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| crafton hills college library support staff certificate taskforce |
| Members: (in attendance in **bold**)   * **Trisha Aurelio (Technical Services Supervisor, Special Collections Coordinator, Armacost Library, University of Redlands)** * **Erin Christmas (Director of Riverside Public Library)** * Ted Conable (Principal Librarian, Adult Services, AK Smiley Public Library) * Shana Higgins (Access Services Librarian, California State University, San Bernardino) * Krista Ivy (Public Services Librarian, Crafton Hills College) * **Sahra Klawitter (** **Sahra M Klawitter, Circulation/Reserve Services Manager & Interim Head of Access Services, University of California, Riverside)** * **Natalie Lopez (Faculty Chair, Vice President of Outreach for Academic Senate, Technical Services Librarian, Crafton Hills College)** * **Kelly Van Valkenburg (Assistant Director, Beaumont Library District)** * **Joel Webb (Technical Services and Digital Asset Librarian, Moreno Valley College)** * **Tamara Evans (Adult Services, Beaumont Library District)** |

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| 1. IntroDuctions  * Your Name * Where you work * Your title * Your favorite movie or book (you pick!)  1. taskforce goals  * Review Library courses for entry level library career-readiness and gather feedback from public and academic library professionals (starting on page 2 of this agenda) * Plan to meet at least once a year to review student success data. |
| 1. Adjournment, determine best meeting day/time for future (in-person, zoom) |
| |  |  | | --- | --- | | Home with solid fill | Location: [Natalie Lopez Zoom Room](https://sbccd-edu.zoom.us/j/88289930308) | | Daily calendar with solid fill | Date: November 7, 2023 | | Stopwatch with solid fill | Time: 9-10am | |

**Courses**

**1. Library 101: Introduction to Library Services for Support Staff**

**Catalog Description**

This course will introduce the basic concepts of providing library customer service by anticipating and maintaining awareness of users’ needs. The roles of Library Technicians and support staff in a variety of library environments will be explored along with the tools and technologies used in libraries for various functions. Students will gain an understanding of limited library resources and will apply their knowledge to solutions-based decision-making.

**Need for the Course**

This course is one in a series designed to offer CTE training to students in a growing segment of the Library profession. This course will prepare students to differentiate the roles of library support staff in public and academic libraries.

**Goals for the course**

This course will equip students with the skills necessary to provide high quality customer service to the diverse needs of the patrons that libraries serve. Students in their public-facing Library Support Staff roles will provide proactive customer service skills and be equipped with the tools necessary to provide solutions, work effectively on teams and collaborate with Librarians for guidance with more advanced patron inquiries.

**Course Lecture Content (Use outline format)**

1. **Introduction**
   1. Course Objectives
   2. Overview of Course: Syllabus, Attendance, Assignments, Grading, Internet (take out WWW)
   3. Electronic Processes: Word Processing, Bookmarks, and Hyperlinks. Research Strategies
   4. Library Support Staff/Technicians/Assistants/Associates Roles
      1. Titles and Library Environments
      2. Emerging trends in job descriptions
   5. Patron Services
      1. Customer Service: Working with difficult situations and interacting with the un-housed
      2. Teamwork
      3. Communication skills and styles
   6. Collaborations with Librarians
      1. Referring complex patron inquiries
      2. Using feedback from colleagues
   7. Essential Job functions: Circulation
   8. Essential Job functions: Technical Services
   9. Essential Job functions: Public Services
   10. Essential Job functions: Access Services
   11. Essential Job functions: Information
   12. Essential Job functions: Reference services for Library Support Staff
   13. Tools and Technologies
2. **Library 102: Introduction to Libraries**

**Catalog Description**

This course examines the mission and roles of libraries, covering topics on ethics, values, and governance of libraries, and the basic knowledge needed for all positions in a library.

**Need for the Course**

The course will introduce students to libraries and their history, organization, mission, staffing and community roles. This course meets the criteria for the ALA Library Support Staff Certification program.

**Goals for the course**

To provide Library Technician students with a foundation of knowledge concerning libraries and a career in libraries.

**Course Lecture Content (Use outline format)**

* History of Libraries
* Introduction to four major types of libraries
  + School Libraries
    - Mission, organization, collections and services
    - Communities they serve
    - Staffing
  + Public Libraries
    - Mission, organization, collections, programs, and services
    - Communities they serve
    - Staffing
  + Academic Libraries
    - Mission, organization, collections, programs, and services
    - Communities they serve
    - Staffing
  + Special Libraries
    - Mission, collections, programs, and services
    - Communities they serve
    - Staffing
* Library Service Areas
  + Overview of Library Organizational Structure
  + Technical Services
  + Access Services
  + Public Services
  + Special Collections and Archives
* Library Collections and Collection Development
* Library Policies, Spaces, and Terminology
* Library Legal, Ethical, and Social Issues
* Libraries and diversity, equity, and inclusion
* Professional Organizations
* Current Issues and Trends

1. **Library 103: Introduction to Library Technology**

**Catalog Description**

This course introduces the general trends and developments in technology applications for library functions and services in a variety of library environments. The technology tools explored in this course include integrated library systems, data gathering and library databases. Students will develop the skills to promote library services, resources and collections with the use of appropriate technologies.

**Need for the Course**

This course is one in a series designed to offer CTE training to students in a growing segment of the Library profession where students will be introduced to tools for library day-to-day operations, technologies for outreach and Open Educational Resources (OER). The course will be hands-on and will include its own “online technology petting zoo” where students will have the opportunity to use the technologies in everyday library work to apply their new knowledge to the job duties of a Library technical support staff.

**Goals for the course**

This goal of this course is to equip students with the technological skills necessary to perform the library’s daily operations in public and academic libraries such as checking materials out to patrons, placing holds and reserves, copy cataloging and creating virtual book displays.

**Course Lecture Content (Use outline format)**

1. Introduction
   1. Course Objectives
   2. Overview of Course: Syllabus, Attendance, Assignments, Grading, Internet, and the World Wide Web. Electronic Processes: Word Processing, Bookmarks, and Hyperlinks.
2. Online technology petting zoo: Introduction to Technology tools, general trends and developments in technology applications for library functions and services
   1. Integrated library systems, public interface catalog, backend of catalog
   2. Library technologies for various roles in public and academic environments
   3. Assisting patrons with various technologies
3. Accessibility in Technology
   1. Overview of basic assistive technologies
4. Searching techniques
   1. Technology overview in the role of discoverability of library resources
5. Social Media
   * 1. GAP: Overview of outreach for libraries: selling the public library and why the public needs us.
        1. Advertising
        2. Outreach discussed and how to interact with the public, how to sell services to the public, conversations about what the public is interested in and how we meet those needs
     2. Social media tools and techniques
6. Electronic Resources
   1. Library databases
7. Readers Advisory (Public libraries) and Research resources (Academic)
   1. Overview of online tools for both public and academic libraries
8. Data gathering
   1. Importance of library surveys and reporting
9. Flexibility in adapting to new technology
   1. Overview of the role of artificial intelligence in Libraries
10. **Library 104: Introduction to Access Services**

**Feedback: dense. Fit all into class?**

**Academic heavy, need programs for kids, teens and adults: public library. Helping people write essays in public libraries not the same as academic setting.**

**Basic program design**

**Purchasing materials pre-cataloged in Public libraries**

**Catalog Description**

This course is designed to introduce Library Support Staff (LSS) to Access Services that include on-site use and the routine circulation of resources in all formats, special circulation of course-reserved or other restricted-use materials, on-site and remote reciprocal circulation with users of partner libraries, interlibrary loan, and document delivery. LSS maintains collections by shelving, shifting, and shelf reading and will devise solutions related to circulation and resource sharing processes.

**Need for the Course**

The course will introduce students to Access Services and the policies and procedures related to the functional areas within the department. This course meets the criteria for the ALA Library Support Staff Certification program.

**Goals for the course**

* To provide students with an introduction to Access Services within a variety of library types.
* To provide students an introduction to the policies, techniques, and responsibilities within the roles of Access Services.
* To meet ALA Library Support Staff Certification program competencies for certification.

**Course Lecture Content (Use outline format)**

1. Introduction to Access Services
2. Staffing
3. Types of libraries
4. Patron Privacy
5. Policies
6. Diversity and Equity
7. Fines and Fees
8. Circulation
9. Roles
10. Tasks
11. Data Management
12. Patron Privacy
13. Collection maintenance
14. Call Numbers and Classification
15. Weeding
16. Stack maintenance
17. Interlibrary loan and Course Reserves
18. Copyright
19. Licensing
20. Customer Service
21. Library Safety
    1. Staff and library users
    2. Disaster preparation
    3. Training
22. Security
23. Collections
24. Facilities
25. Personnel
    1. hiring
26. The Future of Access Service
27. **Library 105: Introduction to Library Technical Services**

**Book repair: look into changes. Series of questions? Worth repair? Out of print, relevant? Cost efficiency?**

**Public library high circ for copies, yes can get some more uses out of it. Flowchart figuring out book repair. Not tipping in pages. Popular titles prioritize. Still order new books as well.**

**Catalog Description**

This course will introduce Library Support Staff who work in Technical Services to the principles of processing, managing collections, supervising staff, cataloging and classification, how library staff support library users’ access to resources in a library.

**Need for the Course**

This course is one in a series designed to offer CTE training to students in a growing segment of the Library profession where students will be introduced to relevant job skills for Technical Services such as processing, managing collections, supervising staff, copy cataloging, basic original cataloging and classification and how the library staff support the Library and its community of users. This course provides real-world examples of library staff tasks in public and academic library environments.

**Goals for the course**

This course will prepare students to understand the scope of collections in public and academic libraries. Students will identify Library of Congress Classification and subject headings that are the national standard for academic libraries. They will identify Dewey Decimal system cataloging, which is the national standard for public libraries. Students will perform tasks that are relevant in the day-to-day operations of a Library support staff role in both academic and public libraries.

Students will also gain the knowledge and skills of Open Educational Resources (OER) and the roles Library Staff play in supporting these efforts.

**Course Lecture Content (Use outline format)**

1. Introduction
   1. Course Objectives
   2. Overview of Course: Syllabus, Attendance, Assignments, Grading, Internet, and the World Wide Web. Electronic Processes: Word Processing, Bookmarks, and Hyperlinks.
2. Collections in Public and Academic Library environments
   1. Public Libraries: Fiction and non-fiction, mainstream fiction, genres, self-help, media, streaming services, artifact check-outs, databases, audiobooks, Children’s, Young Adult sections
   2. Academic Libraries: Curriculum-supported materials, fiction, technology, zines, Open Educational Resources (OER), Library Reserves, Electronic Reserves
      1. OER: overview of licensing
3. Collection development
   1. Roles of Library Support staff
   2. Trends
4. Book repair
   1. Overview of the process of repairing materials
   2. Cost analysis of repairing vs. researching purchase of another copy/purchasing a new title
5. Copy cataloging and Classification of print books
   1. Overview of call numbers for Library of Congress
   2. Overview of call numbers for Dewey Decimal System
   3. MARC, AACR2, and RDA
   4. Subject headings
6. eBooks
   1. Overview of eBooks: Activating collections, vendors, licensing agreements
   2. Copy cataloging
7. Collection maintenance in public and academic libraries
   1. Weeding
   2. Diversity and equity auditing the collections
   3. Shelf reading, inventorying
8. Electronic Resources
   1. Overview of Library databases
9. Readers Advisory (Public libraries) and Research resources (Academic)
   1. Overview of online tools for both public and academic libraries
10. Data gathering
    1. Importance of library surveys, statistics and reporting.
    2. Overview of Patron-driven Acquisitions (PDA) or Demand-driven Acquisitions (DDA) in Technical Services
11. Outreach in Technical Services: book displays/virtual book displays
    1. Highlighting NEW books/ebooks collections

**GAP: intellectual freedom with book challenges, school libraries and book bans**

1. **Library 106: Reference and Information Services**

**Add children’s services for public libraries here or access services?**

**Programming component that doesn’t just focus on one type of patron: all ages (seniors, college students) add something like resources available online.**

**Outreach**

**Readers Advisory**

**Sources used for RA and conducting reference interviews**

**Make sure outline format consistent with each course.**

**Catalog Description**

This course will introduce students to the practices and principles of reference service. Students will learn about a variety of print and online information sources and how to assist library users with these tools. Additional topics covered will include information literacy, searching techniques, and evaluating sources.

**Need for the Course**

This course is aligned with the ALA Library Support Staff Certification program. This course fulfills the Reference and Information Services competencies.

**Goals for the course**

* To provide students with an introduction to reference services.
* To prepare students to provide reference service in a variety of library types.
* To meet ALA Library Support Staff Certification program competencies for certification.

**Course Lecture Content (Use outline format)**

1. Introduction to Reference and Information Services
   1. Principles and philosophy of reference service
      1. ALA and RUSA guidelines
      2. Legal and Ethical issues
   2. Types of reference inquiries
      1. Directional
      2. Technology
      3. Ready Reference
      4. In-depth research
      5. Online vs. In-Person
   3. Reference Interview
      1. Communication techniques
      2. Instructing users
   4. Challenging library users
   5. Reference Service to diverse populations
   6. Specialized Reference
   7. Reference sources
   8. Search techniques
   9. Evaluating Sources
   10. Information literacy
   11. Current trends in reference services
2. **Library 107: Library Career Readiness**

**Lots of workshops that could look into and taking that could help prepare them in addition to these classes.**

**Other resources for career readiness**

**Career Center- connect on campus**

**Cover letters and resumes: entry level positions filling out an application online. In application they need to make sure hitting keywords being asked in application. Examples customer service experience.**

**In interviews: main question tell us a little bit about how your personal experience, education and professional experience make you an ideal candidate for this position?**

**Working with difficult library customers and how you manage those things.**

**Interviews: Important to convey be prepared for examples. Example of difficulties, etc. no matter the topic, looking for examples. Have an answer ready for each question.**

**GAP: Library spaces, technology, equipment, group/individual studies. What our users need and creating spaces that meet those needs.**

**Idea: hiring for entry-level positions and have had experience in mentoring/supervising others.**

**Go into interviews having questions for the end. Often the last question: is questions for us?**

**Research your library/institution website and be ready to ask questions.**

**Catalog Description**

This course will provide students with an opportunity to create a resume, cover letter and participate in mock interviews to prepare for library careers, using their e-portfolio that demonstrates mastery of this program’s competencies for educational experience. Students will explore internships and opportunities to network and build working experience in the Library field.

**Need for the Course**

This course is one in a series designed to offer CTE training to students in a growing segment of the Library profession where students will use applicable skills to search for library jobs, **prepare application materials**, resumes and cover letters and develop the skills for job interviewing in the library field. Students will use their completed assignments and projects from the program that can be developed into an e-portfolio that graduate-level students in Library Master’s degree programs complete. The competencies they achieved during the program can be used to build resumes and letters of introduction to employers.

**Goals for the course**

This course will prepare students for career readiness from the library job search, completing job applications, creating tailored resumes, writing effective cover letters of introduction and practicing interviews for library jobs in public and academic libraries. The students will gain the skills to create resumes and cover letters of introduction to employers, tailoring their experiences and education to the job requirements of the position. Students will engage in mock interview sessions to prepare for job interviews that may involve behavioral interview questions, scenario-based questions and skills assessment questions for a variety of library positions and environments.

**Course Lab/Activity Content**

1. Professional memberships and networking activity: search and explore website, opportunities and publications. Create a brochure for a library student on the benefits of one of these organizations.

ADD: Association for Small and Rural Libraries (ASRL)

* 1. American Library Association
  2. California Library Association (student rates to join?)
  3. California Academic and Research Libraries Association (CARL)
  4. Association of College and Research Libraries (ACRL)

1. Job searching and sites in Public and Academic Library environments: Find a library job (or pick from the postings provided). Fill out the activity application questions.
   1. I need a Library Job (INALJ)
   2. Edjoin (school libraries)
   3. American Library Association (Public and Academic)
   4. California Community College Registry (Academic)
   5. California State University Careers
   6. California Library Association
   7. University of California Jobs
   8. CARL
   9. ACRL
   10. Government jobs
2. Resume building: Create a resume using the ePortfolio assignments completed as examples and the resume template questionnaire.
   1. Explore resume templates
   2. Review jobs, highlighting bullet-points
   3. Research the employer
   4. ePortfolio: use the competencies achieved in this program to highlight on resume
   5. References
   6. Keywords
3. Cover letters: Create a cover letter using the activity cover letter guide.
   1. Overview of cover letters
   2. Review jobs, expanding on bullet-points in cover letters
   3. ePortfolio: use the competencies achieved in this program to discuss in cover letters
4. Interviewing: Pair-share with a partner to interview each other and record responses using the activity interview questions and scoring rubric.
   1. Using job descriptions, predicting questions to be asked on interviews
   2. Overview of Interviewing techniques
   3. Storytelling: speaking to experiences
   4. Where do you see yourself 5 years from now? Forward-thinking career planning, short-term
   5. Overview of asking questions of the hiring committee
5. Post-interviewing: Engage in discussion board conversations on the interviewing experience with guiding questions.
   1. Journaling: questions asked, notes for future self
   2. Where do you see yourself 5 years from now? Forward-thinking career planning, short-term.
   3. Thank you letters to hiring committee
   4. Next steps
   5. Assignment: journal
6. On the job skills: scenario-based activity.
   1. Overview of best practices for employees
   2. Department policies
   3. Career Readiness