

Engaging Scholarship & Communities: un-hiding collections in the 21st century

University **Library**

PRDLA Annual Meeting, Macau

Philip G. Kent, University Librarian &

Executive Director, Collections

Wednesday 3 December 2014



Outline

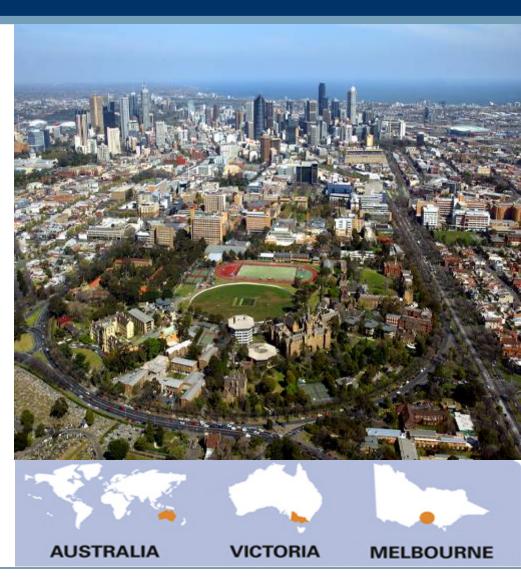
Background

- Institutional Strategies
- Teaching and Learning
 - Object Based Learning examples
- Research
- Engagement



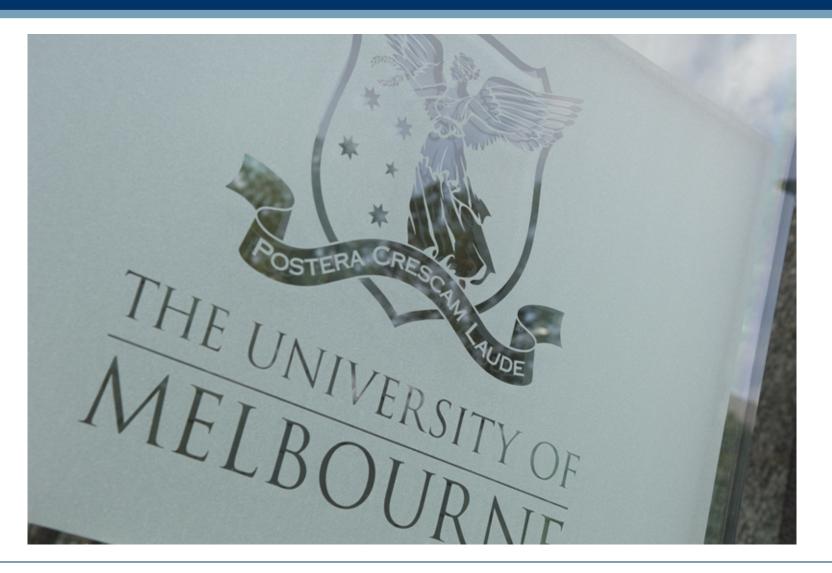
University Overview

- Large multi-disciplinary university
- Established 1853
- # 33 in Times Higher Education World University Rankings
- # 44 in Shanghai Jiao Tong
- # 1 in Australia
- 47,000 students
- 9,000 staff
- 30+ cultural collections





Institutional Strategies





Institutional Strategies - Harvard

Report of the Task Force on the Arts

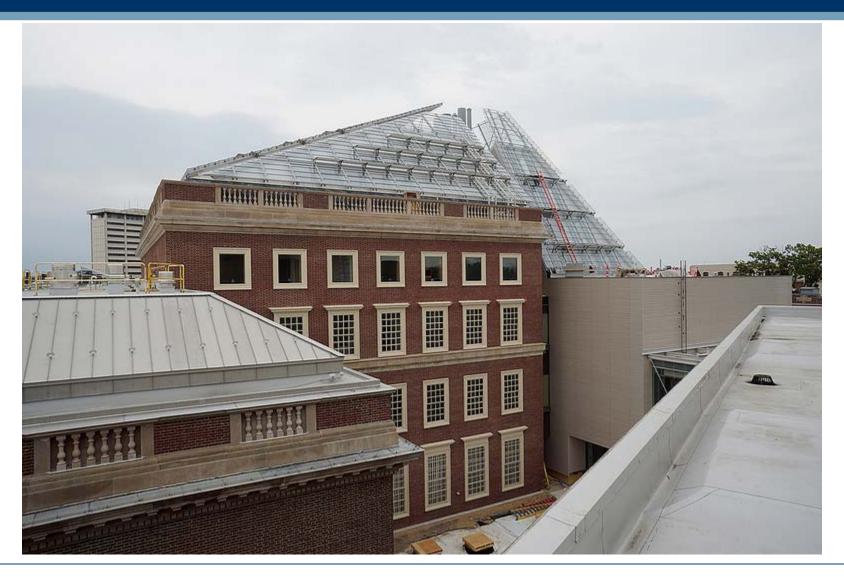
TO ALLOW INNOVATION AND IMAGINATION TO THRIVE ON OUR CAMPUS, TO EDUCATE AND EMPOWER CREATIVE MINDS ACROSS ALL DISCIPLINES, TO HELP SHAPE THE TWENTY-FIRST CENTURY, HARVARD MUST MAKE THE ARTS AN INTEGRAL PART OF THE COGNITIVE LIFE OF THE UNIVERSITY; FOR ALONG WITH THE SCIENCES AND THE HUMANITIES, THE ARTS—AS THEY ARE BOTH EXPERIENCED AND PRACTICED—ARE IRREPLACEABLE INSTRUMENTS OF KNOWLEDGE.



[December 2008]

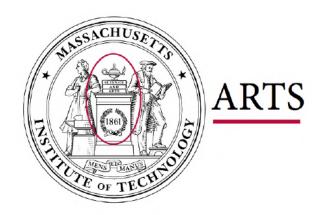


Harvard Art Museums





Institutional Strategies - MIT





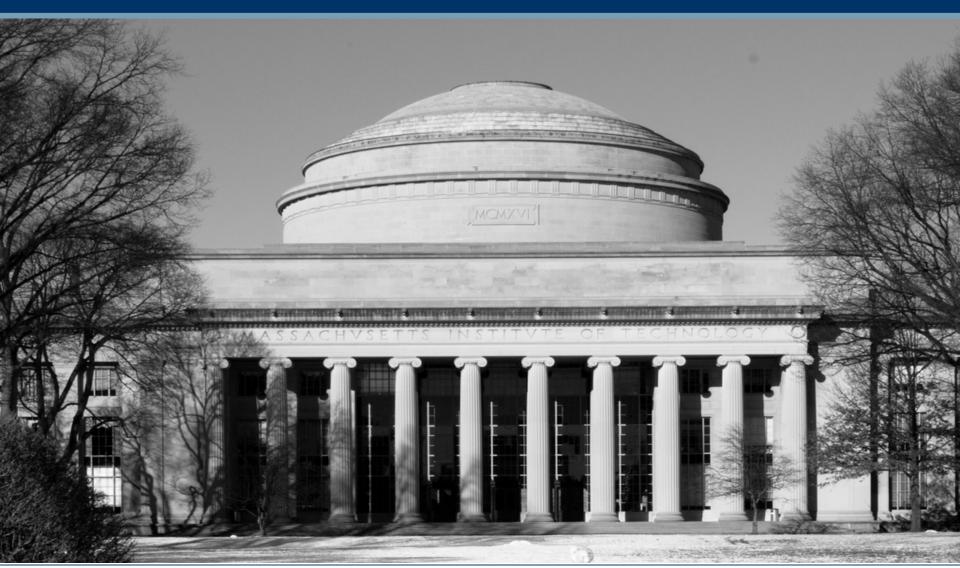
Office of the Associate Provost in collaboration with the Creative Arts Council

Final Draft Reviewed by Creative Arts Council April 29, 2009 Presented to Academic Council December 7, 2010 Presented to Faculty February 16, 2011



MIT

University Library



Source: MIT McLaurin Buildings (Building 10). Dale Winling. urbanoasis. Flickr

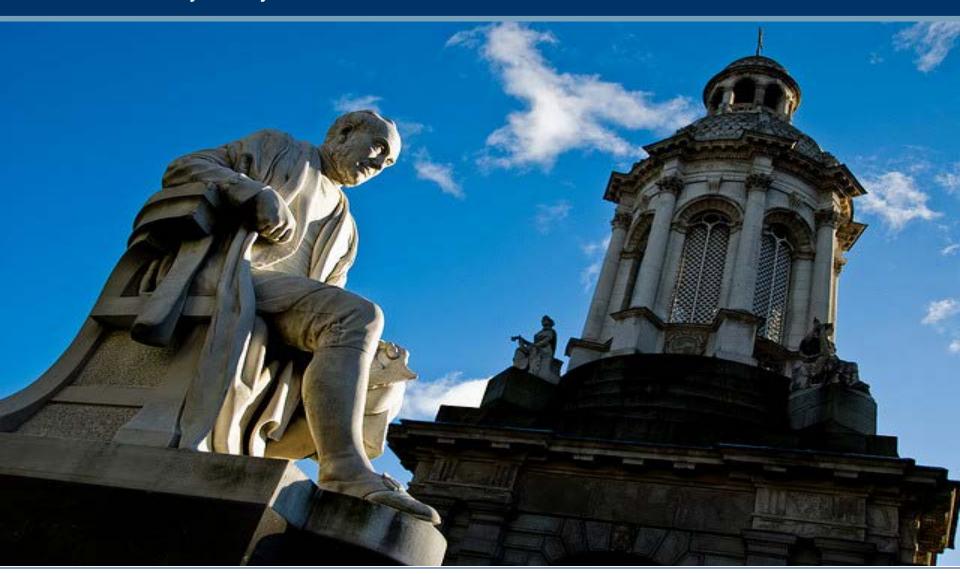


Festivals and Partnerships – Cambridge, Mass, USA





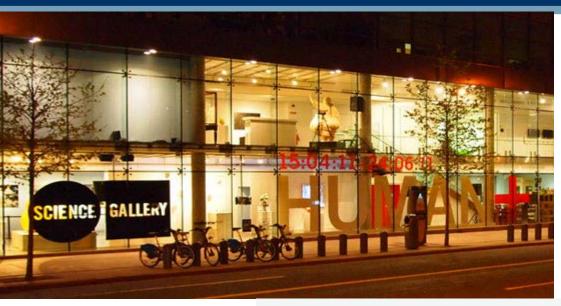
Trinity College Dublin



Sources: 'Bell Tower' Patrick Thiener https://www.flickr.com/photos/arcaist/



Trinity College Dublin Science Gallery



24.10.14-25.01.2015

BLOOD

NOT FOR THE FAINT-HEARTED

Twenty five provocative works that explore the scientific, symbolic and strange nature of blood. Recommended for 15+



Festivals and Partnerships – Oxford & Cambridge







Learning & Teaching



Object Based Learning

Objects can also be used to inspire discussion, group work and lateral thinking – all essential key, transferable skills in higher education. University collections comprise a wealth of information, documenting the historic rise of disciplines and representing cultural and natural diversity from across the globe.

Dr Helen Chatterjee University College London



Object Based Learning

Objects based learning in higher education draws on many of the learning strategies already known to inform students, including active learning and experiential learning...

Working with objects strengthens learning, as the sense of touch can lead to a more memorable learning experience...

...the project had increased a range of skills including communication, organisation, time management and independent thinking; all core skills for higher education students.

Dr Helen Chatterjee & Dr Rosalind Duhs University College London



Ashmolean Museum - Oxford



Source: Artstor



Yale





Cornell – Johnson Museum of Art





John Henry Austral Advertising Campaign



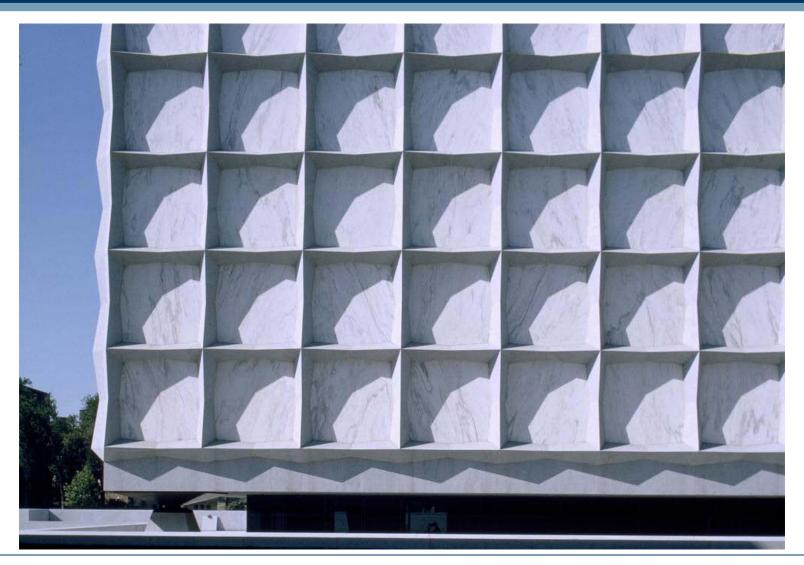


Research Opportunities





Beinecke Library, Yale





Beinecke Library, Yale



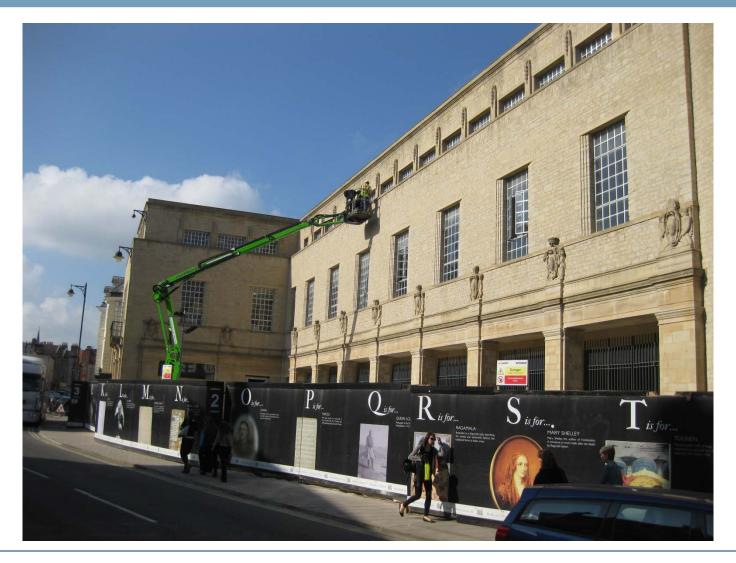


Getty Center



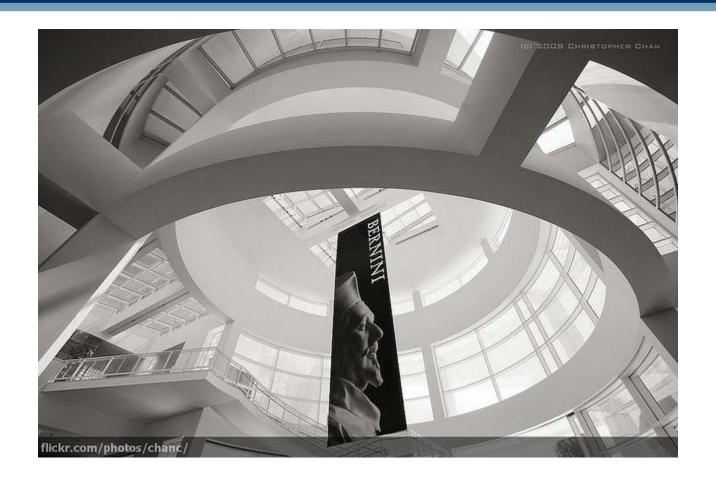


Oxford - Weston Library (Broad Street)





Getty Center





Getty



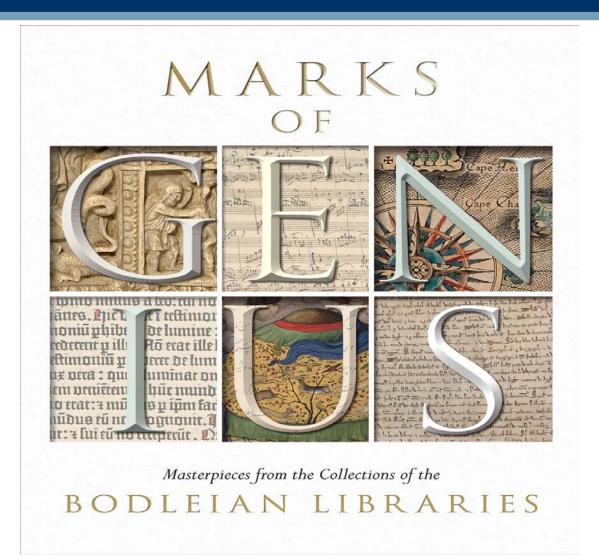


Engagement Opportunities





Oxford - Weston Library





Partnerships – Louvre Abu Dhabi

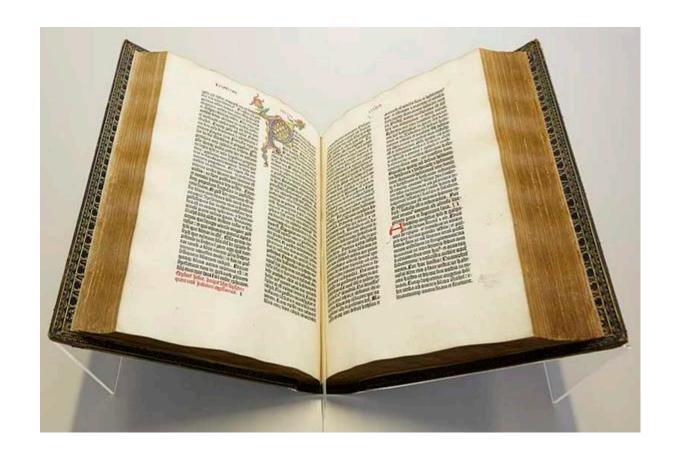
University Library



Source: Saadiyat-11 Hoss69 Flickr



Engagement – Gutenberg Exhibition







QUESTIONS?