CJCLS

Community & Junior College Libraries Section

Association of College & Research Libraries

IN THIS ISSUE:

Cleveland Sign at Edgewater Park by Erik Dorst is licensed under CC BY.

Hello All!

We're back from a terrific ACRL National Conference and well into our spring semesters at all of our colleges. It was terrific to meet a number of you in Cleveland, and I was thrilled that there were some of us presenting. Our libraries have so much to share with each other and with other academic libraries, so thank you to those who told us all about the great work you're doing.

Now we'll look ahead to the ALA Annual Conference in DC in June. There isn't a CJCLS program this year, but we can look forward to the CJCLS EBSCO Community College Library Achievement Award celebration. Until then, I wish us all a successful end to our semesters. Onward with the newsletter!

Peter Hepburn, Head Librarian, College of the Canyons

CJCLS Chair, 2018-2019

OER IN THE COMMUNITY COLLEGE LIBRARY WEBINAR: A FOLLOW UP Q & A

by Jennifer Snoek-Brown, in collaboration with Tacoma Community College's OER Steering Group
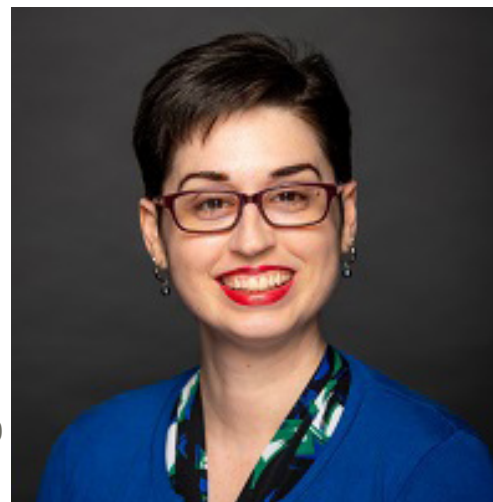
First, a huge thank you to CJCLS for inviting me to be part of the "OER in the Community College Library - Experiences from Two Librarians" webinar and for the opportunity to share my personal experience about being an OER librarian. And thank you to my co-presenter, Brittany Dudek, for the wonderful idea of following up on chat questions we weren't able to address during the webinar. This is a wonderful example of how professional development opportunities can keep the conversation going!

I also shared these questions with my colleagues on TCC's OER Steering Group to add their own feedback, perspectives, and input. As I said during the webinar, we have a team-based approach to OER development and support at TCC.

OER COURSE LABELING

Question: Who tracks OER use on your campus and how? Bookstore? Schedulers?

Q: How do you get the faculty to tell you if they are using OER?

Want to catch up? View "ACRL CJCLS: OER in the Community College Library - Experiences from Two Librarians" webinar on YouTube: https://youtu.be/Or-6CgbqhGfg

Answer: At TCC, faculty work with their deans, faculty chairs or leads, administrative assistant(s) and/or support staff for their division to set "course attributes" in the course catalog for courses for either (1) using OER or (2) low cost textbooks. The administrative assistant enters into our student registration platform to add a course attribute that "labels" the course as either having "OER: No Textbook to Purchase" or "Low Cost Textbook" and assigns a note to that effect so that students will see that the course is designated as such when they look up a course while registering.

Students can see those notes and courses when they choose the "OER: No Textbook to Purchase" or "Low Cost Textbook" attribute in the Class Schedule search. This process is outlined in more detail in the "FAQs for TCC Faculty and Administrative Assistants about Courses with OER or Low Cost Textbooks" document created by the OER Steering Group.

Our eLearning and Institutional Research staff then are able to pull reports from our student registration platform to track OER and low-cost courses, as well as student completion rates. This kind of course labeling for courses using OER is also mandated in Washington state, as per RCW 28B.50.789.

It is important to note that our bookstore staff plays a huge role in ensuring textbook reporting, doing a lot of "boots on the ground" work that has increased faculty responses rates in labeling courses as well as following through on textbook selections with the bookstore staff.

OER IN LIBRARY MISSION

Q: Did Jennifer mention that OER is in the mission statement of the library?

A: Yes! Here is the direct link to the TCC Library's current mission statement. As a team, we worked on updating our library mission in Fall 2018 to reflect our focus on open culture and practices.

In revising the mission statement, we started with the philosophy of 'Open' and how everything we do relates to that. It's clear that, as a library team, we employ a broad definition of 'Open' as a philosophy and purpose, which is now reflected in our current mission:

The Library's mission extends a philosophy of 'Open' through teaching, conversation, and community. The Library accomplishes this by:

- *teaching and promoting information literacy*

- *collecting and providing access to relevant and diverse academic resources*

- *providing a welcoming and supportive environment for students, faculty, and staff*

- *demonstrating through all library services and resources an openness to and ability to engage with divergent perspectives*

- *employing a range of open information practices, like OER, open licensing, and open pedagogy*

COLLABORATING WITH STUDENTS

Q: Love the thank you note writing campaign idea! Can you tell us more?

Q: Can you talk about the student government involvement?

A: At TCC, we see students as key stakeholders in our OER mission and feel that it is critically important to incorporate their voice in our strategic process. TCC's OER Steering Group included specific goals in the 2018-19 OE Plan to engage our student government leaders in OER projects. Both Dale Coleman, TCC's Instructional Designer and OER Coordinator, and I were contacted by student government leaders in early Fall 2018 to aid in a student-focused legislative campaign; TCC students were writing letters to state legislators about textbook affordability. Our students are also using TCC's OER data and information to speak directly to legislators.

I attended the ACRL Oregon/Washington Joint Fall Conference this past fall, where I had learned about Open Oregon's newly revised Student OER Toolkit document, so I shared the sample scripts in that document (scripts for writing administration, faculty, etc.) with students. This then led to the idea of adapting Open Oregon's Student OER Toolkit to a TCC-specific version, to both amplify TCC's OER story to students as well as provide guidance/info about OER for onboarding new student government leaders. Subsequent brainstorming conversations with our current student president led to the "Faculty Thank You" note-writing campaign, which we launched this March during Open Education Week.

Our current student body president, Kristina Pogosian, also recently wrote about her experiences on the thank you note-writing campaign and testifying to our State legislators in support of OER and cost-transparency initiatives, and you can read her personal perspectives on the SBCTC Blog.

OPEN PEDAGOGY

Q: Do your institutions have any opportunities to work with students using OER to contribute new knowledge/understanding and to share those?

A: We have had opportunities to work with faculty and students on different open pedagogy projects. Here are two examples:

1. I've worked with an Astronomy professor who is developing an openly licensed lab workbook; through open pedagogy assignments, students are adding to this workbook, including examples and scenarios, etc.

2. A history instructor has incorporated open pedagogy principles into an annotated bibliography assignment. Students first read pre-selected articles -- articles that are either open-access or available at no cost via our library databases -- to understand concepts and topics, and the students then springboard off those articles to research additional resources of their own for the annotated bibliography. The students' additional resources are then incorporated back into the list of pre-selected articles, so future students can read resources they know have been researched and evaluated by prior students.

Please note that with open pedagogy assignments, it's important to build in transparency for students about potential future use of their work. In Washington state, our State Board of Community and Technical Colleges has created a "Student Release of Course Materials for Public Availability" that each campus can use. This form includes an optional section that allows student to also consider openly licensing their work along with sharing their work for future classes

VENDORS

Q: What is your opinion of using vendors of "low cost" products which incorporate OER (e.g., Tophat, Lumen Learning, B&N Loud Cloud)?

A: I think the increasing numbers of vendors and publishers offering variations of OER products/programs are indicative of the cumulative impact of the OER movement. It makes sense, as vendors and publishers are trying to find their niche in the changing landscape of textbooks, but many publishers are definitely guilty of "openwashing," which Michelle Thorne described in 2009 as "to spin a product or company as open, although it is not." Thorne also summed up this phenomenon by musing "maybe it's a good thing for the Free Culture movement at large. The more frequently companies resort to openwashing, the greater the weight they're indirectly giving these issues. It might be opportunistic, but the more companies perceive openness as sexy, the more, I hope, these principles will actually be implemented."

I understand when a well-known and respected company like OpenStax provides the main text of their openly licensed textbooks for free, but may charge for textbook printing and/or access to ancillary materials. That model makes sense to me. But I am increasingly uncomfortable with third-party vendors that advertise "inclusive access" OER models but keep all of the openly licensed content behind a subscription wall and either don't allow or provide easy ways to download that material off-site. Ultimately, that means that you lose all that supposedly openly licensed material when you stop paying the subscription, so it's not really OER or the spirit of open -- and what happens to all that student data? Sticky questions to ponder.

On an institutional level, TCC has chosen not to partner with any specific vendors using "low cost" or "inclusive access" products or platforms. But, if an institution does not have a lot of infrastructure to support the development or implementation of OER, I can see the value of an institution partnering with such a service, particularly if there are ways to integrate content into that college's LMS. However, I think that kind of thing is best done at an institutional level, where more voices can be involved, rather than case-by-case instances with faculty.

CONGRATULATIONS, LAURA!

The 2019 ACRL CJCLS EBSCO Community College Learning Resources Program Award will be presented to Laura Luiz, reference librarian at Bakersfield College, at the ALA Annual Conference in Washington, DC. The award is for the Grace Van Dyke Bird Library's Get Out the BC Vote program. This innovative project provided students with the opportunity to become informed voters. The program offered workshops about the current ballot measures, a LibGuide that provided information and resources about the ballot, and fake news workshops. These three resources filled a gap that was not addressed with prior voter registration drives. Previous initiatives focused only on signing students up to vote – this initiative provided students with the resources to be voters that are informed about the voting process and ballot measures, able to easily locate additional information online, and are able to critically evaluate news sources.

Laura Luiz, reference librarian at Bakersfield College

-Kristin Heathcock

CATCH UP ON YOUR PROFESSIONAL DEVELOPMENT!

ACRL offers many webinar and online discussions throughout the year! But, with so much going on at our institutions, it can be hard to keep up! Here are some of the fantastic webinar and discussion forums that were held across ACRL Committees, Sections, Interest Groups, and Discussion Groups from the last year:

- ACRL 2019 ULSTULC Online Forum: Introduction to Augmented Reality for and by Librarians
- ACRL ISMLC: Mindful Leadership: Diversity, Equity, and Inclusion in the Academic Library Information Literacy Program
- ACRL ULS PDC: Beyond Citation Counting: Metrics and Altmetrics for Demonstrating Scholarly Impact
- ACRL Presents: Digging for Gold with Bundles of Sticks: Copyright, Fair Use, and Text Data Mining
- ACRL SLILC : The Failure of Skepticism: Rethinking Information Literacy and Political Polarization in a Post-Truth Era
- ACRL CLS Change Management - Leadership and Management Issues in College Libraries Discussion Group
- ACRL DLS Instruction Committee Fall Round Table: Inclusive Teaching Practices in Online Learning
- ACRL Presents: Lies, damned lies, and news: How do today's students stay informed...

-Brittany Dudek

PROFESSIONAL DEVELOPMENT

Q: Where do you turn to for your own PD and support for OER issues/knowledge? Do you have a preferred source for information?

A: We shared examples in the webinar, but I also highly value regional library associations (in addition to national library associations). For example, I always pick up valuable tidbits -- and inspiration! -- from colleagues during regional ACRL conferences in the Pacific Northwest. For example, the ACRL Oregon and Washington chapters host a joint fall conference, which has also included an OER-themed pre-conference the last few years. One major project that grew out of one of those OER pre-conferences was the development of a "PNW OER Directory" site, which spotlights recommendations for OER communications and listservs, as well as resources, including additional professional development resources for OER. Even if you don't live in the Pacific Northwest, this OER directory might be worth a visit, especially if you're just starting out in OER.

WORKING WITH FACULTY

Q: Have you found that certain subject areas/courses are a natural starting points for instituting OER on campus?

Q: How do you handle faculty members who are excited about OER, but whose classes aren't really built for OER? I'm thinking of a particular class that employs popular narratives as their primary texts (like Nickel & Dimed), which are already low-cost and readily available used or via libraries.

A: Regarding subject areas/courses that are natural starting points for OER... it really depends! There may be a lot of high-quality OER in one area (like Intro to Business), but not so much in a related area (like Logistics and Transportation). In general, typically high-enrolled courses for introductory subjects -- like Intro to Psychology, Intro to Sociology, Intro to

Communications, Intro to College Writing, etc. -- tend to be good starting points for OER, Browsing the OpenStax and Open Textbook Library sites can provide a good indication of high-quality OER in different subject areas.

About working with faculty who may be excited about OER, but whose classes aren't built for OER -- yes, this has happened to me! Sometimes, the OER just isn't there -- yet! I keep a running list of those and do a periodic review, just to see if something has popped up since the last time I checked. When I talk with faculty about OER, I try to be as realistic as possible and up-front with them to manage expectations. Even if they can't "go OER" entirely with their course, then we may talk about how to supplement their course with openly licensed and/or library content that doesn't cost their students extra. Sometimes, low-cost textbooks really are the next-best options for some instructors and specific courses. There's no shame or bias about low-cost in my view; it's all about what's the best combination for that instructor/department/course, and ultimately, for the students.

And as my colleague Dale Coleman, our campus Instructional Designer and OER Coordinator, states, we at TCC "emphasize that our process is collegial and iterative as opposed to adversarial or absolutist. We understand that faculty have good faith reasons for selecting materials for their courses, and our job is to meet them where they are at and address their specific needs, as opposed to pushing them into a predetermined program."

OER LIBRARIAN JOB DESCRIPTION

Q: Would we be able to see a job description for the Faculty OER Librarian?

A: During the chat, the job description for my position as TCC's faculty OER librarian was shared, and you can view that job description online. I've pulled out the specific parts of my job description that directly relate to OER support:

From the position summary: "This position will focus 50% of its time providing reference and information services and 50% on the development of Open Educational Resources (OER). The OER work will entail working closely with campus faculty, eLearning, and other librarians: to develop initiatives around the merging of library and open content resources, to advocate for the adoption of these resources in the curriculum, to identify partners and foster collaborative opportunities for this work, and to develop strategies for engagement with faculty and in other developing program areas."

From the essential functions: "Work with the College's Instructional Designer and faculty to identify high quality resources, including Open Educational Resources, which help meet program and course learning outcomes ; Work with issues of copyright, permissions, and appropriate attribution of CC Licensed materials."

You can also explore lots of additional job descriptions of OER librarian positions online!

About the Author:

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AN INTERVIEW WITH 2019 ACRL EXCELLENCE AWARD FOR ACADEMIC LIBRARIES: COMMUNITY COLLEGE WINNER

I had the pleasure to speak with Kim Reed, the Director of Library Services at the College of Western Idaho, and this year's recipient of the ACRL Excellence Award for Academic Libraries. CWI is a relatively new community college being founded in 2009. Southwestern Idaho was desperately in need of accessible educational opportunities and once they opened, student enrollment climbed quickly. The College was frequently building behind the students to meet their needs, which they referred to as "building the plane in flight." Since its first class offering, CWI's enrollment has grown from 1208 students that first semester to now serving nearly 30,000 students a year.

Kim spoke of the challenges of building an academic library from the ground floor. When she started in 2011, there were two staff members and the library was contained in a classroom. They only had about 2,000 books and a bare-bones website. The library now occupies two separate spaces, has about 36,000 physical items, and employs 7.5 full time professional staff and 15 - 20 part time and student workers. The greatest challenge the library has faced, Kim says, is burnout. "Building a college so quickly is exciting but also very taxing, and we have seen lots of turnover across the institution. That means we have to constantly re-educate and advocate for our value and needs." Even with such changeover, Kim is proud that only one full-time staff member has left in eight years. "I attribute this to the positive culture that we have worked hard at developing in the library. I am a strong believer in hiring talented, creative people and giving them ownership of their work. We're always willing to experiment and we support each other regardless of the result."

ACRL was especially impressed with CWI's creative innovation. In the announcement of the winners, ACRL stated:

The CWI Library has made micro-credentialing a major initiative since launching its Information Literacy Badging Program in Blackboard in January 2017. The badges, online modules with multimodal instructional content, simple web pages, and librarian-produced videos, are available to all faculty and credit students. Upon completion of the program, participants receive a "Research Basics Meta-

Badge." The badging program has extended the library's reach across campus, and inspired other departments and institutions, including neighboring Boise State University, to develop similar initiatives.

Kim says that this program was developed in large part out of exhaustion from teaching basic skills and foundational classes. "We had 4 librarians teaching 100+ classes every semester. We needed to find a way to avoid burning out." The badge development was a divide-and-conquer project for all of their librarians. Upon completion of the project, they had developed four different badges that now live in BlackBoard. These badges are added to every student's BlackBoard access. The badges really took off when they were adopted by the college's first-year experience course, connecting with Ideas 101. Since the program launched in January 2017, they've awarded over 26,000 badges! Their next step is to assess the effectiveness of the badging program, and they are currently conducting research to that end.

When asked about advice that Kim would offer other community college libraries, she came back to her team. "Everyone wants to work in a place where they feel valued, trusted, and supported," she said. "I do everything I can to sustain that culture at CWI Library, and I think we all understand how special that is." The CWI Library team works hard and also prioritizes flexibility and work-life balance. "When issues arise, we focus on the solution and cover each other's backs."

What's next for this award-winning creative team? While they continue to explore and reinvent themselves year by year, they look forward to the possibility of a new building and a larger space, if the College can get the funding. As they continue to prove their value to the community, they hope that the community of Southwestern Idaho will support their vision for education. If not, they'll keep being "freaking awesome" in their existing facilities and enjoy working with the inspiring students of CWI who choose higher education as their road to a better life.

–Peggy LaSalle