

Colleges and Junior Colleges (CJC) Group Hot Topics Discussion Saturday July 11, 2009, Hilton Chicago Lake Michigan Room

The following topics were initially suggested for discussion:

ESL, non-traditional students
Assessments, standards, accreditation
Instructional media
Online Tutorials
Changing layout to enhance services

The following were discussed:

I. Space Issues:

-The problem of group study rooms & lack thereof

Solutions:

- Remove book shelves
- Use alcoves & glass walls/doors
- Listening booths/media booths being used less frequently, so can now used for group study
- Modular furniture for group collaboration

-Lack of space as the college grows

Solutions:

- A facilities planner can be helpful (someone on staff at the college)
- Discarding microfilm
- Get rid of reference shelves to reclaim floor space in favor of group study
- If you're near a wall it's fairly easy to make an enclosure

-Working near the reference librarian: is this a trend?

- "Dining room table" phenomenon, where students are accustomed to studying near Mom and Dad. The reference area is a social area, information commons area.

-NOISE as an issue: people wanting quiet

Solutions:

- Earplugs, iSerenity.com (browser-based white noise creator)

-Security and how that influences the design of space

- Video cameras can make the entire library observable from the service desks. They can be connected to your computer network.

-Combining reference and circulation.

- It can be difficult to change what's already there. At some libraries it had always been that way, and for some it hadn't, and there was resistance to changing to a single desk at the libraries that currently have two.

II. Serving people who haven't been in school for 25 years / ESL students / Developmental Students

-Recommended article: Roselle, A. (2009, March). Preparing the Underprepared: Current Academic Library Practices in Developmental Education. *College & Research Libraries*, 70(2), 142-156.

-Discussion of having special courses for older adults, to group them together.

- Would it be legal to not allow others into courses for older students?

- Library workshop for students with international backgrounds – this could also be done for non-traditional students.
- Getting the groups to work together is a better idea. Possible to use social networks?
- Cited an Intro to the Library orientation in Spanish, via a sign-up. Could this be done for non-traditional students?
- Cited a re-entry center at one college (now closed): in theory a good idea but in reality it functioned as more of a club house.

-Non English-speaking students, other non-traditional students

- IESL (International English as a Second Language) students: learning their context is effective for outreach. For example, in the Chinese tradition, sources are honored when they are used, not when they are cited/credited. It would be effective to ask IESL students to compare and reflect on these differences.
- We could also make an effort to physically go to them, providing outreach that way. Example of former prisoners group. This helps put you in their frame of mind.
- Example of Arabic, Persian populations, as well as student with disabilities: Assistance means showing them the very basics of how to use a library.

-Reaching students that the library often misses

- Developing connections with the school's student services department. Have regular meetings with them. One library was prompted to do this through a first-year experience program.
- Include the library on new staff orientation so that the whole set of staff members can be aware of the library as a resource.
- "The best librarian is a sneaky librarian" in terms of making inroads, finding opportunities for partnerships and collaboration, which leads to influencing administration, faculty, and students.

-Policies for non-student and underage community members

- Most computers are locked down, with policies controlling use. Some expressed concern this would negatively impact community relations.
- Age restrictions: make them sign-off on permission to use internet, R-rated movies. Parents or guardians must understand that even if the student is 15 he/she will be using college level materials.

III. Media

- Streaming media: For example--Annenberg licensing for streaming media is difficult (& expensive)for small institutions.
- Need for collaboration so that we can communicate about vendors who are not understanding our needs and limitations.
- Librarians on an advisory board would be a good start.

Announcement of CJC incoming chair

Notes taken by Olivia Nellums, Camden County College (NJ)