Council of Chief Librarians (CCL) Report to ASCCC

Dan Crump

March 10, 2023

CCL will be hosting the annual CCC Library Directors/Deans meeting March 23-24 in Sacramento (Embassy Suites).

Events on the agenda include:

* Dr. Nicole Cooke - The Colors of Disinformation: Information Disorder and the Literacy Landscape
* Ann Roll (Director, Systemwide Digital Library Content, CSU Office of the Chancellor) - CSU supporting Ethnic Studies through Library Acquisitions
* Equity and the Library Panel discussion - Joanna Kimmit Messer (Cabrillo College), Edeama Onwuchekwa Jonah (San Diego Mesa College), and Gabriela Nocito (Skyline College)
* Regional tables conversational breakout with Jamboard for capturing content
* Annual Library Data Survey update
* CCL vision for the Future (explanation of new relationship with the Chancellor’s Office)

Speakers:

* Ginni May (ASCCC President)
* Dr. Sonya Christian (incoming CCC Chancellor) (invited)
* Larry Galizio (President of the Community College League of California---CCLC)
* Dawn Okinaka (Director of the CCC Accessibility Center)

The following three items were articles that appeared in the CCL Outlook newsletter for February 2023. I thought they were so informative that I am including the full text of each article in the report. Here is the link to the newsletter to access the links in the articles themselves--- <https://cclibrarians.org/outlook/february-2023>

**CCL President’s Report (John Taylor, Orange Coast College)**

We are proud to announce that our communication with the Chancellor’s Office is bearing fruit. We don’t have contracts signed yet, but we have been given approval to move forward with:

* Working with the Foundation to renew the contract with ExLibris (Clarivate) as early as July 1, 2023, so that the Chancellor’s Office fiduciary will write the checks to pay for the software from there forward.
* We area approved to write a contract with OCLC for Cataloging and Metadata for all colleges beginning July 1, 2023. If you don’t have OCLC right now your subscription will begin effectively immediately.
* We are approved to write a contract with OCLC for EZ Proxy (cloud based) for every individual library to have their own account beginning July 1, 2023.
* We are implementing LibKey for all libraries and the Chancellor’s Office will pay the subscription ongoing.

We are looking for ideas as to what else the LSP funds could be spent to support all libraries. Caroline Sinay is collecting ideas for future suggestions on how to spend the remaining LSP funds, but beware, annual increases to what we currently have contracts for will soon consume our available balance, and then we will need to ask for additional funds from the legislature.

**New DEI Databases Comparison Review (CCL Electronic Access & Resources Committee, CCL-EAR)**

The CCL-EAR committee is continuing our commitment to diversity, equity, and inclusion with a comparative review of diversity focused databases. This new DEI database review which is available on the CCL-EAR website examines four databases that focus on the experiences and voices of diverse groups of individuals who have historically been dismissed or ignored because of race, ethnicity, religion, gender, sexual orientation, or other social identities. Access to this type of information will be especially important as California Community College libraries seek to offer balanced and diverse collections that support the curriculum and the information needs of students as they take classes for the new Ethnic Studies graduation requirement. The new review addresses the content and coverage of each database, and includes information about affordability, usability, vendor support, interoperability, usage tracking, privacy, and accessibility.

This following databases by well know library vendors are included in the review:

* Gale OneFile Diversity Studies
* EBSCO Diversity Source
* ProQuest Diversity Collection
* ABC-CLIO / Bloomsbury The American Mosaic (Academic) series.

Some of the main differences among the databases are the breadth and depth of topics, overlap with general databases, and pricing. We hope that this carefully researched review by the CCL-EAR committee will help you to make thoughtful and informed decisions when selecting the best DEI databases for your students.

**Equity-minded Rubric for Service Areas: A Tool for a More Equitable Library**

By Cynthia Ainsworth, Hartnell College

Like all CA community colleges, faculty at Hartnell College have been exploring ways to embed equity in their pedagogical practices. In 2019, with the OEI Course Design Rubric and the Peralta Online Equity Rubric in hand, the Student Success and Equity Committee began developing its own rubric for both online and f2f classroom instruction. It was not a quick process…it took us two full semesters just to agree upon a definition of equity!! By that point we were in the midst of the pandemic and found continued inspiration for our rubric in the work of Dr. Luke Wood and Dr. Frank Harris III with CORA. Their webinar Employing Equity-Minded & Culturally Affirming Teaching Practices in Virtual Learning Communities was the catalyst for our own work and out of this inspiration came the Equity Rubric for Student Success. The support from faculty has been positive as instructors have implemented the dimensions outlined by Drs. Wood and Harris.

Soon another idea began to percolate: how can we practice these same equitable dimensions in our service areas outside the classroom? As the Student Services Librarian at Hartnell, this had particular meaning to me. So our focus expanded, and we created the Equity-Minded Rubric for Service Areas. Again, turning to the work of Dr. Wood and Dr. Harris, we found inspiration from their webinar Equity Minded Student Services in the Online Environment (April 2020). While this webinar was developed for online services, we felt these attitudes or dimensions seamlessly supported f2f services as well.

As a companion to the classroom rubric, the student services rubric begins with the same equity definition. From there, the seven dimensions of equitable student services, developed by Drs. Wood and Harris are defined:

For each dimension, the rubric identifies a “what” and a “why” this equity practice is of value. A fuller description of the dimension is listed giving examples of how the practice can be made visible. Service areas are then given an opportunity to identify how they currently align with the dimension and then space to identify how they could implement practices for their area. (While there are many universalities for classroom faculty (syllabus, grading and attendance policies, exams/papers) there seemed to be a wide range of ways each area (i.e. Tutorial Services, Financial Aid or the Library) could implement these practices. Freedom was given for each area to develop how they best could demonstrate the dimensions.)

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* Be Responsive
* Be Race Conscious
* Be Informed
* Be Community Focused
* Be Clear and Validating
* Be Flexible and Compassionate

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Our excitement grew as the rubric continued to develop and we invited the Outcomes & Assessment committee chairs to one of our meetings. We asked if perhaps this rubric could be used to help service areas with their SAO (Service Area Outcomes)? The O&A committee saw the rubric as a way to energize the entire assessment process for those non-instructional areas (like the library) as they developed more meaningful outcomes and fresh ways of assessing. And so this spring, all service areas who complete the planning and assessment cycle will choose two of the dimensions to embed in their activities and outcomes for the following academic year.

What will this look like for the library? We have just begun to explore how this might look. These are the questions we are asking ourselves:

* Be Intrusive: Are we approaching students as they navigate through the library or waiting for them to come to a desk before we offer help? Do we introduce ourselves to students, welcoming them so that they know they belong in the space? Do we anticipate their needs before they ask?
* Be Responsive: Do we have resources prepared in advance? Have we made these resources easy to find (online and in the library)? Have we let students know it's ok to seek help?
* Be Race Conscious: Do our displays reflect the diversity of the student body? Do students of color see themselves represented when they navigate the library? Do our collections include many voices and experiences outside of the Eurocentric canon? Have staff been given training and opportunities to practice self-reflection and uncover hidden biases?
* Be Informed: What data are we using to make decisions? Are we asking students who don’t use the library about their perceptions? Are we conscious of students’ lived experiences as we collect data? Are we only asking questions of traditional students, or have we expanded non-traditional ways to assess our outcomes?
* Be Community Focused: Are our spaces welcoming and inviting? Can our students see themselves reflected in the spaces? Have we asked students how they want to interact with our spaces, collections, or services? Have we included spaces for both in-person and online communities? Have we invited learning communities (Umoja/Puente) to use our space?
* Be Clear and Validating: Are our policies and guidelines clear and affirming written in non-punitive language? Do we share with other services areas on campus in an effort to build consistency in communication across campus? Do we use language that let’s students know they can succeed?
* Be Flexible and Compassionate: Do our policies around fines and fees support student success? Do we provide services outside of our open hours? Do our resources allow for students with family and work demands to find what they need outside of traditional methods?

Answering these questions will compel us to shine a light on our current practices and be open to the self reflection required to make changes. We believe this will truly make our school a more equitable place.