

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

Michael Crumpton, macrumpt@uncg.edu

Nora Bird, njbird@uncg.edu

University of North Carolina at Greensboro

Presenters

Dr. Nora Bird

Assistant Professor
University of North Carolina at
Greensboro
School of Education
Dept. of Library and Information Studies
1300 Spring Garden St., P.O. Box 26170
Greensboro, NC 27402-6170

njbird@uncg.edu

[336-256-0162](tel:336-256-0162)



Michael Crumpton

Asst Dean for Administrative Services
University Libraries
The University of North Carolina -
Greensboro
PO Box 26170
Greensboro, NC 27402-6170

phone [\(336\) 256-1213](tel:336-256-1213)

macrumpt@uncg.edu



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

The screenshot shows the White House website interface. At the top, it says "the WHITE HOUSE PRESIDENT BARACK OBAMA" with a logo and navigation links like "BLOG", "PHOTOS & VIDEO", "BRIEFING ROOM", "ISSUES", "the ADMINISTRATION", "the WHITE HOUSE", and "our GOVERNMENT". A search bar is visible with the text "Search WhiteHouse.gov".

The main content area features a video player titled "White House Summit on Community College". The video shows President Obama speaking at a podium in a grand hall. A large play button is overlaid on the video. Below the video player, there are links for "Read the Transcript", "Download Video: mp4 (423MB)", and "mp3 (4.1MB)". A caption below the video reads "Watch the closing session of the White House Summit on Community College".

To the right of the video player is a graphic titled "WINNING the FUTURE PRESIDENT OBAMA'S BUDGET". The graphic shows a blue book cover with the word "BUDGET" and a colorful bar chart. Below the graphic is a button that says "Explore the Budget".

Below the budget graphic is a section titled "RELATED BLOG POSTS" with a link for "Ten Days Left to Apply for the 2011 Commencement Challenge" dated March 01, 2011 11:22 AM EST.

On the left side of the page, there is a vertical list of "ISSUES" including Civil Rights, Defense, Disabilities, Economy, Education (with sub-items like Educate to Innovate, Higher Education, Race to the Top, Commencement Challenge), Energy & Environment, Ethics, Family, Fiscal Responsibility, Foreign Policy, Health Care, Homeland Security, and Immigration.

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

The screenshot shows the White House website's 'Education' section. At the top, the navigation bar includes 'BLOG', 'PHOTOS & VIDEO', 'BRIEFING ROOM', 'ISSUES', 'the ADMINISTRATION', and 'the WHITE HOUSE'. The main heading is 'Home • Building American Skills Through Community Colleges'. A search bar is visible on the right. The central content features a quote from President Obama: "If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career." —President Barack Obama. To the right, a large graphic displays '9.5 MILLION' in bold white text, with a sub-headline: 'President Obama has raised the maximum Pell Grant award to \$5,550 since 2008, with 9.5 million students receiving Pell Grants in the 2012-13 school year.' Below this is a photograph of President Obama interacting with a group of young people. At the bottom, there are four navigation buttons: 'AT A GLANCE', 'EARLY CHILDHOOD LEARNING', 'EDUCATION FOR K-12 STUDENTS', and 'SUPPORT FOR HIGHER ED'. A 'Hide This' button with an upward arrow is located on the left side of the main content area.

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

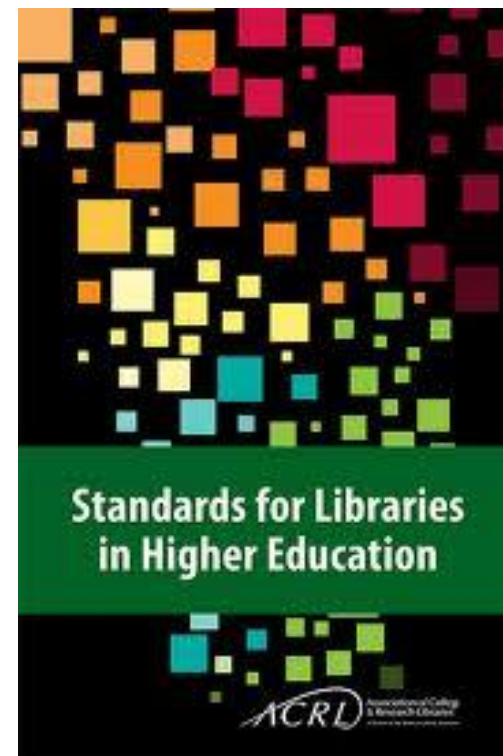
ACRL Standards

- 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

Nora J. Bird, Assistant Professor - njbird@uncg.edu

Michael Crumpton, Assistant Dean - macrumpt@uncg.edu

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.

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.



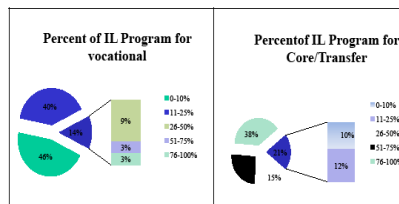
THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

INFORMATION LITERACY IN COMMUNITY COLLEGES

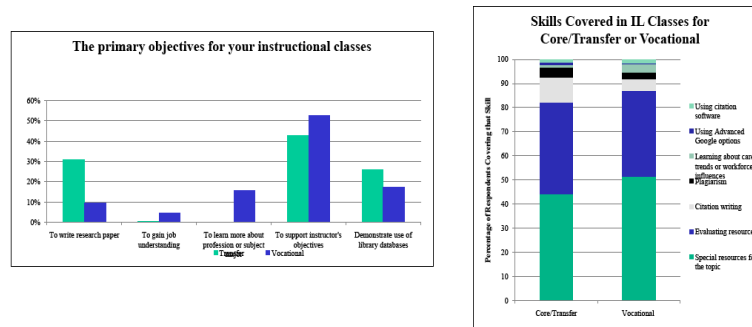
A survey was launched on May 6th with a broad agenda. Several questions sought to describe:

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.



- ❖ Most community colleges offer online classes and the library supports them primarily through tutorials.

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.

The screenshot shows the project website with a navigation menu (Home, Calendar, Contact, My Page, Project Owners, Project Owners, Project Owners, Tools, Store) and a 'WELCOME' message. Below the message is a 'Project at a Glance' section with a calendar for June 2010. The calendar shows dates from Sun to Sat, with 'Open C21' on June 1st and 'New Year' on June 4th. A sidebar on the left contains a 'Time zone' dropdown set to 'America/New_York' and a 'Community College Librarian Project' title.

O*NET

Understanding the Workplace.

Welders, Cutters, & Welder Fitters

Print Share

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

- noticing a problem and figuring out the best way to solve it

ABILITIES

Hand and Finger Use

- keep your arm or hand steady
- hold or move items with your hands

Controlled Movement

- quickly change the controls of a machine, car, truck or boat
- use your arms and/or legs together while sitting, standing, or lying down

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**
- **Independence**
- **Innovation**
- **Integrity**

TECHNOLOGY

You might use software like this on the job:

Computer aided design CAD software

- EZ Pipe software

Analytical or scientific software

- Scientific Software Group Filter Drain FD

Data base user interface and query software

- Recordkeeping software

EDUCATION



some college or
high school diploma
usually needed

Get started on your career:

Find Training Find Certifications



JOB OUTLOOK



New job opportunities are **very likely** in the future.

SALARY:
\$36,300

per year, on average



This work is part of the **green economy**.

EXPLORE MORE

- [Model Makers, Metal & Plastic](#)
- [Multiple Machine Tool Setters, Operators, & Tenders, Metal & Plastic](#)
- [Print Binding & Finishing Workers](#)
- [Printing Press Operators](#)
- [Sawing Machine Setters, Operators, & Tenders, Wood](#)

You might like a career in one of these industries:

- [Manufacturing](#)
- [Construction](#)

Automotive Technicians



Source: Bird, N. J. and Williams T. (2014). Casting a Wider Net: O*Net, Workforce Development, and Information Literacy. *RUSQ*, 53 (3), p. 227

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

LRC News & Events

 **Interession Semester Hours**

The LRC & Computer Lab 206 are open Monday-Friday 8am-4pm during the Interession. Summer 1/3

Popular DVD Collection: Check out our new [DVD collection!](#) We have added a number of popular, classic and new release titles including Captain Phillips, Dallas Buyers Club, Nebraska, Gravity, 12 Years a Slave, Pacific Rim, Elysium, Mud, Rush, Despicable Me 2, Warm Bodies, and more!

Think that we can do everything online now and we don't need libraries? This [wonderful short film](#) about a day in the life of New York City Public Libraries will change your mind.

Research Consultations: It's not too early for help researching and writing your papers! Schedule an [RC session](#) for help with citations, sources and



[Connect with the LRC](#)



LRC Blog



Twitter






Coffee Bar



[Recommend](#)

Contacts

	Bill Kinyon Director, Library and Learning Resources	627-4551 Room 251, Building 200: A.L. Freedlander Learning Center	wrkinyon@haywood.edu
	Heather Cyre Librarian, Library and Learning Resources	565-4083 Room 250, Building 200: A.L. Freedlander Learning Center	hmcyre@haywood.edu
	Ngairé Smith Librarian/Technology Specialist, Library and Learning Resources	828-545-4172 Room 227, Building 200: A.L. Freedlander Learning Center	nsmith@haywood.edu

iterati

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 consider 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)

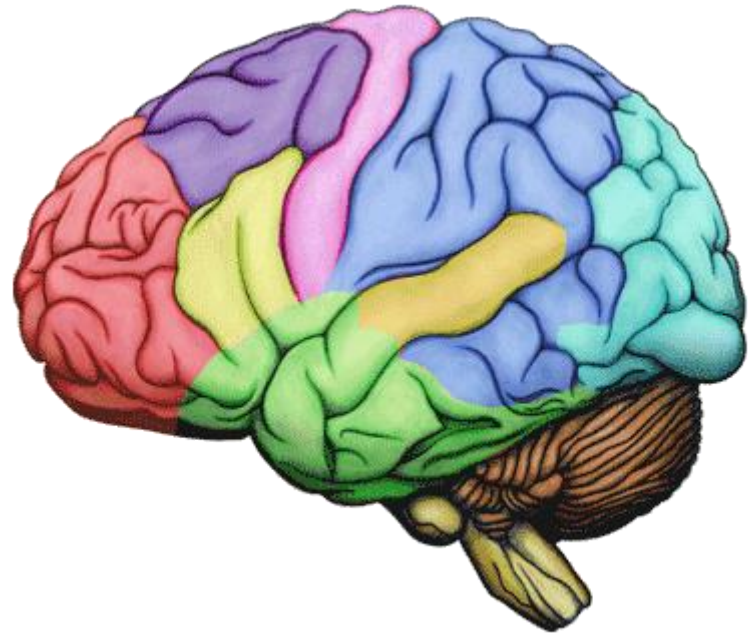
- Least time-efficient and usually most costly
- Interviewer should be practiced and skilled
- Interviewee selection must be broad to represent all points of view
- Should consider sampling models
- Provides personal communication opportunities:
 - More details
 - More free association
- Problems or 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



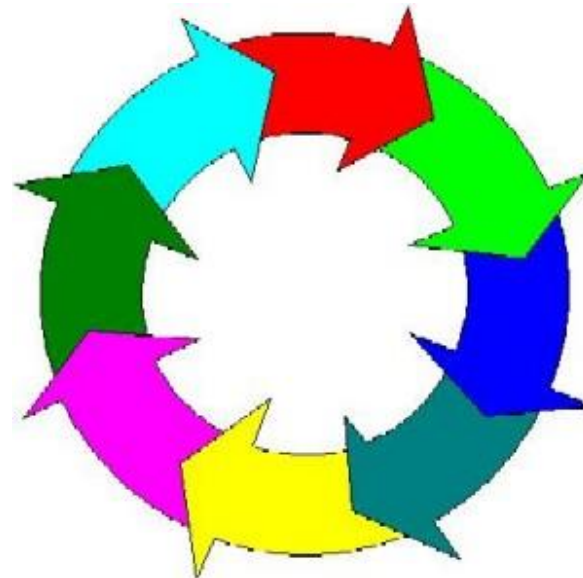
Observational Studies

- 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?

ACE SCHOLARS PROGRAM

ACE Scholars History

ACE Scholars

Meet the 2013-2014 ACE Scholars



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 (macrumpt@uncg.edu), or Becky Croxton (racroxto@uncg.edu).



Third Cohort with CC focus

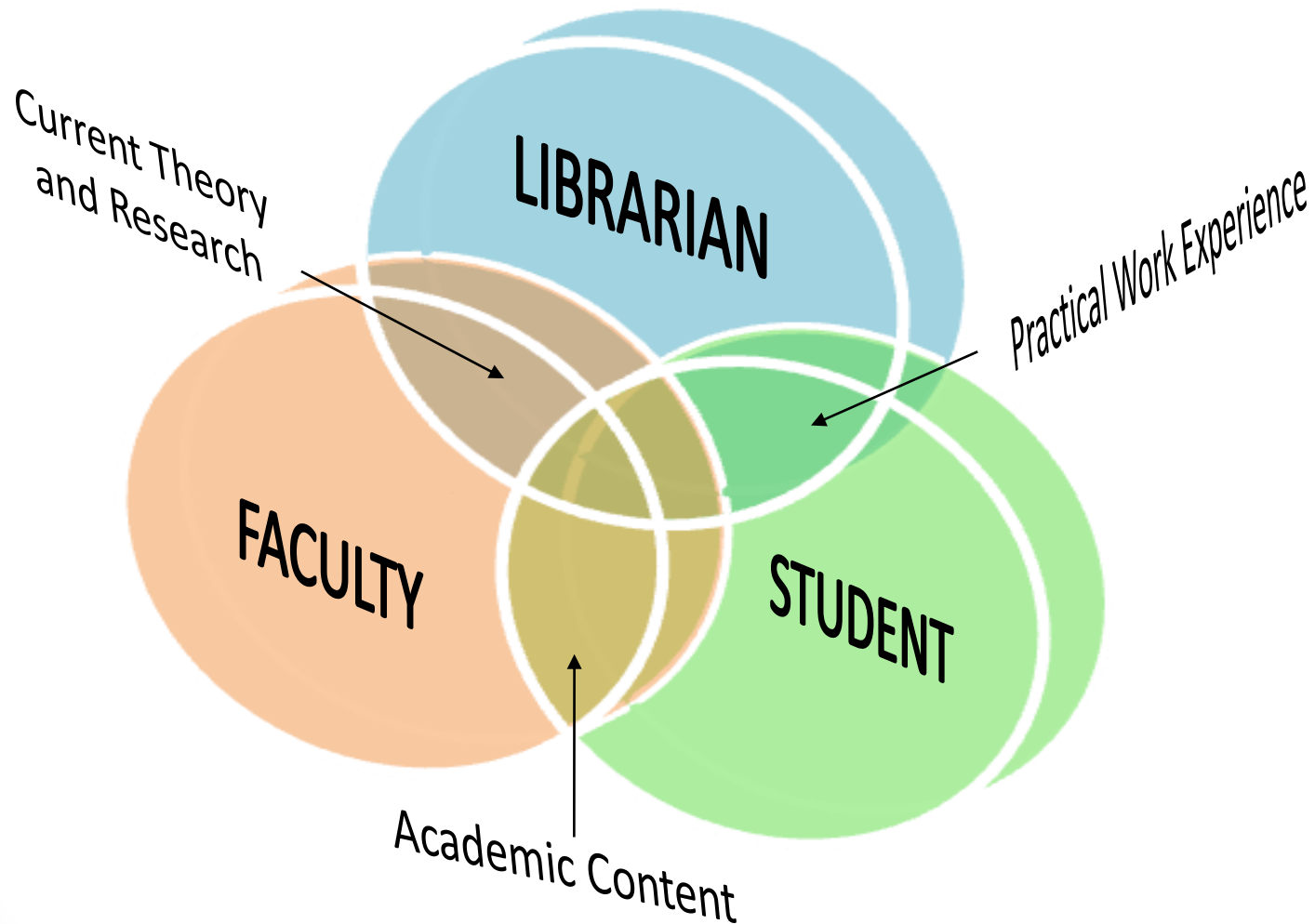
ACE 3: New Americans



1. Mike Crumpton
 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

Cohort with grant personnel

Real Learning Connections



LSTA funded grant

PROJECT NAME	Community College Libraries and Librarians and Student Success
PROJECT MANAGER NAME	Deborah Parisher/Rejeanor Scott
PROJECT MANAGER EMAIL	parisherd@edgecombe.edu scottr@edgecombe.edu
PROJECT MANAGER PHONE	252 823 5166 X211
TOTAL FUNDS REQUESTED (IN WHOLE DOLLARS)	TOTAL: \$164,000 FY 2015: \$63,000 FY 2016: \$69,000 FY 2017: \$32,000
EXPECTED # OF PERSONS SERVED	840,000 (number of students enrolled in North Carolina community colleges, 2011)

Work to be completed by Keith Curry Lance and associates

Activity:		Complete by end of:
Phase I	Online library survey for Phase II delivered	Oct 2014
	Online student and faculty surveys for Phase III delivered (ready for IRB review)	Jan 2015
Phase II	Online library survey launched	Feb 2015
	Report on library service predictors of institutional outcomes delivered	Sept 2015
Phase III	Online surveys of faculty and students launched	Sept 2015
	Report on self-reported student and faculty outcomes and associated library services delivered	Sept 2016
Phase IV	Online needs assessment survey of community college librarians and other library staff launched	Jan 2017
	Professional development needs assessment report delivered	June 2017

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:

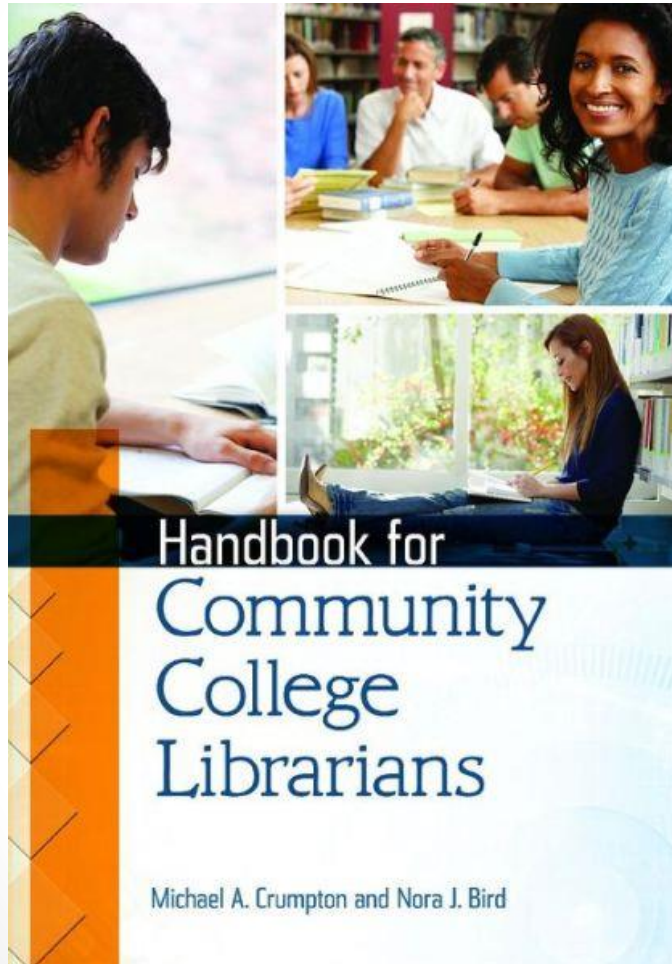
- *...covers all aspects of librarianship that apply to community colleges in a one-stop reference book. It provides information that enables the librarian to become more successful in the community college environment and reflects on its unique qualities, identifying the specific skills required and 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!



Product Details

- ISBN-13:
9781610693455
- Publisher: Libraries Unlimited
- Publication date:
9/30/2013
- Word count = 69, 027