NEWSFLASH:

Updates from community and junior colleges across the country

by Jill Sodt, CJCLS Newsletter Editor

—Central Carolina Community College recently received two grants totaling $44,985 from the federal Library Services and Technology Act (LSTA) grant program. The program, administered by the State Library of North Carolina, funds library projects across the state that advance literacy and lifelong learning, expand access to library resources and expertise, promote partnerships and collaboration, and digitize materials important to the cultural heritage of North Carolina. These grants will enable the college to turn study rooms into technology-enhanced collaborative learning spaces for students.

—in Virginia, the New River Community College library hosted its first ever Comic Con in October. Guests included Kevin Sharpe, Dom Murphy, and Josh Ginter. "We decided to sponsor this event to promote reading, creativity and the fun of comic books," said Sandy Smith, NRCC’s Coordinator of Library Services. "We also wanted to encourage people to visit our facilities, both the library and the college in general and see what we have to offer."

—in New York, the Geneseo Community College Alfred C. O’Connell Library on the Batavia campus has developed an expanded Children’s Book Collection thanks to a President’s Innovation Award (PIA) grant. The President’s Innovation Award Program, funded by the Geneseo Community College Foundation, provides mini-grants to faculty and staff proposed projects that bring innovation to the College and foster positive relationships between the college and the local community.
SOAPBOX

This is a new column where CJCLS members can share their ideas regarding trends in academic librarianship.

Featured CJCLS Librarian: Matthew Pierce

The Value of Scholarly Articles vs. Scholarly Books

Over the past few years, I’ve noticed a trend among teaching faculty—and even librarians—in which scholarly books and scholarly articles are treated as identical information packages.

Scholarly books and scholarly articles are very different types of sources in several respects, and understanding the value of each source type within the context of the research process should be a foundational concept of information literacy. Yet, I rarely see this distinction articulated as a learning outcome in library instruction sessions, and it doesn’t seem to be on the radar of many discipline instructors.

One of the things that prompted this reflection was a conversation with an English instructor who, during a discussion about an upcoming library instruction session—which was being tailored around an argument paper—remarked, “this is a ten week class, so we don’t really have time for books. Let’s focus on scholarly articles.” I contemplated the interaction for days afterward. Clearly, the instructor didn’t have the knowledge gained from having helped students at a reference desk. My silent questions for the instructor included the following: Does a student really need to read an entire book to find relevant information? Is the instructor aware that books are divided into chapters—and contain indexes? If length is the issue, is the instructor aware that certain types of books (i.e. reference books) contain entries that are shorter than journal articles—and are particularly useful for obtaining context and background information? (Clearly, reference books contain a different type of information from scholarly articles, but they do have a specific value in the context of the research process.)

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Innovative Library Classroom
May 12, 2015
Radford, VA

The librarians at Radford University have a reputation for exploring innovative approaches to library instruction. Last year marked the inauguration of a new library conference hosted by Radford called the Innovative Library Classroom, which emerged from a cross-institutional peer-review project that counted two community colleges among its participants.

At the 2014 conference, session topics included assessing the flipped classroom, incorporating threshold concepts into instructional design, and integrating emerging technologies into library instruction.

The deadline for 2015 proposals is November 21st, 2014.
Some of my silent questions for the instructor were related to disciplinary differences. Is the instructor aware that in certain disciplines, such as the humanities, monographs are the most valued forum for scholarly communication? Also, in the social sciences—a subject area that students tend to draw heavily upon for argument papers—scholarly monographs remain a highly valued venue.

Certainly, the latest iteration of the Framework for Information Literacy, particularly the “Information Creation as a Process” frame, leads me to believe that our profession still agrees that understanding the differences between types of sources is valuable. But we need to be careful not to let vendors—or misguided instructors—control the conversation. For the benefit of the students we serve, we should use our expertise to lead this conversation. The voluntary nature of so many course-integrated library instruction programs means that we’re occasionally reluctant to challenge the assumptions of discipline faculty—as I was during my conversation with the instructor who dismissed books—but sometimes gentle encouragement, or carefully worded suggestions, go a long way. And, of course, context matters. Now that I have an established relationship with this particular English instructor, I think our conversation next semester will be different.

**Collective Brain: Highlights from the CJCLS Listserv**

**Humor in the Library: 9/ 5-9/ 9**

"And, while helping a student with a particularly contentious topic, rife with controversies, he wailed, 'Isn't there any source that is infallible?'"

**Educational Requirements for Library Directors: 10/ 20-10/ 21**

"It seems very unusual in any educational department that an administrator/director would not be expected to have at minimum a master’s degree – whether library director, dean of some kind, whatever."

**Group Study Room Management: 11/ 7-11/ 10**

"We use the free version of SuperSaas. It has worked very well to date, is very easy to set up, can limit use by 30 minute increments, allows students to reserve rooms for themselves, can be used from any PC, makes tracking of use over time much easier, and frees up service desk"

**ACRL Insider Profiles Community College Librarian**

Robert Kelly, the Coordinator of Library Services at Hutchinson Community College, was featured on September 30, 2014 as an ACRL Member of the Week.

"To make real change you must get involved in leading and do so actively. Armchair complainers and saber rattlers rarely yield any success because they don’t have any influence or control."

Read more at the [ACRL Insider](#) blog.
BUSY BEE

From Jonathan Betz-Zall, Highline Community College:

I've been working on a "white paper" explaining and justifying the provision of virtual reference services. I circulated a first draft around CJ C libraries in Oregon and Washington State and just heard that it was partially responsible for saving our statewide network that supports those services from being cut by the state library.

From Lindsay Davis, Merced College:

Please join the Association of College and Research Libraries’ new interest group, Library Marketing and Outreach (LMO). The interest group kicked off with an informal meet-up at the ALA Annual Conference in Las Vegas this summer, and the goal of the group is to have similar meet-ups within our respective states. If you are interested in becoming a representative for your state, please contact Virginia Alexander at: alexana@uscupstate.edu.

RECENT RESEARCH: ASSESSMENT

by Matthew Pierce, CJCLS Newsletter Editor


Do you know the next
Community College Learning Resources & Library Achievement Award

CJCLS/EBSCO COMMUNITY COLLEGE LEARNING RESOURCES AND LIBRARY ACHIEVEMENT AWARDS

These two annual awards recognize significant achievement in the areas of programs and leadership.

Nominees for the program award should demonstrate significant achievement in development of a unique and innovative learning resources/library program.

Nominees for the leadership award should demonstrate significant achievement in advocacy of learning resources/library programs or services, or leadership in professional organizations that are associated with the mission of community, junior, or technical colleges.

Individuals or groups from two-year institutions, as well as the two-year institutions themselves, are eligible to receive awards. Nominations will be kept on file for three consecutive years.

Each Award: $500 and plaque sponsored by EBSCO Information Services

Nominations due December 5, 2014

See details in the Awards & Scholarships section of the ACRL Web site:
http://www.ala.org/acrl/awards/achievementawards/learningresourcesaward
http://www.ala.org/acrl/awards/achievementawards/libraryachievementaward

ACRL Association of College & Research Libraries
A division of the American Library Association

Advancing learning Transforming scholarship