

CJCLS Newsletter

Community and Junior College Libraries Section <http://www.acrl.org/cjcls/>
 Association of College and Research Libraries, a Division of the American Library Association
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There's a place for you in CJCLS

You can look forward to increasing opportunities to participate in the work of CJCLS virtually. As projects and activities start up, these will be announced on the CJCLS listserv. To join the CJCLS listserv, go to <http://lists.ala.org/wws/info/cjc-l>.

We hope to see many of you at ALA in Washington, DC this summer. We will kick off with the **CJCLS Dinner** on Friday night, a good chance to meet new colleagues or greet old friends at a local restaurant. The CJCLS program, **Gaming, Information Literacy and the College Student**, will be held Saturday from 1:30-3:30. The **CJCLS Hot Topics Discussion Group**, where we will talk about a couple of topics you bring with you that day, will be on Sunday from 1:30-3:30. Specifics on locations and times will be provided through the CJCLS listserv and on the ALA Annual Program website.

I look forward to “seeing” you on the listserv and in Washington, DC.

--Ellen Sutton, Chair, CJCLS

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Important dates for ALA Annual in Washington, DC

Friday, June 22	6:00pm	CJCLS Dinner
Saturday, June 23	8:00-10:00am	Executive Committee I
	1:30-3:30pm	CJCLS Program: <i>Gaming</i>
	4:00-6:00	CJCLS/NCLR Discussn Grp
Sunday, June 24	8:00-10:00am	CJCLS Membership Mtg. & Awards Breakfast
	10:30-12:30	CJCLS All-Committees Mtg.
	1:30-2:30pm	Hot Topics Discussion Grp.
Monday, June 25	8:00-10am	Executive Committee II



CJCLS 2007 Annual Program to Focus on Gaming

George M. Needham, Vice President of Member Services at OCLS and Paul James Gee, Tashia Morgridge Professor of Reading at University of Wisconsin-Madison will speak on *Gaming, Information Literacy and the College Student* at the CJCLS program at 1:30 Saturday, June 23.

Can the skill acquired through mastery of videogames be applied to students attempting to conquer a maze of library databases and research? How have video games shaped the way students learn and process information and how can we use that understanding of these students in libraries? Learn how the gaming elements of urgency, complexity, learning by trial-and-error, active learning, experiential learning, and problem-based learning inform our goal of producing information literate students.

Midwinter 2007 Highlights

Hot Topics Discussion Group:

Thirty-four community college librarians attended CJCLS' first Hot Topics in Community College Libraries held on Saturday, January 20, 2007 at American Library Association's Midwinter Conference in Seattle, Washington. A call for hot topics was put out to the CJCLS Listserv seeking ideas for topics to discuss at the Midwinter meeting, and two topics were chosen from the 15 topics submitted to the listserv:

- How do you build a collection for the broad range of community college students?
- Community college libraries' efforts to support adult literacy.

Rebecca Schreiner, Chair of the CJCLS committee, distributed printouts from the following websites to stimulate discussion on these topics:

http://acqweb.org/cd_policy.html Community College Collection Development Policies on the Web.

<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm> Standards for Libraries in Higher Education (see information about collections under Input Measures)

<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesliaison.htm> Guidelines for Liaison Work in Managing Collections and Services

<http://www.ala.org/ala/olos/olosliteracy/collectiondev/Default3682.htm> The collection management page of ALA's Office for Literacy and Outreach Services.

<http://www.ala.org/ala/olos/outreachresource/servicesnewnonreaders.htm> Services to Adult and New Non-Readers. From ALA's Office for Literacy and Outreach Services.

All Committees Meeting: featured the newly configured committees, and welcomed a number of interested new and prospective members. This is a meeting open to all who are interested in participating in the work of CJCLS.

Joint CJCLS/NCLR Discussion Group: Richard Shaw and Cary Sowell led a lively discussion on the role of NCLR in educating community college administrators about library resources and services. NCLR, the National Council of Learning Resources, is one of the councils of the American Association of Community Colleges. [One major accomplishment of NCLR has been the adoption of a major statement on information literacy by the AACC.]

Proposed ACRL Structure Changes Discussed at Midwinter

At the Midwinter Meeting in Seattle, the ACRL Board discussed some proposed changes to ACRL's structure with ACRL leaders. These changes would establish a new form of ACRL unit, the Interest Group, and would change the way candidates are selected to run for the ACRL Board of Directors. FAQ's have been developed to give you background information about the general process and the development of recommendations for the proposed ACRL structure changes. The FAQ's are available at www.acrl.org/structure. Feedback on these proposed changes has been sought via various means, including the CJCLS listserv.



Seattle, January, 2007

Photo by Joe Barnes

ALA Midwinter January 2007
CJCLS Dinner, Von's Grand City Café, Seattle
Photos by Alice Lubrecht



Community College/CUNY Library wins ACRL Excellence Award

Eugenio Maria de Hostos Community College's library was the 2007 winner of the ACRL Excellence in Academic Libraries Award in the community colleges category. Francis Maloy, chair of the award selection committee for 2007 and division leader of access services at Emory University, cites Hostos Library staff's "exemplary partnership and leadership with faculty in developing new curricular design and revitalization through the development of new courses designed to teach information literacy, critical thinking, and computer literacy, and also by creating bilingual online learning environments. . . [and] their efforts to produce a bilingual student literary and art magazine and to create an inviting and bilingual student-focused environment in the library." To read more about Hostos Library and the winners in the two other library categories, see the article in March 2007's *C&RL News*, p. 143. The other winning libraries were Georgia Institute of Technology Library and Information Center and Trinity University's Elizabeth Huth Coates Library.

Each winning library will receive \$3,000 provided by Blackwell's Book Services and a plaque, to be presented at an award ceremony held on each recipient's campus. The winners also will receive special recognition at the ACRL Presidents Program during the ALA Annual Conference on Monday, June 25, at 1:30. For information on this prestigious award, and to help you prepare to apply for this award next year, visit the Excellence in Academic Libraries Award page at <http://www.ala.org/ala/acrl/acrlawards/excellenceacademic.htm>.



Photo courtesy of Hostos Community College

Center at Spokane Community College receives Learning Resources Program Achievement Award

The Hagan Foundation Center for the Humanities at Spokane Community College was chosen to receive the 2007 CJCLS EBSCO Community College Learning Resources Program Achievement Award.

A citation and \$500, donated by EBSCO Information Services, will be presented to the staff of the Hagan Foundation Center for the Humanities during the American Library Association (ALA) Annual Conference in Washington D.C. at the CJCLS Awards Breakfast, Sunday, June 24, at 8:00 a.m.

"The Hagan Foundation Center for the Humanities is a nationally recognized, innovative program that places Spokane Community College's library at the center of educational inquiry, and provides the library with a positive image in the greater Spokane community," said award committee chair Matt Burrell.

Originally called the Center for the Humanities, it was renamed the Hagan Foundation Center for the Humanities in 2005. Located in the library, the Center was created in an effort to integrate liberal arts and humanities across the campus curriculum, and to create a humanities-based model for academic inquiry. Additional goals of the Center are to instill critical thinking skills and appreciation for the humanities in SCC students; and to raise community awareness of the scope and variety of campus programs.

Dowell wins CJCLS Learning Resources Leadership Award

David R. Dowell, director of the Library/Learning Resource Center at Cuesta College, has been selected as the 2007 winner of the Community and Junior College Libraries Section (CJCLS) EBSCO Community College Learning Resources Leadership Award. The award honors significant achievement in the advocacy of learning resources, as well as leadership in professional organizations that support the missions of community, junior and technical colleges.

A citation and \$500, donated by EBSCO Information Services, will be presented to Dowell at the American Library Association Annual Conference in Washington D.C. during the CJCLS Awards Breakfast, Sunday, June 24, at 8 a.m.

“David R. Dowell embodies the spirit of the CJCLS/EBSCO Leadership award criteria,” said Matt Burrell, CJCLS award committee chair. “Beyond academic preparation and contribution to literature, Dowell is an active member of several committees and never turns down an opportunity to lead, contribute, and serve his fellow community college librarians.”



David Dowell, recipient of the 2007 CJCLS Learning Resources Leadership Award pictured at the Midwinter CJCLS Dinner with Linda Slusar and Cynthia Steinhoff.

Photo by Joe Barnes

Future ACRL Events

Institute for Information Literacy Regional Immersion Program
Illinois State University, Normal, IL • July 13 - 18, 2007

ACRL/Harvard Leadership Institute
Harvard University, Cambridge, MA • August 5-10, 2007

Institute for Information Literacy Immersion Program
Winnipeg, Manitoba, Canada • August 5-10, 2007

The Full Professorship at California Community Colleges

by

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California law is silent on “professional ranks” at community colleges. Each community college district is left on its own to implement ranks. A recent survey of California library faculty indicated that there is a wide variety in process in the assignment of rank and in criteria for the attainment of full professorship in California community colleges. In December 2006, the author gathered information on community college librarians’ faculty ranks at 86, out of 110, California community colleges through surveys on community college library electronic discussion lists and through districts’ websites, particularly from staff directories.

The most remarkable finding was the great variety of situations surrounding the assignment of rank, due to the lack of coordination from the California Community Colleges Chancellor’s Office. In some districts the full professorial rank is granted by the administration, at others by the academic senate or obtained through negotiations by their unions, sometimes linked to salary schedules, while elsewhere certificated staff call themselves “professor” by tradition. Finally, at many colleges the full professorial rank is granted automatically, generally at the same time as obtaining tenure; while many other colleges set either minimal or stiff criteria for obtaining the full professorship.

For the 86 colleges for which information was obtained, 23 have either "no rank" or use "instructor." The other 63 colleges have the full professorship. For 22 of those, only minimal data was available. The faculties of five colleges of the remaining group of 41 call themselves "professor" at their own discretion. Thus, only the replies from 36 colleges will be discussed below.

Responsibility for granting professorial ranks at five colleges lies with the administration and/or the governing boards; at sixteen colleges with the academic senates; at four colleges the ranks are a part of the union contract; while the situation at the remaining eleven colleges is unclear. At the nine-campus Los Angeles Community College District, each campus' academic senate apparently handles the ranks individually but they are based on a 1986 District-wide policy.

Of the 36 colleges under review, twelve grant the full professor automatically, in most cases at the same time as tenure is obtained. At thirteen colleges, the faculty has to apply for the full professorship, and generally certain conditions have to be fulfilled. At five colleges, the full professor rank is linked to steps on the salary schedule, and although salaries are the prerogative of the unions, academic senates are responsible for academic ranks. For the remaining six colleges, it is not clear whether ranks are granted automatically or whether faculty have to apply; but in all six cases, the full professorship is tied to years of service and educational background.

At those colleges where the faculty have to fulfill certain conditions to qualify for the professorship, the requirements vary widely. Typical criteria are length of service, educational attainment, professional achievements, publishing, presentations, public service, community visibility, faculty evaluations, coursework that enhances classroom effectiveness, leadership or membership in professional organizations, committee work, campus leadership, service as faculty advisor to student clubs, etc. Sometimes, there is a basic prerequisite, like ten years of service, plus meeting five out of ten criteria, or the like.

CJCLS QUICK REFERENCE

To join the CJCLS listserv, go to <http://lists.ala.org/wws/info/cjc-l>

To visit the CJCLS website, go to <http://www.acrl.org/cjcls/>

To send an item for publication in the CJCLS Newsletter, contact Ellen Sutton, CJCLS Newsletter Editor, at suttone@cod.edu

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