Meeting the Challenge of Community College Librarianship: Trends Ahead and Competencies Needed

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AGENDA

• Journey to Book
• Role of the Book as a Tool for Advocacy
• Relationship to LIS Education
• Ongoing Conversations over Trends & Changing Competencies

• Book Giveaway
How we got here!

Step ............

- 2 IMLS grants ECCL (Educating Community College Librarians)
  - Achieving the Dream
  - Willis study
- Survey regarding 21st Century Community College Librarian
  - April 2010, 190 respondents
- Website “Defining the Community College Librarian”
by step

• “Community College Libraries: A Study” at NCCCLRA Un-Conference “Push Back the Storm” March 10, 2011
• Article on Workplace Information Literacy
  • Lecture delivered internationally in Scotland
• LIS 652 graduate class
  • Mentor/Partners – Real Learning Connections model
  • Academic Management Seminar
Reasons for Projects

- Economic focus on Community Colleges
- WILIS study of librarians in NC
- IMLS grant to Northern Illinois Library Consortium
- Nature of Community College Librarianship, unique skill set
- Diversity of staff vs. students served
Enjoying New Attention
Community College Numbers

- Over 1200 nationwide
- Over 12.4 million enrollment
- Average age = 28
- 15% age 40 plus
- 42% first generation
- 58% women
- 45% minorities
- Large % employed

Building American Skills Through Community Colleges
The First IMLS Grant
Project Plan

• Assessment
  • Surveys
  • Focus groups
  • Field literature
• Identification of skill set(s) needed
  • DACUM
  • Detailed assessment
• Course design
  • Temp to perm
  • Professional development
• Evaluation
Original Grant Feedback

Positive

• Scope of project good on reg and nat level
• Diversity elements important
• Program could have impact in addressing needs not for CC Lib
• Program could be sustainable

Critical

• More differences between cc libraries and academics needed
• More research needed to focus on core competencies needed
• Include CC Faculty in DACUM
• Focus on training differences
Survey – May 2010

- 190 respondents
- NC, SC, VA & some nationally
- Looked at gender, degree, coursework, skills learned since degree, titles
- Some demographic info
- Over 70% surveyed has middle or early college programs
- High percentage of distance education support
- Others listed...............
Focus group on Community College Librarian Competencies:

“And there’s a lot of empathy—I don’t know if that’s a skill that can be learned—especially when you’re jumping from an ESL student who’s looking for an Easy Reader book to a paralegal student who may not really need your help but they need to find what their professors put on reserve. It’s a lot of jumping around to those students of those different skill levels and backgrounds.“

(Focus group participant, October 2010)
CHALLENGES TO COMMUNITY COLLEGE LIBRARIES
Academic Library Challenges

• Libraries and learning are intertwined
• Changing environment, physical vs. electronic
• Library must be indispensable to a teaching mission
• Tools and technology must change with the institution
• Professional development important to meet those changes
• Recognized difference between “transfer” and vocational
• “Transfer” - courses must be the same as a four year
• “Vocational” – key to economic future of local economies
• Community Colleges have a greater ability to change programming

-Alire and Evans
Community College (Library) Challenges

- Diverse set of clients (students, faculty and community)
- Workforce and lifelong learning issues
- Early and middle colleges
- Distance education programs
- Small staffs and lack of other resources
- Management and administrative skills
- Personal and relationship building skills
- Adult learning and andragogy teaching skills
- Resource specialization
- Workplace information literacy
- Instructional design issues
ACRL Standards

• Standards for Libraries in Higher Education
  • Revised October 2011
  • Includes expectations for libraries regarding institutional effectiveness

• History, since 1959
  • Merged with standards from CLS and CJCLS
The Standards are ........

• Designed to guide academic libraries
• In advancing and sustaining
• Role as partners
• In educating students
• Achieving institutional missions
• Positioning libraries as leaders
TRENDS TO CONSIDER
Information Literacy

• According to many definitions, the information literate person “must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (American Library Association, 1989)
• The challenge for CC libraries is:
  • Would you define Workplace Information Literacy differently?
DEFINING WORKPLACE INFORMATION LITERACY
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Mendy Ozan, UNCG MLIS, 2010 - meozan@uncg.edu

BACKGROUND
Defining the Community College Librarian project is preliminary work for the larger initiative in a pending IMLS Laura Bush 21st Century Librarian grant entitled, ECCL (Educating Community College Librarians): Developing a Librarian-Centered, Collaborative and Diverse MLIS Program. That grant will build the capacity of UNCG to offer a program specifically targeted for community college librarians by first describing the diverse duties and assignments in present day community college librarianship.

INFORMATION LITERACY IN COMMUNITY COLLEGES
A survey was launched on May 6th with a broad agenda. Several questions sought to describe:

What is the role of the community college librarian in information literacy initiatives in their institutions?

❖ 63% of respondents said that they had different IL programs for core/transfer classes and vocational
❖ Only a small minority of respondents said that their IL programs had a strong focus on vocational students

❖ Most IL classes focus on instructor objectives and most focus on resources and evaluation.

DEFINITIONS
Workplace literacy is “Defined as written and spoken language, math, and thinking skills that trainees and workers use to perform training and job tasks” (Askov & Aderman, p. 16)

“Workforce Literacy refers to the education of the nation’s workforce with the goal of realizing higher levels of literacy for all workers. It is a crucial strategy in sustaining economic growth for the nation, the state, and local communities.” (Ott, p. 10)

According to the American Library Association, “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (American Library Association, p.1)

Workplace information literacy refers to the ability to recognize, locate and utilize relevant information in a specific workplace setting.

Future Work
Next Steps:
❖ Focus groups at ALA
❖ Grant from IMLS to fund further focus groups
❖ Results reporting at ACRL and other conferences.

COME BE A PART OF THE CONVERSATION
The project has its own website at: https://sites.google.com/a/uncg.edu/cc-librarian-project/

Visit us here for project updates and links to our blog.

Most community colleges offer online classes and the library supports them primarily through tutorials.
O*NET
Understanding the Workplace.

Welders, Cutters, & Welder Fitters
Also called: Fabricator, Welder, Welder-Fitter, Welder/Fabricator

What they do:
Use hand-welding or flame-cutting equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products.

On the job, you would:
- Weld components in flat, vertical, or overhead positions.
- Operate safety equipment and use safe work habits.
- Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.

KNOWLEDGE
Manufactured or Agricultural Goods
- Manufacture and distribution of products

Engineering and Technology
- Design
- Mechanical

Business
- Management
- Customer service

Math and Science
- Arithmetic, algebra, geometry, calculus, or statistics

SKILLS
Basic Skills
- Thinking about the pros and cons of different ways to solve a problem
- Keeping track of how well people and/or groups are doing in order to make improvements

Problem Solving
- Making decisions and solving problems by comparing data or options and making adjustments or improvements

PERSONALITY
People interested in this work like activities that include practical, hands-on problems and solutions.

They do well at jobs that need:
- Attention to detail
- Dependability
- Adaptability/Flexibility

TECHNOLOGY
You might use software like this on the job:
- Computer aided design (CAD) software
  - ZZ Tip software
- Analytical or scientific software
  - Scientific Software Group FilterDraw FO
- Data base user interface and query software
  - Raccoonkeeping software

EDUCATION
Some college or high school diploma usually needed

Get started on your career:
- Find Trade
- Find Connection

JOBS OUTLOOK
New jobs opportunities are very likely in the future.

SALARY:
- $36,300 per year, on average
- Green: This work is part of the green economy

EXPLORE MORE
- Metal Workers, Metal & Plastic
- Plastics Molding Machine Tool Setters, Operators, & Tenderers, Hand & Plastic
- Printers, Printers, Bindery Workers
- Foundry Workers
- Sealing Machine Setters, Operators, & Tenderers, Wood

You might like a career in one of these industries:
- Manufacturing
- Construction
Automotive Technicians

Instructional Design

Check all that Apply

• Teaching
• Library sessions
• Websites or tools used
• One-on-one or in groups
• Training activities
• Who are your students?
• What is the environment?
Learner Characteristics

• General
• Specific
• Learning styles
Contextual Analysis

Orienting Context – focused on learner
  • KSA’s
  • Perceived utility
  • Accountability

Instructional Context – environmental
  • Table 3-1, page 65, others?

Transfer Context – knowledge and skills
  • Opportunities and support
Writing Objectives for Library Instruction

- SME = primary faculty member
- Behavioral objectives =
  - Demonstrated behaviors
  - Action verbs
  - Expected level of achievement
- Cognitive objectives =
  - General instructional objective (learning domain)
  - Specific types of performance
Writing objectives continued

- **Psychomotor**
  - Observable
  - Demonstrated

- **Affective Domain**
  - Abstract
  - Inferred observation
Advocacy

True or False
• Advocacy is just PR?

True or False
• PR is the same as marketing?

True or False
• PR is the same as spin?
Advocacy is not PR

• But PR is not a dirty concept
• The focus of public relations should be

  RELATIONSHIP
Grunig & Hon

• Conceived *Guidelines for Measuring Relationships in Public Relations*
  • *Control Mutuality*,
  • *Trust, Commitment*,
  • *Satisfaction*,
  • *Exchange Relationships*,
  • *Communal Relationships*,
  • *Favor and Face*,
  • *Openness*
Communal Relationships--

- In a communal relationship, both parties provide benefits to the other because they are concerned for the welfare of the other—even when they get nothing in return.
- For most public relations activities, developing communal relationships with key constituencies is much more important to achieve than would be developing exchange relationship.
The Website as Digital Branch

David King wrote a series of articles in the Website as the Digital Branch of the library.
4 Characteristics

• Real Collections
• Real Staff
• Real Building
• Real Community
The question is

• Can the website bring a library into a communal relationship with Real Community?
• Can it be the place where your users meet you?
• Can they meet each other?
• Can they interact with the collection?
Moral of the Story

- A library’s website is the front door, the main communication center, and the focus of its PR.
Empowerment

• How many people saw this:
  • Colleagues,

• You may want to read Steven Bell's latest article, "To Empower Community Colleges, Empower Their Librarians".

http://lj.libraryjournal.com/2014/05/opinion/steven-bell/to-empower-community-colleges-empower-their-librarians-from-the-bell-tower/
Bell says...

• “The research tells us that many students are overwhelmed by college-level research and suffer anxiety when confronted with a research project.
• This leads to procrastination and failure.”

Can the library be the main point of contact to affect this situation?
Assessment and accountability

• What’s the relationship?
• Why analyze performance or quality?
• Who are our competitors?
• What about standards?

Tools and methods
• libQUAL
• Benchmarking
• Six sigma
• Balanced scorecard

Skill Sets?
• Experience
• Judgement
Basic Elements

• Statement of purpose with context – addresses unique concerns and significance
• Literature review – multiple issues being addressed out there so a review of relevant activities is good
• Determining assessment objectives – through development of research questions to be answered
• Establishing methodologies and procedures for implementation of assessment activity
• Present facts based finding of date w/o bias
• Discussion or interpretation of findings
• Conclusions and next steps
Problem Statement

• Needs to represent the point of view of stakeholders
• Needs to identify the scope and focus of planning an assessment activity
• Should contribute history and background information as well as flags for concerns
• Should put in context what the limitations are or could be
• Must be conveyed in an open transparent point of view that isn’t seen as defensive
Doing your research

Primary (data gathered firsthand)
- Experimental
- Pilot projects
- Surveys
- Interviews
- Focus groups
- Direct observation
- Testing

Secondary (data gathered by others)
- Secondhand reports
- Historical data
- Purchased data
- Professional publications
- Benchmarking
- Best-practices reports
Assessment Methods - Questionnaire

**Disadvantages**
- Literacy and/or language issues
- Clarification or explanation issues (lack of detail)
- Responses limited to context of question
- Perfunctory answers
- Can be considered impersonal or cold

**Advantages**
- Most cost effective for quantity of feedback
- Anonymous
- Can be compared
- Can be statistically analyzed
- Less time consuming
- Can be done simultaneously and in multiple locations
Assessment Methods – Interviews (IND)

- Least time-efficient and usually most costly
- Interviewer should be practiced and skilled
- Interviewee selection must be broad to represent all points of view
- Should consider sampling models

- Provides personal communication opportunities:
  - More details
  - More free association
- Problems or issues can be explored in depth
- Allows for examples, anecdotes, stories, illustration of issues
Assessment Methods – Focus Groups

- Requires prep and skilled facilitator
- Be aware of peer pressure responses
- Recognize broader stakeholder definition to get all viewpoints
- Use data from other methods to support proposals
- Keep it realistic

- Teaching tool
- Group interaction can procreate broader issues
- Non-verbal clues can be useful
- More time-efficient for interacting with more people
- Achieve better overall understanding
Other Methods

• Sandboxing – test concepts prior to large scale commitment
• Design charettes – stakeholders allowed to actually create design
• Outside experts – seek input from specialized expertise
• Close-ended vs. open-ended questions
Observational Studies

- Checklist of observable behaviors
- Various times of day and evening
- Multiple observers involved
- Eliminates emotional or subjective data
Data Driven Methodology

- Removes politics
- Reduces emotional investment
- Makes adversarial moves more rational
- Takes problem out of personal context and allows for subjective analysis
Factors to Consider

**Design Factors**
- What question are you asking and why
- What goals and objectives are already determined
- Who is the audience
- What other information is available or needed
- What is best method

**Space Factors**
- Types of stakeholders
- Infrastructure issues
- Location and adjacencies
- Functionality
- Flexibility
- Non-public needs
- Efficiency of design
- Funding ability
Purpose of Assessment Activity

- Gain hard data to present to consultant for programming ideas related to renovations
- Gain data on how students use the building
- Gain data to present to University Administration for funding requests
- Determine students’ satisfaction with the Libraries
- Consider changes to technology policies and actions to library space
- Determine future needs
WHAT’S NOW?
UNCG has instituted the Academic and Cultural Enrichment (ACE) Scholars Program in order to increase the number of culturally diverse librarians in academic libraries. With major funding received from a third grant from the Institute of Museum and Library Services (IMLS) Laura Bush 21st Century Librarian Program, we aim to recruit 10 students from under-represented communities into UNCG’s two-year Master of Library and Information Studies (MLIS) degree program and prepare them for professional positions in community college libraries, with emphasis on serving diverse populations, including refugees and immigrants. This new cohort of ACE Scholars will bring their authentic perspectives to work with diverse user groups and will be mentored by experienced community college librarians, along with attendance at professional development activities.

For more information, please contact Program Coordinators: Dr. Nora Bird (njbird@uncg.edu), Mike Crumpton (macrump@uncg.edu), or Becky Croxton (racroxto@uncg.edu).
Third Cohort with CC focus

ACE 3: New Americans

Cohort with grant personnel

1. Mike Crompton
2. Clara Chu
3. Yvonne LaRoche-Pardo
4. Cheryl Lake
5. Nichole Nichols
6. Gabriel Grana
7. Nora Bird
8. Jarrian Jefferson
9. Harold Escalante Front

1. Jennifer Stith
2. Christin Hope
3. Maria Saldariagga-Osario
4. Monica Alston-Carr
Real Learning Connections

Current Theory and Research

Librarian

Academic Content

Practical Work Experience

Faculty

Student
# LSTA funded grant

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>Community College Libraries and Librarians and Student Success</th>
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<tbody>
<tr>
<td>PROJECT MANAGER NAME</td>
<td>Deborah Parisher/Rejeanor Scott</td>
</tr>
<tr>
<td>PROJECT MANAGER EMAIL</td>
<td><a href="mailto:parisherd@edgecombe.edu">parisherd@edgecombe.edu</a> <a href="mailto:scottr@edgecombe.edu">scottr@edgecombe.edu</a></td>
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<tr>
<td>PROJECT MANAGER PHONE</td>
<td>252 823 5166 X211</td>
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<tr>
<td>TOTAL FUNDS REQUESTED (IN WHOLE DOLLARS)</td>
<td>TOTAL: $164,000</td>
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<td>FY 2015: $63,000</td>
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<td>FY 2016: $69,000</td>
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<td>FY 2017: $32,000</td>
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<tr>
<td>EXPECTED # OF PERSONS SERVED</td>
<td>840,000 (number of students enrolled in North Carolina community colleges, 2011)</td>
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## Work to be completed by Keith Curry Lance and associates

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Complete by end of:</th>
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<tbody>
<tr>
<td><strong>Phase I</strong></td>
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<tr>
<td>Online library survey for Phase II delivered</td>
<td>Oct 2014</td>
</tr>
<tr>
<td>Online student and faculty surveys for Phase III delivered (ready for IRB review)</td>
<td>Jan 2015</td>
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<tr>
<td><strong>Phase II</strong></td>
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<tr>
<td>Online library survey launched</td>
<td>Feb 2015</td>
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<tr>
<td>Report on library service predictors of institutional outcomes delivered</td>
<td>Sept 2015</td>
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<tr>
<td><strong>Phase III</strong></td>
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<tr>
<td>Online surveys of faculty and students launched</td>
<td>Sept 2015</td>
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<tr>
<td>Report on self-reported student and faculty outcomes and associated library services delivered</td>
<td>Sept 2016</td>
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<tr>
<td><strong>Phase IV</strong></td>
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<td>Online needs assessment survey of community college librarians and other library staff launched</td>
<td>Jan 2017</td>
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<tr>
<td>Professional development needs assessment report delivered</td>
<td>June 2017</td>
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What could be next?

**Advocacy**
- More attention to community college libraries’ needs
- Greater attention on information literacy for workers in flux
- Stronger statement to campus administrators about staffing needs

**Actions**
- More voices to speak out
- 2nd volume, edited with others
- Tool for encouraging growth to sub-industry
- Another grant?
From Amazon:

- ...covers all aspects of librarianship that apply to community colleges in a one-stop reference book. It provides information that enables the librarian to become more successful in the community college environment and reflects on its unique qualities, identifying the specific skills required and the differences from other library settings. The authors address instructional design and highlight the distinctions in the types of information literacy appropriate to the specialized curriculum and certification needs of a community college. Besides being an outstanding professional development tool, this handbook will also be useful to library and information science students studying service in community college libraries as a career option.
From Library Journal:

Reviews
"This work will serve as a very useful introduction for either new or aspiring community college librarians or as a text for an LIS course. The concise chapters, filled with both scholarship and practical advice, will help librarians better understand their environment."—Library Journal Online
There She Is!

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