community programs, and provided full-time staffed service programs to satisfy community needs (Watson, Hollister, Stroud, & Babcock, 2011).

Abdullahi discussed the obstacles that libraries in Palestine (West Bank and Gaza) are facing which hinder their improvement such as the Israeli occupation, restrictions on movement, lack of a LIS program, lack of professional librarians, various library background academic degrees from all over the world (e.g. Leningrad, Cairo, Leeds, Amman, Kiev, Sofia, and many others). Partial solutions provided included that the Palestinian Ministry of Higher Education and a British library expert collaborate and conduct a study to assess the situation to develop a LIS program at the Palestinian universities, and suggested the need for establishing a LIS program according to the Palestinian libraries' needs (Abdullahi, 2009).

Summary

In summary, the researcher discussed the concept of community involvement, its evolution, implementation in libraries (e.g. public and academic) in non-conflict zones, providing various experiences regarding community involvement, and adding proposals for future implementation. Further discussions focused on the role of various libraries and the cultural heritage in conflict zones by discussing the obstacles and how librarians and citizens dealt and solved them and providing suggestions for further implementation.

Community involvement started in the 21st century as part of the transformation of libraries from traditional to digital places, and it deals with including public participation to

improve public services and build the library's social role (CSV Consulting 2006), (Goulding, 2009) which help people to consider and express their views on how their particular needs can be best met. In addition, librarians have to be aware of different patrons' needs and attitudes by establishing a personal relationship and encouraging them to communicate with library staff and effectively share their needs and interests that will help to build suitable places to satisfy all patrons' needs and preferences, and create livable and workable spaces (Woodward, 2009). Meglio mentioned that librarians must obtain various skills including information skills, collaborative skills, and marketing skills (Meglio, 2012, p. 15). Libraries in non-conflict zones are collaborating, involving their patrons e.g. students, faculty members, and the community in the decision-making process. They are employing students and training them to provide peer-to-peer services to satisfy students' needs. Further, different libraries e.g. public and academic and the cultural heritage groups in conflict zones are dealing with political uncertainty, lack of trained librarians, burning of libraries, devastation of monuments, plundering of resources, and other obstacles specific to each country. Implemented solutions and suggestions such as community outreach; collaboration with other libraries, on and off campus organizations, and national or international institutions; and involving library patrons in the libraries decision-making process. The literature also included solutions and proposals specific to each country.

In conclusion, one of the findings of this chapter is that as a consequence of reviewing the literature the researcher may report that there have been no comprehensive studies related to the history and evolution of the community involvement trend but there have been discussions that the community involvement approach started in the 21st century during libraries transformation from traditional to digital places.

The second finding is that in order to best cope with the obstacles associated with engaging in community engagement conflict zones, librarians are drawing on local citizens' experiences. From the reviewed LIS literature, the researcher considered how drawing on local knowledge and experiences can be an essential part of developing a model that will help implementing community involvement trend in academic libraries in conflict zones especially in Palestine and its neighboring countries.

TREND THREE – COLLECTION ASSESSMENT

Collection assessment

Collection assessment is an emerging trend in collection development (i.e. acquisitions, digitization, preservation, storage, and weeding) (Knievel, Wicht, & Connaway, 2006) decision making process (Johnson, 2016). In academic libraries, it is an ongoing process that contributes to students' development, helps libraries to define how the various and specialized collections support academic research and teaching (Kelly, 2015), and helps libraries to determine if the developed collections correspond to the priorities of the academic libraries and their institutions (Munde & Marks, 2009).

Collection assessment deals with qualitative and quantitative analysis of libraries collections. It is defined as the qualitative analysis of libraries' collections that measures how those collections support specific subjects, compare the quality of the collection to that of other libraries, and compare the scope in which the libraries are purchasing the resources that patrons want (Johnson, 2016). It also focuses on the quantitative analysis of the libraries collections by analyzing all or part of the library collections using various collection assessment methods such as collections usage, identify collections strengths and weaknesses especially in new areas of interest, identify areas for additional funding, and identify the collections expenditures (Johnson, 2016). Academic libraries depend on faculty as the primary source for collection purchasing decisions. Other sources include usage patterns (what being used and who is using it) (Knievel,

Wicht, & Connaway, 2006) bibliographers, or subject liaison librarians to support and satisfy different patrons' needs (Kelly, 2015).

Collection assessment justifies library collections and helps to ensure that library expenses are aligned with library goals. It does this by allocating funds towards resources that will suit the mission and needs of the academic institutions they serve. Librarians also need to keep track of all the collections and services provided to their patrons, and this can be done, in part, through collection assessment (Johnson, 2016).

Collection assessment measures libraries effectiveness and future planning, provides them information about the use of the purchased resources (i.e. print and electronic), helps assess the cost-effectiveness of libraries' collection resources, and enables them set clear collection goals in the strategic planning. This will help libraries to define the funds and effort needed to meet institutional goals and priorities, preserve support collection, and expand to new areas (Johnson, 2016).

Collection analysis and assessment projects have been conducted in the US by academic institutions at a state and national level. At the state level, academic librarians conducted usage analyses of the academic library collections system depending on subject, publisher data, collection overlap, and gap analysis; and analysis of circulation and Interlibrary Loan (ILL) data. On the national level, in 1977-78 the Association of Research Libraries (ARL) developed the Collection Analysis Project (CAP) which helped member libraries conduct a self-study of their collections. The collaboration between ARL and the Research Libraries Group resulted in the North American Collections Inventory Project of library collections (George & Blixrud, 2002).

For instance, the University of Colorado at Boulder used the circulation and ILL data to analyze the use of monograph collections, use of items by subject collection, and the ratio of ILL

requests to holdings in a particular subject area (Knieval, Wicht, & Connaway, 2006). Another study used the circulation and ILL data to identifying heavily and low-used materials that might be moved to remote storage (Ochola, 2002). George Mason University Library used various approaches for collection assessment comparing George Mason University's collection to published bibliographies and the holdings of peer institutions, assessing usage data such as ILL statistics and usage data for online journals and databases. They also conducted a citation analysis of monograph resources and reviewed accreditation guidelines (Kelly, 2014), (Johnson, 2016)

Library collections

Library collections are considered fundamental resources provided by libraries. They are part of the collection development and management process, mentioned in libraries strategic plans, and they reflect and support the curricular and research goals of the academic institutions they serve to satisfy patrons' needs. Collection policies and priorities guide the growth of libraries collections. Therefore these collections have to be consistent with patrons' needs over time. This can be reflected through collection evaluation that will help manage the day-to-day library operations. In the library's strategic planning process it is important to identify strengths and weaknesses in the collection especially new areas of interest, and identify areas needing additional funding to continue the level of support previously maintained for an area) (Johnson, 2016). Library collections made up a huge share of library budgets, according to the Association of Research Libraries. Between 2005-2014 the total library expenses for library collections increased from 39.98%-44.11% (Association of Research Libraries Statistics and Assessment Program, 2015), (Johnson, 2016).

A study of the University of Botswana Library Special Collections examined the awareness and usage of library collections by students in all the five university faculties (Education, Humanities, Social Sciences, Science and Engineering, and Technology). These library collections support the learning and research activities at the University of Botswana by having relevant and easily accessible information resources for students.

This study concluded that the awareness of the collection, information services provided, and usage of information materials were high among Education, Humanities, and Social Sciences faculties who used the collection for learning purposes (i.e. doing assignments or research), and low in Science and Engineering, and Technology faculties. The low usage is related to the fact that materials in the collection do not support student learning and research, and lack of students' awareness of materials and services provided by the collection. This led the Botswana Library to add more patron awareness programs about the collection and information services especially among low awareness students (Nfila, 2001).

Collection assessment mechanisms

In this section, the researcher explores the experiences of academic libraries in the US and around the world. From the reviewed LIS trends literature, the researcher noted that except for few studies that discussed academic libraries experiences in the US, Ghana, and India there was a lack of published resources discussing collection assessment in libraries located in non-conflict zones.

In addition, there are no studies that discuss collection assessment trends in academic libraries located in conflict zones especially in Palestine and its neighboring countries. An exception to that was a study about academic libraries in Iraq that deals with the collection development and other obstacles and solutions before and after the 2003 Iraq war. Another study

by Margaret Stieg discussed the situation of public librarianship in Germany before and during the Nazi regime between 1933-1939 by focusing on the challenges that public librarianship and librarians encountered and how they dealt with these challenges.

The reviewed literature discussed the challenges libraries encounter which hinder their capabilities in implementing a comprehensive collections assessment approach. These challenges include acquiring methodological guidance and substantial skills to plan and conduct assessment (Munde & Marks, 2009). Some selectors depend on their own knowledge not upon the usage pattern (what is being used and who is using it) of library collections (Kniesel, Wicht, & Connaway, 2006). In this section, the researcher discusses the experiences of various academic libraries in the US, the challenges in implementing an assessment method in general and an assessment collection method in particular, how academic libraries in different countries deal with these challenges and/or suggestions for future implementation to solve these challenges and implement assessment methods. These methods are implemented to assess academic libraries (library services, collections, and others) in general and collection assessment at these libraries in particular.

Academic library collections (i.e. journals and monographs -print and electronic-, databases, datasets, digital text and images, streaming media, visualizations and animations, and other new genres and formats) are expanding rapidly; with content shared in new ways and various platforms (i.e. peer reviewed journals, repositories, blogs, wikis, and other social and institutional networks) (Brantmeier, et al., 2013). Therefore, libraries need to develop holistic, consistent, or agile collection assessment methods (quantitative and qualitative analysis of library's collection), to measure the importance of library's collection in supporting a specific subject. They need to measure the value of library collection compared to other libraries, and the

scope of library purchases according to patrons' demands to ensure that collections are meeting institutional research, curricular and patrons' needs (C & RL News, 2016), (Duncan & O'Gara, 2015).

Academic libraries face several assessment challenges which include gathering meaningful, purposeful, and comparable data, acquiring methodological guidance and substantial skills to plan and conduct assessment, and managing and organizing assessment data.

These challenges can be overcome through creating a self-assessment process or plan; and collaboration with campus departments to develop instrument design and administration, data analysis, data validity and reliability issues (Munde & Marks, 2009).

A study by (Munde & Marks, 2009) mentioned the reasons why academic libraries do not foster an assessment culture. These reasons include the perception that library accomplishments cannot be measured. Some selectors depend on their own knowledge not upon the usage pattern (what is being used and who is using it), of library collections (Kniewel, Wicht, & Connaway, 2006). Lack of leadership skills, lack of library control over its outcomes, the potential to use the assessment information against the library, and the enhanced demand for e-resources and services all play a role.

The assessment culture at academic libraries include student learning, collections acquisition, and reference service. Assessment helps librarians and staff to better understand library patrons and how they can enhance services and collections to meet and satisfy patrons' needs. In the study "Bridges and barriers: factors influencing a culture of assessment in academic libraries", Farkas emphasized that an assessment culture must be a user-focused learning culture, involving an administration that appreciates assessment in word and deed. Also needed are time, funding and support, a committed faculty and staff who value assessment, and the existence of a

trust relationship between the faculty and staff to ensure that assessment results are not used against them. Finally one needs to boost data collection and analysis (Farkas, Hinchliffe, & Houk, 2015).

Farkas went on to say that academic libraries in the US encounter various factors that hinder them from building an assessment culture. These factors consist of lack of time, lack of knowledge about assessment, lack of support, lack of clear expectations, and lack of confidence that the assessment process will enhance students' learning (Farkas, Hinchliffe, & Houk, 2015).

In order to enhance an assessment culture, academic libraries should ensure that their mission, plans, and policies support the information and communication needs of library patrons. The library's strategic plans must include performance measures, and assessment should be considered a part of library leaders regular tasks. Academic librarians should maintain ongoing communication with library patrons through needs assessment, quality, outcome and satisfaction measurements. These assessment methods will help academic libraries set priorities, allocate resources and make decisions to satisfy their patrons' needs (Munde & Marks, 2009).

Recent LIS trends literature focuses on the collection assessment methods that are used in academic libraries. These methods include circulation data analysis that can be used by subject librarians (depending on their professional assessment and patron satisfaction surveys) to evaluate collection acquisition policies, allocate physical space for print resources, identify resources for offsite storage, allocate funding for resources, and propose approaches to de-selection. Other methods include ILL data analyses, or a combination of circulation and ILL data analysis (Kniewel, Wicht, & Connaway, 2006).

Additional methods for collections assessment that have been adopted by many academic libraries in the US include proportionate circulation patterns statistics by a process that combines

three subject area methods: user factor ratio which is a comparison between the number of circulations in a specific subject area to the number of holdings in the same subject area; percentage of expected use (the user factor ratio multiplied by one hundred to obtain a percentage; if more than 100% overused, under 100% underused), and ILL circulation requests (comparison of the number of ILL to holdings in a specific subject area). Another method includes usage data of remote storage facilities and the attendant collection storage decisions (Knievel, Wicht, & Connaway, 2006).

Examples of additional collection assessment processes include the following Oregon State University Library emphasized assessing library acquisitions for new academic programs, and provided suggestions for other universities libraries interested in being part of the new program review process. They provided a comprehensive assessment report which helps assess collections expenditures for new programs and to obtain university funding. The recommendation was made that library budgets should reflect the institutional mission and the strategic plan (Schwartz, 2007). Collaboration on a university-wide level to assess library collections will develop fair research collections across all disciplines (Bobal, Mellinger, & Avery, 2008).

James Madison University (JMU) libraries implemented a flexible collection development process to meet patron and content needs by applying collection practices that include several methods. Collapsing siloed, department-based funds allows for collaboration in selection across interdisciplinary fields through revising allocation models to reflect changing constituent and curricular needs. Contemporary content development through consortial demand-driven acquisition programs, device-lending, curation of local digitally born collections, hosting of undergraduate and faculty research, publishing of JMU open-access journals, platforms for

campus conference presentations and proceedings, and more further extends resources. (Duncan & O’Gara, 2015).

Other studies concluded that there is no specific comprehensive collection assessment model because of the weaknesses of individual tools and the enormous amount of subject areas to assess (Kelly, 2014). Despite this, Kelly notes that libraries are developing assessment models that are aligned with their institution’s goals and missions to satisfy their patrons’ needs (Kelly, 2014).

Collection assessment at libraries around the world

In this section, the researcher discusses the experiences of academic libraries in implementing the collection assessment methods. These libraries are in the US, India, Ghana, Iraq and Germany. The following studies mentioned the challenges these libraries encounter, how they cope with these challenges and the types assessment methods they used that best suit their institutions missions, vision, objectives and goals.

Academic libraries in non-conflict zones face various challenges which include that some librarians depend solely on their own knowledge for collection selection. There may be a lack of leadership skills, lack of time, and lack of knowledge and skills to plan and conduct assessment. Financial support, is linked to the strategic plan of the university and the case for funding must be made within this context. Librarians must also factor in the increased costs of journal collection, and consider space limitations. In some cases libraries contain outdated collection and may have restrictions on the use of Information Technology and electronic facilities. Each of these factors needs to be weighed as one builds a collection development and assessment policy.

In addition, academic libraries may suffer from the lack of clear expectations, lack of patron awareness of library collection development policy and procedures, lack of collection

development policies, and a lack of collection development assessment policies. They may be unsure as to whether the assessment process will enhance students' learning; or will be used against the library. Librarians need to follow the latest research within LIS; and learn about implementing a comprehensive collection assessment model.

Farkas, Hinchliffe and Houk mentioned that “a few studies from organizations within academic librarianship provide valuable insights into assessment practices and issues and the library profession lacks any wide-scale and systematic study of the topic of how to build a culture of assessment in the academic librarianship” (Farkas, Hinchliffe, & Houk, 2015). They emphasized that constructing and maintaining a successful assessment culture in academic libraries involves a library leadership which promotes, supports and uses assessment, faculty participation, resources (i.e. money and time), use of assessment data, and a customer-centered organizational culture encouraged to reinforce library services. In order to develop an assessment culture in academic libraries, librarians can select the method/s that is compatible with the library and the institution. This involves campus engagement, administrative support, and ground-level activities (Farkas, Hinchliffe, & Houk, 2015).

A study by Hufford mentioned that the Association of College and Research Libraries (ACRL) encourages academic libraries to implement assessment methods such as student learning outcomes assessment. The ACRL Assessment Committee supports a quality assessment toolkit, LibQUAL+, which includes tools and examples of use.

Developed co-operatively in 2003 as a research and improvement project by the Association of Research Libraries (ARL) and Texas A&M University with funding from the US Department of Education, LibQUAL+ is used to assess e-journals and books, determine patrons' opinions of the academic libraries services quality, and market the academic libraries. ACRL is future plans

involve creating more opportunities and obtaining funds for academic librarians to improve assessment and research skills (Hufford, 2013).

According to (Gorman, 2003), library collections consist of locally owned and housed materials, materials physically owned by other libraries but available through Interlibrary Loan (ILL), electronic materials (purchase of or subscribed to), and open access free electronic materials (donations or gifts). Diverse collections can be assessed through capacity or usage. Capacity is measured in many ways; by number of titles and volumes for print resources. It is difficult to assess e-resources and hybrid collection (print and electronic) because new issues/volumes are not recorded in the online catalog. With consortia and package deals (local or consortia) libraries have less local control on acquired content e.g. the same titles may appear in different packages. There is unclear ownership and access as titles/issues/volumes can be added or dropped at any time. There may be selective full- text content through aggregator databases (i.e. selective issues from volumes, or selective articles from issues etc.) which make it hard to track title and volume. To solve the title/volume problem of assessment, librarians are assessing the collection using expenditures (dollars) to describe what is spent on resources to support students and faculty.

Collection usage is measured by patrons' access to the collection, patrons' interest in the accessed collection (viewing, printing, downloading etc.), their usage of the information for learning or research (i.e. through citation analysis), and format or funding type where libraries use the best measurements suitable for their library and institution (Borin & Yi, 2008), (Borin & Yi, 2011).

A study at Montana State University (MSU) library focused on budget cuts and increased costs of journal collections. It assessed the value of the journal collection by reviewing users'

(faculty and graduate students) citation behavior (cited items) analysis of 2004, 2008 and 2012 and LibQual+ satisfaction ratings for print and electronic journal collections. Fulfillment rates for subscription requests; and Interlibrary Loan (ILL) for frequently requested journals was analyzed as well. They found a gap between user journal citation behavior regarding the University Library collections and patron perceptions that needs are met. Citation analysis does not give a complete picture of patrons' needs and behavior. While it informs librarians about the relationship between these needs and behavior, and may identify a separation between user behavior and attitude librarians must be responsible for educating users about options for serial acquisition, improve branding of library-provided resources, and provide the resources needed by the university community (Rossmann, 2013).

An article by Sinha & Tucker (2005) focused on the effects of the rising number of students enrolled, and proposed improving academic programs at the University of Nevada, Las Vegas (UNLV) by enhancing the type of services offered by the library and increasing the number of library staff. As a result, librarians responded to UNLV's program growth by hiring additional subject librarians and support staff to increase communication with academic departments, and ensure that new program proposals include funding for library services (i.e. document delivery, instruction and new information resources). Also, new facilities increased library use, affect staff training i.e. reference service and collection development. The increase in new academic programs made it possible for the library to adopt new approaches to budget allocation and collection development.

A study of two universities in Punjab, India (i.e. Punjab University, Chandigarh; and Punjab University, Patiala) discussed patrons' perceptions (postgraduate students from all disciplines) and the needs of library collections (print and electronic resources). They were asked

to discuss awareness of library collection development policy and procedures, and their satisfaction levels in using the library resources. The data was collected by using a stratified random sampling method through questionnaire and unstructured interviews about patron's opinions regarding collection development of university libraries. The study found that most patrons lack awareness of library collection development policy and procedures, and it was recommended that libraries engage patrons' in collection development by requesting patrons' feedback and suggestions. In addition, library collections should be assessed regularly (Singh & Mahajan, 2015).

A study by Tabacaru and Pickett discussed the construction, management and assessment of library collections at Texas A&M University (TAMU) libraries. The author mentioned that constructing and managing library collections must be compatible with the university curriculum, technology and evolving patrons' needs. TAMU libraries used LibQUAL+ to assess their collections, programs and services (Tabacaru & Pickett, 2013). This data driven collection analysis recommended increase in their e-resources and digital preservation initiatives and that they transfer the print collections to remote storage facilities. These remote storage projects require timely communication and collaboration among library administration, collections personnel, subject librarians and constituencies (Tabacaru & Pickett, 2013).

Other studies determined that small and medium-sized academic libraries are encountering various challenges such as space limitations, tight collection concentration, and lack of financial resources to invest in new buildings or storage facilities. Ways to solve the space limitation include transferring print resources to off-site storage and purchasing e-resources. Off-site storage may also include resources that support current curriculum offerings. Librarians need to maintain a continuous history of circulation data, ILL usage and other

resources identified by teaching faculty (Bracke & Martin, 2005), (Rais, Arthur, & Hanson, 2010), (Thomas & Shouse, 2012), (Tabacaru & Pickett, 2013).

Another study focused on the University of Houston Digital Library (UHDL) collection selection methods. The UHDL was launched in 2009 and its collection consists of rare and unique e-resources UHDL extended its e-resources by implementing the Digital Asset Management System (DAMS) selection activities such as needs assessment, systems evaluation, and systems testing. Implementing DAMS strategy consists of several phases: system installation, data migration, and interface development (Wu, Thompson, Vacek, Watkins, & Weidner, 2016).

A study entitled “analyzing digital collections entrances: what gets used and why it matters” by Biswas and Marchesoni focused on analyzing usage data for digital collections at Western Carolina University (WCU) Hunter Library using Google Analytics for a period of twenty-seven months from October 2013-December 2015. The data analysis and evaluation identifies collections that receive the largest number of visits, and helps to make better informed decisions for building digital collections to serve patrons’ needs (Biswas & Marchesoni, 2016).

Ameyaw focused on the collection development practices at the Valley View University (VVU) Library in Ghana to determine if a collection development policy exists. VVU Library collections include print and e-resources and its collection use is measured to see how the VVU Library meets the goals, needs, missions, vision and objectives of the library and its parent institution. The study found that VVU has a written collection development policy but it has not been revised since its implementation, and it suffers from the lack of access to print and online resources. Regular meetings of the collection development committee who are in charge of acquisition and selection was recommended. Faculty members would be given deadlines to

submit suggested textbooks and titles. During these meetings the committee would include regular review of the collection development policy. That is compatible with the goals and objectives of the academic institution. The regular review of the collection development policy will help to meet the interests and expectations of the various users. Other challenges include limited space and funds which requires the management of the VVU Library to collaborate with on-campus authorities to solve these issues (Ameyaw & Entsua-Mensah, 2016).

Academic librarians in conflict zones encounter additional obstacles that hinder them from implementing collection assessment. These include lack of funding, lack of security, bombing of the libraries, devastation of libraries and their resources, censorship of the library's collection development policy and library collections, strict circulation policies, delays of book deliveries, severe book shortage, and irregular communication levels between local and international parties.

Qureshi discussed the challenges that librarians in Iraq encountered before and during the 2003 Iraq war. Library and archive specialists noted that, prior to the war, libraries did not have collection development policies. There was a lack of financial budget and funding, library resources were out of date, restrictions on Information Technology and electronic facilities existed, and the library staff did not follow up with the latest LIS research. During the 2003 Iraq war, librarians encountered issues including lack of funding (1/3 of the allocated funding disappeared due to corruption), lack of security which delayed library projects, and irregular communication levels between international and local parties in Iraq. On the other hand, Iraqi librarians faced positive changes and improvements which consist of retraining library and archive staff, noticeable development in library collections through print and e-resources, and improvement in the relationship with international libraries and library professionals that help to

bring the world's attention to the value and importance of the historical collections that were seized during 2003 Iraq war (Qureshi, 2009).

Several studies by Margaret Stieg discuss the situation of public librarianship in Germany between 1933-1939, before and during the Nazi regime. Pre-1933 public libraries were full of outdated books. During the Nazi regime, public librarianship and librarians in Germany reinforced the educational role by increasing the educational collections. At the same time, the Nazi regime imposed a strict censorship on public libraries by imposing a Nazi collection development policy to control library collections "i.e. the police seized publications of unsuitable content that jeopardize public security, systematic weeding of unsuitable books, and addition of Nazi books". Nazis built programs to encourage and increase library use and impose the Nazi ideas and values. The Nazis passed legislation in 1926 to prevent young people from accessing undesirable publications and imposed tighter control over book selection. Librarians had limited books selection choices and strict circulation policies that put limits on borrowing books. There was a reduction in circulation statistics due to library users who had no time for leisure reading. Libraries endured devastation, delays of book deliveries and severe book shortages. Heavy bombing influenced library services and created physical damage. To deal with these issues, The Public libraries continued to obtain financial support from local governments (i.e. gifts, fees, and grants) (Stieg, 1992), (Stieg, 1994). Large numbers of refugees who relocated in places near the public libraries increased their library usage as people used the library for entertaining reading which increased circulation statistics, relaxation and escape.

Summary

To summarize, the researcher discussed the collection assessment trend concept, library collections, collection assessment mechanisms and collection assessment at libraries around the world. Throughout the discussions, there has been no research in the LIS trends literature that studied the collection assessment trend at libraries located in non-conflict zones except for few studies that discussed academic librarians experiences in the US, Ghana, and India. Also, there are no studies that discuss collection assessment trends in academic libraries located in conflict zones especially in Palestine and it's neighboring countries, except one study about academic libraries in Iraq during the 2003 war. Another study discussed the public libraries situation during the Nazi regime in Germany.

Throughout the literature, the researcher identified the challenges academic librarians face that hinder their implementation of the collection assessment trend, how they deal with these challenges and/or recommendations for future implementation. Also, the studies discussed the collection assessment mechanisms that each of these libraries implemented.

Collection assessment is an emerging trend in the collection development (Knievel, Wicht, & Connaway, 2006) decision making process (Johnson, 2016) in academic libraries. It is an ongoing process that contributes to students' development, helps librarians to define how their libraries various and specialized collections support academic research and teaching (Kelly, 2015). It measures libraries effectiveness and future planning, provides them information about the use of the purchased resources (i.e. print and electronic), helps assess the cost-effectiveness of libraries collection resources, and enables them set clear collection goals in the strategic planning (Johnson, 2016). For instance, library collections made up a huge share of library budgets; according to the Association of Research Libraries. From 2005-2014, the total library

expenses budgeted for collection development increased from 39.98%-44.11% (Association of Research Libraries Statistics and Assessment Program, 2015).

The reviewed literature discussed the challenges academic librarians encounter which hinder them from implementing a comprehensive collections assessment approach. Some of these challenges include acquiring methodological guidance and substantial skills to plan and conduct assessment (Munde & Marks, 2009). Some selectors depend on their own knowledge for library collections acquisition (Knieval, Wicht, & Connaway, 2006). Lack of leadership skills, lack of time, lack of knowledge about assessment, lack of support, lack of clear expectations, and lack of confidence that the assessment process will enhance students' learning contribute to the situation (Farkas, Hinchliffe, & Houk, 2015). Library patrons lack the awareness of library collection development policy and procedures (Singh & Mahajan, 2015) to be supportive. Other challenges that academic librarians in Iraq encountered before and during the 2003 war include the lack of collection development policies, lack of financial budget and funding, restrictions' on Information Technology and electronic facilities, and lack of security (Qureshi, 2009). Obstacles faced by public librarians in Nazi Germany included outdated books and strict censorship. The Nazis built programs by imposing Nazi ideas and values, put in place strict circulation policies. The devastation of libraries and books, delays of book deliveries, severe book shortage, and heavy bombing during the war limited the ability of public libraries to serve their communities.

Suggestions to implement the collection assessment trend at academic libraries include enhancing the library's educational role, acquiring financial support and imposing tighter control upon library collections (Stieg, 1992), (Steig, 1994). Allocating the academic library budget to adjust to changes in the academic institutional mission (Schwartz, 2007), (Bobal, Mellinger, & Avery, 2008), (Farkas, Hinchliffe, & Houk, 2015), and involving a library leadership which

promotes, supports and uses assessment is essential as is faculty participation and sufficient financial support. The use of assessment data reinforces a customer-centered organizational culture, encourages academic librarians to select the assessment method/s that is compatible with the library and the institution (Farkas, Hinchliffe, & Houk, 2015), and engages patrons' in collection development. Patrons' feedback and suggestions, and regular assessment are necessary (Singh & Mahajan, 2015).

The researcher concluded the section with discussions regarding the collection assessment methods that academic libraries around the world implemented. One initiative was by the ACRL that supported academic libraries in implementing assessment methods such as student learning outcomes assessment, and LibQUAL+ (Hufford, 2013). Other methods that were implemented by libraries around the world include usage data on remote storage facilities and the attendant collection storage decisions, circulation data analysis, ILL data analysis, and a combination of circulation and ILL data analysis (Knievel, Wicht, & Connaway, 2006).

MODEL REVISED AUTHENTIC LIBRARY TRENDS

Throughout the literature review chapter, the researcher reviewed the emerging academic library trends that were published by the LIS literature including ACRL (C&RL News, 2016) and other resources by (Dahlkild, 2011), (Forrest & Halbert, 2009), and (Schwartz, 2013), selected the most applicable trends in academic libraries that can be applied in conflict zones. In the literature review, the researcher focused on providing background for each trend, discussed and critiqued the trends at libraries located in non-conflict and conflict zones, identified challenges to implement these trends in non-conflict and conflict zones, and provided solutions/recommendations to overcome implementation challenges. The selected trends are the library commons approach, community involvement, and collection assessment.

In this section, the researcher is revising the challenges, solutions/recommendations of the academic library trends to build an authentic model that will focus on the challenges and solutions/recommendations that are most applicable and that will be applied in academic libraries located in conflict zones especially in Palestine and its neighboring countries. This model will provide guidance for those librarians in conflict zones who can benefit from whatever is suitable for their libraries and can be applied to their specific situation.

The challenges will be divided into internal and external challenges. Librarians in conflict zones should prioritize solving the internal factors since they have the greater control, with an intention to solve the external factors. The model is created to promote authenticity.

In this section, the researcher is assigning an authentic name for the model and the trends compatible with conflict zones. The model will be called “Academic library trends model in

conflict zones” and provide authentic names for the trends that will be implemented in academic libraries located in conflict zones. The library commons trend will be called the techno-space hub, the community involvement will be called integration for collaboration, and the collection assessment is kept the same because it is worldwide known trend that is used in conflict zones including Palestine.

Model steps for authenticating library trends:

- Identify a trend in librarianship.
- Find the normative statements in that trend.
- Identify the historic and economic privilege hidden in those norms.
- Identify the distinct challenges existing in a particular conflict zone.
- Either communicate directly with local experts or consult scholarly or professional literature produced by local experts.
- To identify internal and external factors.
- Develop best practices for mitigating internal factors with the purpose that resolving internal factors will help resolve external factors by including both factors as part of the strategic planning of the academic institution.
- Communicate the authentic trends with other librarians, archivists and LIS in conflict zones.
- Implement the authentic trend.
- Assess the implementation of the authentic trend.

Following are three examples of selected library trends including the techno-space hub, integration for collaboration and collection assessment. Other trends will benefit from being authenticated by using this model.

Authenticating the library commons trend

This trend deals with creating a “one-stop shop” academic library which is designed to provide access to technologies that support faculty and students’ productivity, and their potential for success (Forrest, 2009). Also, a “one-stop shop” creates a place for group study, snacks and comfort (Martin, 2008) by means of planning, implementing, and assessing library commons “information, learning, research, and teaching” commons (Forrest, 2009).

From the reviewed and critiqued literature, the researcher identified the challenges that memory institutions (libraries, archives and museums) including academic libraries in non-conflict and conflict zones encounter that hinder the implementation of library commons. In this section, the researcher will focus on the challenges and solutions/proposals to create the techno-space hub at academic libraries in conflict zones especially in Palestine and its neighboring countries. From the different studies, the researcher determined that the challenges libraries in non-conflict zones encounter can be the internal factors that librarians in conflict zones face, as well as external factors that hinder creating the techno-space hub. After that, the researcher selects the most applicable challenges, solutions/proposals to academic libraries in conflict zones especially in Palestine and its neighboring countries.

Academic libraries in conflict zones: challenges and proposals to implement.

Academic librarians in conflict zones face internal and external factors that hinder their ability to create the techno-space hub. The internal factors include lack of funding and financial support, space and budget shortage, outdated equipment (i.e. unheated offices, no lights or electricity), outdated automated systems (i.e. cataloging system and others), lack of collection development, limited access to research materials, unpaid salaries to librarians, and the high costs and inability to apply library commons in its absolute form.

Academic librarians in conflict zones can deal with the internal factors to facilitate the creation of the techno-space hub through network building and collaboration with on-campus departments, partners and experts to provide various and customized services to satisfy patrons needs; network and collaboration through staff exchange; visit libraries that implemented library commons and thus benefit from their practical experiences; review the international literature on library commons; apply for funding; divide the library commons implementation project into stages; encourage library patrons' to provide feedback (suggestions and complaints) to implement library commons according to their needs; and include library commons in the annual budget of the academic library.

Also, academic librarians should invite publishers to provide training sessions for e-resources/databases; encourage their libraries to market their services via social media; encourage libraries to acquire e-resources from one consortia to avoid duplication of effort, waste time and energy; and encourage multiple academic libraries to purchase the same library software to bargain the cost, terms and conditions and customize the software.

In addition, the researcher mentions the external factors that prevent memory institutions (libraries, archives and museums) especially academic libraries in conflict zones from creating an authentic version of the academic learning commons. These factors are divided into two sections; those that exist in conflict zones in general and the others are special conditions related to academic libraries in Palestine. External factors in conflict zones include political, social, cultural and economic instability; devastation and plunder of cultural heritage and libraries collection; damaging, stealing and confiscation of library collections; loss of library collections through bombing and burning; looting the museums' collections; loss of traditional cultural heritage monuments and sites, collections, equipment and archives; invasion of the heritage sites

and selling the artifacts; and limited protection efforts and lack of support by the international professional institutions (i.e. UNESCO, ICOMOS, and Blue Shield) for the cultural heritage.

Memory institutions including academic libraries in Palestine encounter external obstacles such as lack of freedom of movement due to physical barriers (i.e. restrictions, the separation wall, and checkpoints) which discourages holding library meetings and conferences. The absence of prompt Inter-Library Loan (ILL), the long time needed for book delivery, and censorship by banning book titles related to Palestine hinder scholarship and the lack of a professional LIS program and library professionals limit the service that can be provided. Additionally, the few Palestinian library professionals currently in libraries got their degrees from all over the world and therefore bring different library cultures and standards to Palestine. There is also the absence of a national management body for antiquities and cultural heritage in Palestine.

Memory institutions especially academic libraries in conflict zones can deal with the external factors, those existing in conflict zones in general and in Palestine in particular, to facilitate the creation of the techno-space hub through involving library staff in the development and implementation of library commons, and retaining the libraries' and archives' collection in safe depositories during the war to return them after the war. Reinforcing networking with the international library community, and enhancing the power of libraries as safe, peace and refuge places by providing access to literacy, education and information through the use of technology are important activities. In addition, enhancing public awareness of the cultural heritage role and the awareness to preserve the cultural heritage; collaboration and networking among local experts/organizations and with international organizations to preserve the cultural heritage, encourage local people to be involved in the preservation of the cultural heritage. Establishing

preservation laws and regulations, developing a standardized and comprehensive disaster management plan and preservation framework for memory institutions by referring to the existing literature, implementing risk assessments and evaluations, digitizing the most at risk collections are important steps in protecting the collections. Urging international organizations “i.e. UNESCO, the International Council on Monuments and Sites (ICOMOS), Blue Shield, the World Heritage Committee and the European Union (EU)” to support preserving the cultural heritage, provide professional training (i.e. short courses, and workshops); and provide funding support are important components.

Efforts must be applied to establish a Library and Information Science program compatible to the Palestinian needs that is readily available.

These proposed solutions will help memory institutions (i.e. libraries, museums and archives) especially academic libraries in Palestine and the neighboring countries to become 21st century institutions and to facilitate creating the authenticated learning common.

Internal factors	Solutions/Proposals	External factors	Solutions/Proposals
Lack of funding and budget	Network and collaboration to exchange experience on building the commons	Devastation and plunder of library collections	Involving library staff in the development and implementation of library commons
Outdated equipment and automated systems	Apply for funding	Damaging, stealing and confiscation of library collections	Maintain the library collections in safe depositories
Limited access to research materials	Add library commons to the annual budget of the academic library and provide training for e-resources/databases	Loss of library collections through bombing and burning	Reinforce network with the international library community
The high costs of library commons	Divide the library commons implementation project into stages	Lack of freedom of movement due to physical barriers	Enhancing the power of libraries as a refuge place
Inability to apply library commons in their absolute form	Review the international literature on library commons	Censorship by banning book titles related to Palestine, lack of library professionals and library schools	Establish LIS program compatible to the Palestinian needs.

Table 1 Authenticating the library commons trend

Authenticating the community involvement trend

Integration for collaboration is an emerging trend of the 21st century academic libraries. It focuses on the importance of connections, communication and relationships with library patrons (Schwartz, 2013), and reinforces public participation and decision-making (Britto, 2011) to improve public services and build the library's social role (CSV Consulting, 2006), (Goulding, 2009). Also, it helps library patrons' to consider and express their views on how their particular needs can be best met (Goulding, 2009). In addition, "One size does not fit all" (Britto, 2011) means that academic libraries have different patrons. These patrons have different needs, and librarians are responsible to serve and satisfy these needs, and to involve patrons in the decision-making process for the development of academic libraries (Woodward, 2009).

In this section, the researcher focuses on the challenges and proposals that libraries encounter in non-conflict and conflict zones. She divided them into internal and external challenges with solutions related to each of these challenges. The reviewed and critiqued literature focused on the role of libraries, librarians, and patrons engagement in the decision making process. Further, the researcher is using the reviewed and critiqued literature to discuss the challenges that prevent academic libraries, librarians, and patrons from implementing The integration for collaboration trend, and proposals to help them in future implementation.

Academic libraries in conflict zones: challenges and proposals to implement.

Academic libraries in conflict zones encounter internal challenges; library patrons request and expect fast, easy and smooth access to information, flexible and comfortable places where they can collaborate with colleagues, friends, classmates, and instructors. Also, these patrons require information specialists' assistance to navigate the library's online resources. Other challenges include economic challenges, budget cuts decreased working hours and limited staffing.

Academic libraries in conflict zones can overcome these obstacles by encouraging librarians to obtain the skills needed to serve different patrons information needs. These skills include information skills, collaborative skills, and marketing skills (Meglio, 2012, p. 15); obtaining knowledge about new technologies and teaching techniques, developing new services for library patrons, designing and uploading computer programs, providing effective and comfortable library spaces (as a place for teaching, learning and research) and by creating information and learning commons, and maker spaces. This supports teaching and learning goals and encourages satisfied patrons to become involved in the development of academic libraries.

Other solutions include collaboration with various on-campus departments “i.e. IT services, writing and research, study skills, multimedia creation, course tutoring, advising, and support for teaching and learning”. For research, service-learning projects, one can build computer technology for information access, planning and building customized IC” and programs to support and satisfy patrons’ pedagogical and curricular needs. Building connections, communication, and relationships with library patrons “faculty and students” and the community, encourage them to actively participate in the decision-making process “i.e. share their ideas and needs, feedback and assessment of the library services” to help improve library services and effectiveness to satisfy patrons needs.

Encouraging networking, cooperation, collaboration and partnerships with other academic libraries, the academic community, and diverse kinds of libraries within the community strengthens what academic libraries can do, connecting with potential stakeholders, public entities, non-library agencies involved in related activities and community-based institutions for volunteering and collaborative projects “i.e. implementing IC service model” are important steps. Applied research that can facilitate engaged learning, involves students.

Students can also help deliver library services by helping to provide learning, technology, and referral support services to other students. These services might include IT support, general campus information, library research skills, reference and circulation, tutoring, writing support, and peer academic coaching. Other library partners on-campus including IT services, and the writing center can develop partner to apply outreach programs to students increase patrons' awareness of available information resources offered by the library, and increase their knowledge of how to use these resources to enhance their information literacy skills.

In addition, the researcher mentions the external factors that prevent memory institutions (libraries, archives and museums) especially academic libraries in conflict zones from implementing the integration for collaboration trend. These include political uncertainty, plundering of libraries resources, burning of libraries, and devastation of the cultural heritage in war-torn zones.

Specific conditions that the Palestinian community encounters which affect academic libraries include the Israeli occupation; physical barriers “the Israeli separation wall and checkpoints”. The absence of sufficient library professionals whose backgrounds and understandings are compatible to provide service is an issue. Library professionals got their degrees from all over the world and brought various library backgrounds that are not compatible to the Palestinian community's needs.

Academic libraries can overcome the external factors. These solutions collected from the LIS trend literature while focused on public libraries in many cases can be applied to academic libraries in conflict zones. These libraries have to emphasize intellectual freedom, funding, core values, outreach, innovation, funding and adaption to patrons' needs by providing the best services. They help their communities by offering refuge, sanctuary, and an avenue for hope by

offering specialized services. Libraries must enhance their role in the education system “i.e. teaching, and internet services such as Skype. At the same time, they need to be prepared to convert libraries basement storage spaces into bomb shelters.

In addition, academic librarians should strengthen their collaboration with other stakeholders to build the libraries of the 21st century (i.e. building IC, learning commons and maker spaces); encourage collaboration with stakeholders “i.e. international organizations and the government” to rebuild the libraries and preserve their archives through digitization projects. Collaboration among local communities and stakeholders to manage, preserve and rebuild the cultural heritage is an important component. Making training courses and workshops available to librarians to assist them in delivering services to patrons is the next step.

It is important for academic libraries to establish a country and international level consortium to enhance collaboration among the several stakeholders; national libraries, library associations, international academic libraries and international library associations. This will facilitate sharing resources and has the potential to minimize libraries costs and dependence on outside suppliers. Establishing a committee for academic libraries to encourage academic professionals’ cooperation through Listservs, blogs, online forums and social networking sites will enhance libraries collections and services and reduce costs to benefit the academic and research communities.

Academic libraries in Palestine can begin to overcome external obstacles through collaboration between local and international institutions for financial support to create new services that will support and satisfy patrons’ needs. Encouraging collaboration between the Palestinian Ministry of Higher Education and other local, national and international institutions

to develop a domestic LIS program would be an important step in meeting local needs for librarians.

In conclusion, integrating the authenticated community involvement trend will help academic libraries to build suitable places to satisfy patrons' needs and preferences, and create livable and workable spaces.

Internal factors	Solutions/proposals	External factors	Solutions/proposals
Patrons require and expect easy access to information and collaborative spaces	Encouraging librarians to obtain the skills needed to serve different patrons information needs “information, collaborative and marketing skills”.	Librarians lack of professional training	Emphasize intellectual freedom; funding; core values; outreach; innovation
Patrons require information specialists’ assistance to navigate the library’s online resources	Obtaining knowledge about new technologies and teaching techniques	Plundering & burning of library resources	Adaption to patrons’ needs by providing the best services
Economic challenges	Developing new services for library patrons	Lack of network and collaborative initiatives by local library professionals	Libraries should help their communities by offering refuge, sanctuary, and an avenue for hope by offering specialized services
Budget cuts	Collaboration with various on-campus departments, other academic departments and the community	Lack of library professionals and ILL	Libraries must enhance their role “i.e. teaching, internet services such as Skype, convert libraries basement storage spaces into bomb shelters”.
Decreased working hours and staffing	Providing effective and comfortable library spaces “library commons”	Librarians recruitment deficiency	Collaboration with local and international institutions

Table 2 Authenticating the community involvement trend

Authenticating the collection assessment trend

Collection assessment is an emerging trend in the collection development (Knieval et al., 2006) decision making process (Johnson, 2016) in academic libraries. It deals with qualitative and quantitative analysis of libraries' collection (Johnson, 2016), contributes to students' development, and helps libraries to define how its' various and specialized resources support academic research and teaching (Follow, 2015).

The researcher uses the reviewed and critiqued LIS trends literature to emphasize the challenges that academic libraries encounter that hinder their ability to implement collection assessment in conflict zones. Proposals for implementation to overcome these challenges are presented.

Academic libraries in conflict zones: challenges and proposals to implement.

In order to maximize support, library expenditures need to support the strategic plan. Increased costs of journals and databases continue to place additional pressure on funds. In addition, academic libraries suffer from the lack of clear expectations. Patrons lack awareness of library collection development policy and procedures when they exist. There are no collection development policies or policies that are out of date and other limitations. Some librarians lack confidence that the assessment process will enhance students' learning. They may face that others may use the assessment information against the library. Librarians need to follow the latest research within LIS, to understand the need for a comprehensive collection assessment model.

Academic libraries in conflict zones can overcome the internal challenges to creating a patron-focused learning culture by ensuring that libraries mission, plans and policies support the information and communication needs of library patrons. Academic libraries should be part of

the strategic planning process of the academic institution so librarians know what the university expects of them so they can plan accordingly.

Assessment should be part of the library's strategic plans and library professionals regular tasks. Building trust relationships with library faculty and staff to ensure that the assessment results are not used against them is a component of this. Providing assessment training for library faculty and staff, and providing technologies to boost data collection and analysis need to be a priority. Obtaining university and departmental funding to acquire collections for new programs, and allocate library budget to adjust changes in the academic institution's mission are a continuing responsibility.

Librarians should maintain an ongoing communication with library patrons through needs assessment, quality outcome and satisfaction measurements. They engage patrons in the collection development process "i.e. request their feedback and suggestions" and can do so by initiating a collection development committee for regular assessment of library collections and the collection development policy. Librarians have to develop and/or select assessment methods that are compatible with the library's and academic institution's mission, vision, and objectives to satisfy patrons' needs.

Suggested collection assessment methods include circulation data analysis, Inter Library Loan (ILL) data analysis, a combination of circulation and ILL data analysis, and proportionate circulation patterns statistics by depending on a user factor ratio. This user factor ratio depends on the percentage of expected use and ILL circulation request, capacity data, usage data, collection expenditures analysis, citation analysis; and LibQual+ analysis.

Academic librarians should expect the collection development committee to hold regular meetings and to carry out assessments on a university-wide and across all disciplines. Librarians

must be responsible to educate and inform their patrons about the available library resources that will satisfy their learning, teaching and research needs. Librarians need to invite other units on campus and patrons to discuss transferring print resources to off-site storage and purchasing e-resources. While this will address space issues, it raises questions of access and the discussion of how to move forward needs to have input from all stakeholders.

Academic libraries in conflict zones encounter external obstacles unique to them that hinder them from implementing collection assessment. These include lack of security, bombing of the libraries, devastation of libraries and their resources, censorship on the library's collection development policy and library collections, strict circulation policies, delays of book deliveries, severe book shortages, and irregular communication levels between local and international parties.

Academic libraries in conflict zones can overcome the external obstacles through developing library collections that include print and e-resources, improving the relationship with local and international libraries and library professionals, and enhancing collaboration with on and off campus departments to obtain financial and professional support.

Internal factors	Solutions/ proposals	External factors	Solutions/proposals
Librarians dependence on their own knowledge for collection selection	Creating a patron-focused learning culture, the collections support their needs.	Lack of funding	Developing library collections through print and e-resources
Lack of knowledge and skills to plan and conduct assessment	Provide assessment training for library faculty and staff	Lack of security, bombing devastation of the libraries and the resources	Improving the relationship with local and international libraries and library professionals
Restrictions' on Information Technology and electronic facilities	Provide technologies to boost data collection and analysis	Censorship on the library's collection development policy and library collections	Enhancing collaboration with on and off campus departments to obtain financial and professional support.
Lack of collection development policies and / or lack of revising the implemented collection development policy	Engage patrons in the collection development process, create collection development committee for regular assessment	Strict circulation policies, delays of book deliveries, and severe book shortage	
Lack of a comprehensive collection assessment model	Librarians have to develop and/or select the assessment methods that are compatible with the library's and academic institution's mission to satisfy patrons' needs.	Irregular communication levels between local and international parties.	

Table 3 Authenticating the collection assessment trend

Summary of general recommendations

Suggestions for general implementation may be divided into four sections: proposals to help solve the internal challenges that libraries in conflict zones encounter, raise awareness of communities in conflict zones, promote collaboration efforts, and ideas for future research.

Solving internal challenges that libraries in conflict zones encounter:

These solutions can be used by librarians in conflict zones and in chronic countries for resilience; these countries which do not have yet real conflict but they should be prepared to how to overcome any challenges they might encounter.

- One ideal outcome in areas where instability happens periodically as part of the strategic planning, develop the type of contingencies that make use of the lessons learned after conflict is broken out.
- Libraries should be proactive through outreach the community to provide the services that best suit their needs. These services include providing training sessions for e-resources/databases by publishers, and marketing the library services via social media.
- Librarians must emphasize having greater and multiple communication channels by distribute networking (decentralizing resources) and expertise.
- Initiate LIS program to be compatible to the local needs of the community in conflict zones. This program may start as short courses provided online through webinars or onsite and encourage exchanging expertise by collaboration between local, national, and international library professionals.
- Initiate online LIS program.

- Librarians in conflict zones have common goals and so they have to collaborate towards achieving these goals. One of the most important goals is to work towards mitigating the effects of the internal challenges.
- Because libraries in conflict zones are targeted, they should plan to overcome the challenges. Even though they do not have any control over the external factors, they should have contingency plans to solve the internal factors since they have the greater control over these factors.
- Design programs for librarians with different backgrounds to work together. This can be done by encouraging library professionals who got their degrees from different parts of the world to discover the similar experiences they gained through collaboration to share the best practices to better serve library patrons.
- The libraries budget must be allocated towards acquiring the resources needed to best serve library patrons. These resources include various print and electronic resources, library commons, and for current and future projects.
- Encourage libraries to acquire e-resources from one consortia to save time and effort.
- Encourage collaboration among academic libraries to acquire the same library software to negotiate the price, terms and conditions, and customize the software.
- Involve library patrons in the decision making process of re-arranging furniture, purchasing new equipment, and re-modeling.
- Offer specialized services for refugees such as Skyping with relatives, sending scanned identity documents to displaced persons, and using basement as refuge space.
- Prepare storage areas for library collections for protection such as homes, or other safe storage areas outside the libraries.

- Emphasize remote storage areas for library collections.
- Devastated libraries, archives, and museums should have multiple storage platforms for access and retrieval of print and e-resources.
- Because students sometimes are embarrassed to ask questions to librarians, train student workers to provide reference services to answer requests in various areas such as social sciences, technology, business, history and others that is part of the university curriculum.
- Provide instruction sessions about library resources and services, circulation and technology services.
- Work to have the library budget/planning made part of the university planning process.
- Encourage academic libraries to collaborate with various on-campus departments to provide IT support services, general campus information, writing and research support, library research and study skills, reference and circulation services, multimedia creation, course tutoring, advising, and support for teaching and learning.
- Emphasize partnership among libraries, other institutions such as IT and request funding to build collaborative space for library patrons.
- Encourage libraries to use the collection assessment methods compatible to their needs such as collections usage data, capacity data, collection expenditures analysis, circulation data analysis, ILL data analysis, citation analysis, and LibQUAL+ analysis.

Raise awareness of communities in conflict zones include:

- This research study has to be presented at local, national and international conferences (Association of College and Research Libraries (ACRL) conference, Middle East Librarians Association (MELA) conference, and others) to increase the awareness of

academic libraries and organizations in non-conflict zones about the importance of this research.

- Increase the awareness about the emerging academic library trends in conflict zones by holding workshops, training courses and seminars, inviting national or international expertise to exchange experiences and provide proposals to better deal with the obstacles in conflict zones.

Promote collaboration efforts include:

- Encourage academic libraries to work to get librarians to be part of the strategic planning of the academic institution.
- Collaboration between libraries in conflict-zones, non-conflict zones and international organizations for funding and exchange human expertise to implement these trends in conflict zones.
- Other studies related to emerging library trends in conflict zones can be published and presented in such conferences as well.
- Since the ARL is the association who initiated the LibQUAL+ to assess library collections; libraries in conflict zones can collaborate with ARL to use LibQUAL+ and/or create an assessment method/s that best apply to conflict zones.
- Due to the expensive membership fees for applying to SLA, ALA and other library associations, librarians in conflict zones are encouraged to network by applying for sponsorship from international institutions perhaps IFLA.
- Contribution by librarians in conflict zones through establishing a course about libraries in conflict zones to be part of the LIS program in non-conflict and conflict zones. This will help increase the awareness of library professionals in non-conflict zones about the

situation of libraries in conflict zones and help collaborate by sharing the best practices among librarians in non-conflict and conflict zones to better improve the situation.

- Librarians should attend courses or workshops on peace and conflict resolution and universities must include them in their curriculum.

Ideas for future research include:

- Collaborative research efforts between library researchers and academic librarians in conflict zones to study the emerging trends and the unique conditions specific to each conflict zone by applying primary research methods (i.e. interviews, surveys, and others) to envision the experiences of local librarians and provide solutions.
- Collaborative efforts can be made between the Association of College and Research Libraries (ACRL) and academic librarians in conflict zones to focus on studying the emerging trends in academic libraries in conflict zones.
- Academic librarians should focus on studying the role of academic libraries within the community by collaborating with public libraries and sharing of activities.
- Further studies can focus on discussing a holistic collection assessment method/s that can be applied in conflict zones which takes into consideration the specific conditions unique to each conflict zone.
- Future studies need to recognize that collection and services assessment studies and implementation are interconnected and both enhance the services provided to library patrons.
- Ultimately, an international professional organization that is designed explicitly to bring together librarians who serve in a conflict zone, perhaps working with IFLA, would allow

for more rapid sharing of innovations, the sharing of best-practices, and a sense of solidarity with one another in what is a long, difficult, and important endeavor.

CONCLUSIONS

This study was designed to answer the two research questions: Do selected trends in the library literature take into account the realities of libraries and librarians in conflict zones, and can the experience of librarians in conflict zones be used to provide a better model for implementing these trends? It emphasized that there is no scholarly research exists to critique these trends, libraries promote improved models of service by combining the expertise of the broader profession with local innovation, good libraries promote stable societies and economic opportunities. This study hopes to contribute to a recognition that a balanced approach to studying academic library innovation in conflict zones is needed. It continued by identifying academic library emerging trends from various LIS resources such as ACRL and by LIS scholars; Dahlkild, Forrest and Halbert, and Schwartz. There trends include ACRL 2016 emerging trends such as “research data services (RDS), digital scholarship, collection assessment trends, content provider mergers, evidence of learning, new directions with the ACRL framework for information literacy, altmetrics, emerging staff positions, and open educational resources” (C&RL News, 2016). “Libraryness”, and “Information Technology growth and outcome” (Dahlkild, 2011). The “one stop shop” library by planning, implementing, and assessing library commons (Forrest & Halbert, 2009). Community involvement is an emerging part of the 21st century libraries (Schwartz, 2013).

The researcher presented three of the emerging trends within academic libraries by reviewing different studies for academic libraries that are implementing or planning to implement these trends. Special emphasis was given to academic libraries which are located in

conflict zones. Academic librarians in conflict zones are aware of academic library trends and are planning to apply them in these areas. The researcher focused on three trends that can be applied in conflict zones including the library commons approach, community involvement, and collection assessment. The researcher started with some examples about the challenges libraries encounter in conflict zones such as Palestine and Iraq followed by a detailed discussion about the three emerging trends that can be applied in conflict zones.

The researcher used the analytical-critical method to analyze a discourse which is the library trend literature with the purpose of revealing and critiquing assumptions made from positions of economic and historical privilege. These assumptions made by forecasters who have the privilege to not consider political instability, unstable economies and unreliable technological infrastructure.

It entails an analysis and critique. The analysis is a review of the LIS literature regarding the emerging trends in academic libraries to determine which trends being applied in conflict zones are problematic. The critique is in the form of a reasoned argument, supported by published accounts that the LIS literature does not adequately address the challenges librarians encounter in conflict zones, or how they deal with these challenges, and how these challenges affect their transition process to digital places.

The researcher collected data from various sources including scholarly, and peer reviewed material from the LIS literature. Reports by academic librarians involved in their libraries transition process, or that note any challenges that hinder their transition process. The result of this analysis and critique was a recognition of the need to create an authentic model. Then the researcher continued the discussion about academic library trends in conflict zones by defining conflict zones and each of the three selected trends, and providing examples about the

experiences of librarians in conflict zones by explaining the challenges that hinder the implementation of each trends and solutions/proposals of how they dealt with these challenges.

Conflict zones are places of war, dispute, political instability, rebellion, and intense chaos; they demonstrate eventual threats, discomfort to people in their daily lives by disorganizing substantial services such as housing, transportation, communication, sanitation, water, and health care (Anderson, Markides, & Kupp, 2010), (Schwarz & Perry, 1994). This happens through bombings, harm to people, and political jeopardizes; and demand the support from people outside the affected society (Henisz, 2000), (Schwarz & Perry, 1994), (Dai, Eden, & Beamish, 2013), (Prasad & Prasad, 2009). This study provided examples of zones that are still in conflict and those that had suffered from conflict in the past. These zones such as Palestine, Syria, Iraq, Germany during the World War II, Afghanistan, Ukraine, Kosovo, and others in different parts of the world.

This study continued by defining the Library Commons approach as a “one-stop shop” (Forrest & Halbert, 2009), and focusing on the reasons that encouraged academic libraries to adopt this trend. These reasons are the Rapid development of Information Technology, evolving students needs, and changing in higher education teaching methods created the need for academic librarians to transform their libraries from traditional to digital places.

It also mentioned that the community involvement focuses on public participation to improve public services and build the library’s social role (CSV Consulting, 2006), which helps people to consider and to express their views on how their particular needs can be best met (Goulding, 2009).

Collection assessment involves the analysis of libraries' collections to measure how those collections support specific subjects, to support the academic needs "learning & research" of library patrons (Johnson, 2016).

In addition, the researcher provided examples for each trend. The library commons approach includes examples from Kosovo (Riedlmayer, 2000), Palestine (Bergan, 2000) and Iraq (Spurr, 2007). Community involvement includes examples from Ukraine, the refuge role of public libraries beyond their education role (Roy, 2014), The Library of Alexandria in Egypt (Agresta, 2014), and academic libraries in Kuwait (Al-Kanan, 2016). Also, collection assessment includes examples from libraries in Iraq pre & during the 2003 war (Qureshi, 2009), and libraries in Germany pre & during the Nazi regime (Stieg, 1992), (Stieg, 1994).

The goal for the authentic model is to build a critical model for implementing the library trends in a selective way, authentic to the realities of conflict zones. This model should focus on ways to empower local librarians to create comfortable and collaborative places for library patrons, to satisfy patrons' needs for growth by facilitating their use of technology and collections of resources. Enabling librarians to serve the academic institutions, it will be a guide for academic librarians in conflict zones, as they implement these trends in ways that apply to their local situation.

In order to propose the authentic model, the researcher reviewed the emerging trends in academic libraries and then selected the ones most applicable to conflict zones to build an authentic academic library trends model in conflict zones. The names of the model and the three trends are applicable to conflict zones in which the model is called "Academic library trends model in conflict zones".

Each example trend authenticated using this model explores the internal and external obstacles that prevent academic libraries in conflict zones from implementing these trends and the proposals to overcome these obstacles, with specific attention towards academic libraries in Palestine and its neighboring countries. Throughout the study, the researcher studied the limitations that academic libraries encounter within each country and provided solutions which can be generalized with a specific attention towards each country. The researcher used the limitations and solutions/recommendations to build a model for academic libraries to implement three of the emerging trends that were selected from the academic library trends literature.

The researcher found that the library trend discourse does not take into account the realities of conflict zones. Library service in conflict zones is a category whose similarities warrant more research. Local librarians have created innovative solutions to provide service in conflict zones and thus should feel empowered to critique these trends by combining their knowledge of emerging trends of LIS profession with local institutional awareness and regional focus. This research study concludes that it is the first one that is conducted about academic libraries located in conflict zones, it is a critical analysis (review and critique) of three of the most applicable academic library trends to build an authentic model to evolve library services offered, to meet the needs of local users, and to help facilitate the libraries transition from traditional to digital places.

The selected academic library trends in conflict zones and the authentic trends were dependent on the researcher's experience as an academic library practitioner in conflict zones, and upon the reviewed and critiqued LIS trends literature which works as a guide, taking into consideration the specific issues unique to each conflict zone. The literature of library trends do provide guidance on anticipated areas of change in service, but also sets the standard for what so-

called good, modern libraries should be doing. There exists a need to adopt a more authentic, local model of library trends, and for those trends to be compatible with the needs of patrons in conflict zones. This will result in more sustainable service.

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