



# 2021: REFLECTING AND MOVING FORWARD

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# Welcome from the CJCLS Chair!

By Robin Brown, Borough of  
Manhattan Community College



I believe we can lead.

Several years ago, I sought out anti-racism training, because I work for an extremely diverse community college. What I learned there gave me the theoretical background for what I already knew. It also made it personal, I am a person with a visible mobility disability. This has given me a point of view to

stand with my BIPOC colleagues. This allowed me to recognize EDI findings in my most recent research project. I dove into the literature on privilege studies and understood my privileges. When I realized how many librarians with invisible disabilities had stepped forward to join our study, I started talking about not judging anybody by first appearances. Then I realized that this was EDI.

I want CJCLS to be a leader among ACRL sections in implementing and supporting EDI work. This is in recognition that community college work is social justice work. I am guessing that we all are dealing with diverse populations, particularly if we remember that diversity also includes accessibility.

I have an open mind about programming. The Scholarly

Research Committee has been leading the way, demonstrating how easy it is to do Zoom programming. Please get in touch with me about what you would like to see.

*“I want CJCLS to be a leader among ACRL sections in implementing and supporting EDI work. This is in recognition that community college work is social justice work.”*

## CONNECT WITH CJCLS!

Follow CJCLS on social media for items of interest to community college librarians, as well as CJCLS and ACRL news.

Hashtags are also a great way to follow topics of interest:

[#cclibrarians](#)

[#comm\\_college](#)

[#communitycollege](#)

**Twitter:** [@ACRL\\_CJCLS](#)

**Facebook:** [ala.cjcls](#)

**Blog:** [acrl.ala.org/cjcls](#)

**ALA Connect:** [CJCLS Section](#)

Let us know if you have [news or events to share](#) with CJCLS members.

# Spotlight on a Community College Librarian

## **Andrea Kingston**

Digital Initiatives and Special Projects Librarian, Monroe Community College (MCC), Rochester, New York



Andrea has been a CJCLS member since 2014. Here's what she said about her membership experience: "I appreciate the opportunity my membership provides to connect with other community college librarians. I volunteered for my first CJCLS committee in 2017 and somehow was made chair, which meant I served on the Executive Committee as well. That was a great way to get to know more about the organization and to meet other engaged librarians from around the country."

### **What is your role in your library?**

My title is Digital Initiatives and Special Projects Librarian. It's sort of a catch-all position. My responsibilities include instruction, research support, outreach and marketing, collection development (especially for our graphic novel collection), liaison to the School of Business & Entrepreneurial

Studies and Global Education & International Services, embedded librarian for our Model UN course, LibGuides administrator, and accessibility lead. I also work with various digital initiatives, such as providing support for MCC's recently launched digital humanities program. I'm involved in my campus and the profession as a member or co-chair of several campus committees, a couple of SUNY Librarians Association committees, and a couple of CJCLS committees.

### **I hear you published something recently. What was it?**

I wrote a chapter for the book [The Library's Guide to Graphic Novels](#) about creating and developing a graphic novel collection for a community college library. The book was published by the ALA in 2020, right as the COVID-19 pandemic hit, so it kind of flew under the radar. But just recently, my co-authors and I were featured in a webinar hosted by the Special Library Association Education Community and ACRL's Educational and Behavioral Sciences Section Education Committee, as well as an [episode](#) of the *Circulating Ideas* podcast.

### **What are your favorite things about being a community college librarian?**

I love working with students, especially those who are new to using an academic library. It's very rewarding to introduce

them to all we have to offer and watch their academic skills grow.

### **What do you do when you're not working? Tell us a little about your hobbies.**

My hobbies tend to be seasonal due to our long winters in Rochester. In the warmer months, I do a lot of flower gardening and explore local parks and wildlife reserves. I've been slowly replacing my lawn with a pollinator garden (mostly native plants). When it's cold, I read, watch films on the Criterion Channel and journal about them, and work on genealogy projects.

### **What's the best thing you've read or watched recently?**

I'm reading *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* by Heather McGhee right now, and it's really eye-opening and insightful. She's speaking (virtually) on our campus next month, and I'm really looking forward to it. The best thing I've watched recently was the Japanese Noir collection on the Criterion Channel.

### **On the silly side:**

#### **If you could have any superpower, what would you choose?**

Time travel, definitely.

#### **Dogs or cats?**

Dogs.

If you would like to nominate yourself or a colleague, complete the [Member of the Month nomination form](#).

# New OER Textbook by Community College Librarians

**By Walter Butler**, Pasadena City College

A group of librarians from five California community colleges collaborated over the past year to produce an OER textbook called *Introduction to College Research*. The textbook, which comes with a supplemental Canvas shell, is designed to support information literacy courses that are taught at California Community Colleges that qualify to transfer to the California State University and the University of California systems. In addition to supporting transfer-level curriculum, the textbook brings forward more recent discussions and concepts in information delivery and literacy such as the role of algorithms, disinformation and misinformation, and fact-checking.

The textbook project was supported through a grant provided by the Academic Senate of California Community Colleges Open Educational Resources Initiative (ASCCC OERI). Through the grant process, the textbook went through a peer review process, and was also checked for accessibility. ASCCC OERI is now in its third year of offering grant support to faculty at California community colleges to create or adapt OER that support their curriculum. The grant awards are capped at \$30,000 and require that projects entail collaboration from at least three different California community colleges.

In addition to the targeted transfer course, the textbook was also designed with one-shot instructional sessions in mind. This meant designing chapters that were concise and easily

adaptable for a range of situations. The textbook is also timely for California Community College libraries. The California Community College system consists of 115 community colleges, and the system has recently moved to a single library service platform, ExLibris' Alma & PrimoVE. And even though not all of the colleges are participating in the single library service platform, it is the first time the system has had a single platform, prompting further collaboration between the California Community College libraries, and it is hoped that additional open products will be produced to support the libraries systemwide.

[Introduction to College Research](#) can be accessed in Pressbooks and is available in multiple formats (see the "Note for Instructors" in the textbook for further information). The Canvas shell can be found in the Canvas Commons at [or.instructure.com/search](https://or.instructure.com/search) by searching for: "ASCCC college research." The textbook also is equipped with forms to collect adoption information and to share feedback and suggestions.

Team members:

- Xiaoyang Behlendorf, Los Angeles Valley College
- Walter D. Butler, Pasadena City College
- Cynthia M. Cohen, Los Angeles Valley College
- Cynthia Orozco, East Los Angeles College
- Aloha Sargent, Cabrillo College
- Kelsey Smith, West Hills College Lemoore

**Project Management - There is a method to this madness!**

When the project team applied for the grant, it was in a pre-pandemic world, but because the project entailed colleagues from different institutions, it was already envisioned as a "virtual" effort. The pandemic certainly added a layer of complexity to the planning and time management of the project, but the team was able to develop a structure that kept them on task and carried them through a time with a lot of unknowns.

To begin, the group members each had assigned roles. The group was led by Xiaoyang Behlendorf. Aloha Sargent, Kelsey Smith, and Walter Butler were tasked with writing the chapters of the OER textbook. Cynthia Cohen served as the copy editor of the text to ensure that the writing style remained consistent, while Cynthia Orozco provided content review. Cynthia Orozco and Xiaoyang produced the supplementary Canvas site. Dividing these tasks up early in the project helped to guide and structure the overall process.

The group managed the project initially through Google Docs. A general outline was built to identify topics for chapters. These initial topics were determined by examining existing OER and traditional textbooks that have been used to support other college research classes, looking at the [CSU Area E component](#) (which the course is designed to fulfill), and the [ACRL Framework for Information Literacy for Higher Education](#).

# New OER Textbook (continued)

*“Libraries continue to demonstrate a strong interest in OERs, and this team is so happy to be able to contribute to the larger community.”*

There were more projected chapters than what was finally determined as necessary, but after the final chapter topics were determined, they were then split up and assigned to the writers. Defining a reasonable and pragmatic scope for the chapters assisted in meeting project goals and benchmarks, some of which were pre-defined by the grant project, and others were self-imposed to ensure steady progress.

Running parallel to the writing was the development of the Canvas site. After chapters were reviewed, revised, and deemed “ready,” then work on the supplementary resources in the Canvas shell began. As the modules were being created in the Canvas shell, the chapters were then moved from Google Docs to Pressbooks. Once in Pressbooks, the chapters were then re-stylized, formatted, and checked for accessibility.

The final product was then reviewed by three other librarians external to the project. This was part of the structure of the grant, which provided not only valuable feedback, but supplied the OER with another level of scrutiny to ensure a quality resource. Final additions were made to the resource including a feedback form as well as an adoption form.

As the OER was being released, one of the authors was able to pilot it with a class, and captured feedback from some of the students. The feedback was

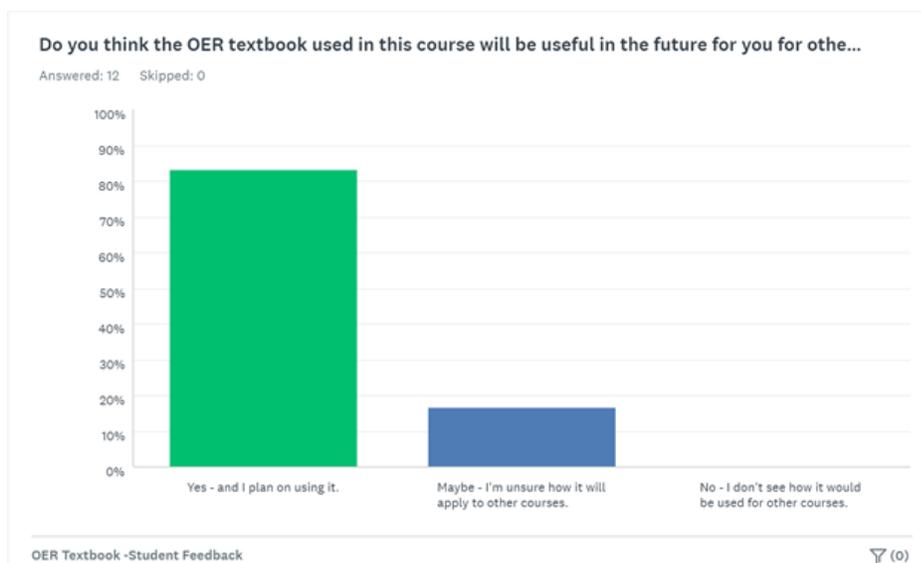
extremely positive, but they hope to continue to collect feedback from students and instructors as the resource gets used to continue making it stronger. So far, the reception has been great. The team presented at a [Lifelong Information Literacy \(LiLi\) Show & Tell](#) in March, which had a great turn-out and the team was told that it resulted in LiLi’s largest audience to date! Libraries continue to demonstrate a strong interest in OERs, and this team is so happy to be able to contribute to the larger community.

## From the Student Survey

Below are results for the question, Do you think the OER used in this course will be useful for students in the future?

What did you like most about the OER textbook used for this course?

- The way it was formatted.
- The simplicity and style of wording it has. Easy to grasp and easy for the information to be retained.
- Broad coverage of the topics.
- I learned about using the library databases and how to search it for the information related to my research topics.
- How to find resources in the library as well as how to start a research project.
- The accessibility.
- That it was free and easy to use online. I have some pages saved for later use.
- I like the way it gathered the information to do my assignments and how this can be helpful to search for more information.
- The video links that accompany the text were very helpful.



# Library Equity Book Group

By Debra Sambuco,  
Community College of Baltimore  
County (CCBC)



In our new socially distant work environment, one thing that has been missing for many of us is office camaraderie, and the supportive relationships we have come to value among our co-workers. At CCBC, we have found a way to reclaim this restorative office support group dynamic while learning from books and from each other.

It started when my colleague, Jill Burke, and I were compiling titles for a Library Resources list as part of a Black Lives Matter research guide. It occurred to us that we had not read many of these books ourselves. Wouldn't it be helpful, we thought, to read some of these books together? And perhaps some of our colleagues would like to participate as well?

From this evolved the Library Equity Book Group. Jill and I presented the idea of an online book group to the library director, Cynthia Roberts-Whitelock, who enthusiastically backed the idea. She gave us permission to open the group to all library staff, and to read and hold meetings on work time.

Jill and I selected the first book,

*How to Be an Antiracist* by Ibram X. Kendi. We decided that the group would meet bi-weekly, and we split the book into manageable chunks. We advertised the group at our staff meetings and found five interested members.

From the first meeting on, we viewed our group meetings as "safe spaces." Everyone needed to feel comfortable sharing their opinions, their experiences and their reactions to the readings. We all needed to respect the viewpoints and experiences that other members shared. This worked well for us, and we quickly became a cohesive group, with members who looked forward to and enjoyed our meetings.

After finishing *How to Be an Antiracist*, we held nominations and elections to select the next two books we would read together. When the votes were counted, the most popular choices were *See No Stranger* by Valarie Kaur and *As Long as Grass Grows* by Dina Gilio-Whitaker. At this point, we have chosen books documenting three different populations; African American, Sikh American, and American Indigenous. Moving forward, we are planning to continue selecting books on diverse groups, including recent immigrants, the mentally ill, and autistic people.

Our book group is not quite six months old, but it is already growing and changing. We have plans for group watch parties when the hybrid documentaries based on Ibram Kendi's books are shown on Netflix. We traded notes on an online event presented by Valarie Kaur, and we plan to attend an online

lecture by Dina Gilio-Whitaker. We have an [online research guide](#) where we can all post interesting articles and videos related to the books we are reading and the cultures they describe. Once the need for social distancing is over, I hope that we can start meeting face to face again, perhaps including culturally relevant foods.

## Seniors Going Digital

By Adrian Morales, El Paso  
Community College (EPCC)  
Valle Verde Campus

After the COVID-19 pandemic shutdown on March 13, 2020, we had to retool the whole [Seniors Going Digital](#) program. Most EPCC in-person classes and five libraries have been closed since then. With the help of EPCC TV, we made video presentations of our workshops, which air on their channel (Broadcasted on TV, channel 13 -2 and Spectrum Cable channel 1301). Retooling has not only impacted how we deliver these workshops, we are also changing content to meet the challenges of the COVID-19 environment.

The upsides of the pandemic shutdown are that we were able to continue with our grant-funded program and meet its benchmark requirements (and those of the college's Grant Department), and have potentially reached a wider audience by broadcasting online and on TV. The downside was going into hyperdrive as we retooled, retrained to learn new technologies, and redid a lot of the work we had already done.

# Hamilton Digital Escape Room to Teach Library 101

By Jennifer Clark, Butler Community College Libraries and Archives

Like most college libraries across the United States, the Butler Community College Library in Andover, Kansas is open to the public but still uses strict social distancing rules with masks required for all students, faculty and staff. The days of students huddled together over breakout boxes are over, for the time being anyway. The staff needed to get creative to keep students engaged during Library 101 while maintaining social distancing guidelines.



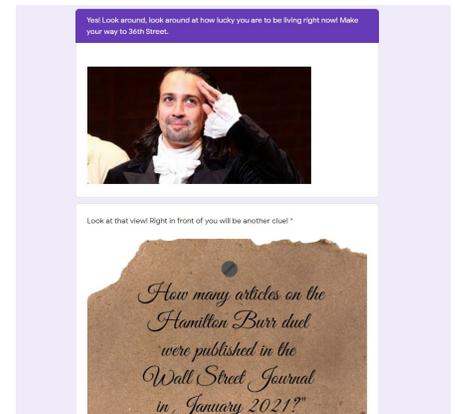
Jennifer Clark, Library Associate, came up with an interactive activity that would allow students and staff to remain at a safe distance. She found inspiration at Peters Township Public Library in

McMurray, Pennsylvania. At the beginning of the pandemic the library, located 20 miles south of Pittsburgh, put out the first digital escape room created in Google Forms. It was based on the popular Harry Potter series. Soon after, digital escape rooms popped up at other public libraries.

Escape rooms, in normal times, are usually in-person, themed, adventure games. Groups work together to find hidden clues and solve puzzles to proceed through the game. By combining a social activity with interactive adventures and challenging puzzles, escape game players are immersed in an entirely different world. At Butler, this format was modified to fill the needs of the Instruction Librarian to help students familiarize themselves with the library's website and databases.

Butler's escape room is based on the life of Alexander Hamilton and the popular Broadway musical. Alexander Hamilton was chosen as the theme because of its broad appeal and the large amount of information available on the subject through the library's databases. "Save Hamilton and ESCAPE!" begins with students being virtually sent back in time to scour the streets of 1804 New York City. Navigating through the Butler Libraries and Archives website and databases, they answered questions to find their way across the Hudson River to Weehawken. With each correct answer students encounter a joyous Lin Manuel-Miranda and a song lyric ("Don't throw away your shot!") to send them on their way. Finally discovering

the duel between Alexander Hamilton and Aaron Burr, they have the chance to save Hamilton and escape back to their modern-day life.



Digital challenges like the one created by Butler's staff have become a tool for teaching and homeschooling, as well as a device for staff development and team building. If you're interested in creating a digital escape room, either for your distance-learning or in-person classroom or just for a distraction, they are free to make and take about three hours to create. There are many videos that show step-by-step how to create a digital escape room in Google Forms, making them an easy way to engage with others, even virtually.

# CJCLS Events

## CJCLS Virtual Awards Ceremony

June 3, 2021, 2pm EST

Congratulations to our 2021 award winners! These outstanding librarians will be presented with their awards during a virtual ceremony. Please save the date and join us!

[Register for the Awards webinar](#) in advance.

*Yumi Shin* of Lamar State College, Port Arthur has been awarded the [CJCLS EBSCO Community College Learning Resources Leadership Award](#).

*Anjali Parasnis-Samar* and *Alice Wilson* of Monroe Community College have been awarded the [CJCLS EBSCO Community College Learning Resources Program Award](#).

*By Laura Mondt, Awards Committee Chair*

## Scholarly Research Committee Webinar

June 10, 2021, 3-4pm EST

Mark your calendars for the next Scholarly Research Committee webinar.

[Register for the Scholarly Research webinar](#) in advance.

A panel of representatives from scholarly publications will discuss the publication process, providing insights and information for researchers.

Featured publications include:

- *College & Research Libraries*
- *Journal of Outreach & Engagement*
- *portal: Libraries and the Academy*

*By Stephanie Davis, Scholarly Research Committee Chair*

# CJCLS Listserv

The CJCLS listserv closed on May 1, 2021 and discussion has moved to ALA Connect. Please join us there by subscribing to the CJCLS Community in ALA Connect. You can receive and submit posts by email, just as with the old listserv. Even if you are not an ALA or ACRL member, you can create a free ALA Connect account. Learn more on the [CJCLS Blog](#).

## Any questions?

Please email Ken Simon, CJCLS ALA Connect Group moderator, at [kssimon@pasadena.edu](mailto:kssimon@pasadena.edu).

# CJCLS LibGuides

Some CJCLS committees have LibGuides! Check out [CJCLS's LibGuides](#) to find out about:

- library staff education
- an OER librarian toolkit
- resources by and about scholarly research in academic libraries
- recommendations for library reopening plans

# Updates from CJCLS Committee Chairs

## Share News & Events

Want to let community college librarians know about an event or share news?

Use the [News and Events Publication Request form](#) to share information through the Community and Junior College Libraries (CJCLS) Section communication channels:

- [Facebook](#)
- [Twitter](#)
- [Blog](#)
- [ACRL Connect](#)
- [CJCLS Website](#)

*By Suzanne Bernsten, Communications Committee Chair*

## Join the New Mentoring Committee

CJCLS is excited to announce the new Mentoring Program Committee that will begin work on July 1, 2021. The charge of the committee is to develop and oversee the CJCLS Mentoring Program, pairing mentors and mentees together to help librarians interested in sharing expertise about community colleges. Tasks include creating guidelines and procedures, recruiting mentors, linking mentors with mentees, tracking program participants, providing support to the volunteer mentors and mentees, updating and maintaining online resources relating to good mentoring practices, and assessing the program. Committee members include: Sandra McCarthy,

Chair, Nathasha Marianna Alvarez, Sabrina D. Dyck, Sasha Kinney, and Robin Brown, Ex-Officio Member.

If you are interested in joining the Committee, please contact Sandra McCarthy at [mccarthy@wccnet.edu](mailto:mccarthy@wccnet.edu)

*By Sandy McCarthy, Mentoring Committee Chair*

## Nominate a Member of the Month

CJCLS depends on our members. Your support makes it possible for our section to function. We appreciate you when you join the section, and when you volunteer for committees. Our membership is currently down about 8% since pre-pandemic. Thank you so much for maintaining your membership. In the before-times, the membership committee focused on welcoming new members and communicating with members who left the section. Our new initiative is to highlight a "[Member of the Month](#)" to foster engagement and networking. Working with the Communications Committee, we'll shine a spotlight on a different member in each newsletter and throughout the year in CJCLS social media.

If you would like to nominate yourself or a colleague, please complete the [Member of the Month nomination form](#). We look forward to getting to know our members better.

*By Lisa Eichholtz, Membership Committee Chair*

## Conference Program Planning Committee

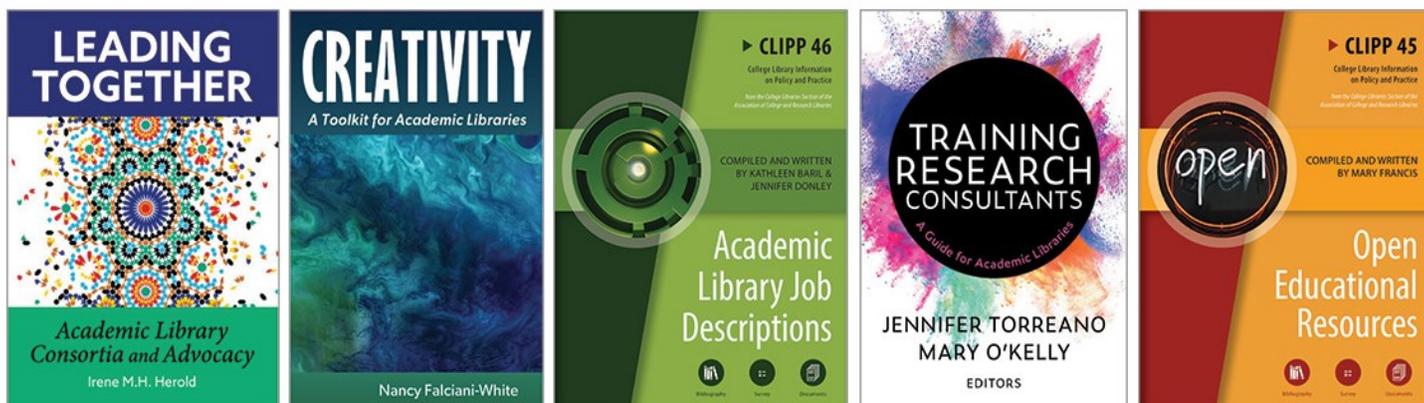
While ALA accepted the committee's proposal for the ALA Virtual Conference, upon further discussion with the program presenters, they were unanimous in the opinion that the session's asynchronous, prerecorded format wouldn't lend itself to the conversational and participatory format championed by the [National SEED \(Seeking Educational Equity and Diversity\) Project](#). We decided to decline the offer. While the presenters were open to a live remote presentation, a prerecorded "on demand" session was a deal-breaker. I explained the rationale to ALA Conference Services when I submitted the form to decline the offer. I still think this would be an amazing and timely program once normal conferences return, so I'm happy to share the proposal and speaker contacts with the new committee chair.

*By Debbie Herman, Conference Program Planning Committee Chair*

## CJCLS 2021 Election Results

The nominations committee presented two candidates for Vice-Chair/Chair Elect and we announced the victory of Victoria (Vicky) Hart, Director of Library Services at Northeast Lakeview College, in the Alamo Colleges District.

*By Marj Atkinson, Nominating Committee Chair*



## ACRL Books Spring 2021

ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

- [Leading Together: Academic Library Consortia and Advocacy](#)
- [Creativity: A Toolkit for Academic Libraries](#)
- [The Library Outreach Cookbook](#)
- [Academic Library Job Descriptions: CLIPP #46](#)
- [Training Research Consultants: A Guide for Academic Libraries](#)
- [Open Educational Resources: CLIPP #45](#)
- [Approaches to Liaison Librarianship: Innovations in Organization and Engagement](#)

- [Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses](#)
- [Student Wellness and Academic Libraries: Case Studies and Activities for Promoting Health and Success](#)
- [Reflections on Practitioner Research: A Practical Guide for Information Professionals](#)

### Interested in writing for ACRL?

Contact Erin Nevius, ACRL's Content Strategist, at [enevius@ala.org](mailto:enevius@ala.org) for more information, or visit [www.ala.org/acrl/publications/publishing](http://www.ala.org/acrl/publications/publishing) to learn more about the book publishing program and submit a proposal.



## ALA Annual Conference

Join your colleagues for the 2021 ALA Virtual Annual Conference, June 24-29, 2021! This event is packed with educational programming, Featured Speakers, 250+ exhibitors, and so much more. Be sure to check out the [listing of high-quality programs and discussion forums](#) from ACRL member units! [Register today!](#)