2014-15 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed
   Librarian

2. Proposal Being Made by (List Name(s) and Title(s))
   Barbara Duggal, KG Greenstein, Kathy Sparling (Librarians)

3. Summary description of the position
   Hire at least one full-time librarian with an emphasis on outreach and developing resources for underserved or at risk populations including the eCampus, evening and weekend students, and basic skills students.

   In addition to this emphasis, the position will participate in all aspects of librarianship for the college including: instruction, curriculum development, research assistance, electronic and print collection development, the integration of emerging technologies into the delivery of library services, and planning the Library and Learning Commons on the Fremont campus.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals
   Current staffing levels do not allow for the development of new programs and services, including efforts to improve student equity. For example, this position would enable us to partner with basic skills and college-level learning communities to embed information competency skills instruction, thus improving course completion and success rates. Students who have bridged the digital divide by mastering information competency skills are more likely to succeed academically and transfer. Research has consistently shown a clear connection between the instructional support librarians deliver—and the use of library resources—with student persistence, success, and graduation rates.

   Currently the district has three filled full-time faculty librarian positions. The number of approved full-time librarian faculty positions as of 2007-08 is five; two positions have been frozen since then. According to California Title V regulations, the minimum standard for a college with our FTES is six faculty librarians.

   This position most closely supports college goal #1. Feedback from the college community and external research findings consistently show improvements in student learning and achievement for students who have had the benefit of library instruction and individualized research assistance.

   Adding faculty enables the library to maintain and enhance the delivery of essential services, address the need to develop innovative ways to increase student achievement in evolving learning environments, and add to campus cultural life.

   1. See for example a review of research on the “value of libraries to the persistence and success of college students” in Standards of Practice for California Community College Library Faculty and Programs, adopted November 2010 by the Academic Senate for California Community Colleges. http://asccc.org/sites/default/files/Library-paper-fall2011.pdf
   2. 5 CCR 58724; available online http://ccr.oal.ca.gov
   3. “In fall 2012, we surveyed faculty for whom librarians provided customized library instruction. 95% of faculty respondents reported improvement on several measures of information competency including locating and evaluating a variety of information resources, resulting in an improved ability to deliver papers/projects/assignments.”
   4. See research review report cited in footnote 2. above.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.
   No.

6. Any other rationale to support the position proposal:
The remaining questions to be completed by Deans

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis.

"The LRC is a department that serves every department at Ohlone College. Both credit/traditional students and international program students use the facility daily as do faculty, staff, and community school programs. The role of the librarian in information competency instruction and outreach is critical. Faculty from all disciplines rely heavily on librarian expertise and services. Librarians strive to serve the growing number of students who take courses online; recent new hires of part time librarians help to offset this demand, as well as an active and ongoing effort to develop digitally developed services, but this is not a sustainable staffing model to meet increased demand."

DATA SUMMARY:

8. What is the department FTES?

2.76

9. What is the ratio of full-time to part-time faculty in the department?

The ratio is approximately 3 full-time to 2-FTE part-time.

10. What is the ratio of full-time faculty to department FTES?

3:8 (Our department offers only a limited number of classes for credit.)

11. What is the current WSCH/FTEF in the department?

.1% (The LRC department offers a limited number of classes for credit, librarians offer instruction and instructional support services across the curriculum via a variety of other channels including: customized instructional sessions, collaboration with other faculty on research assignments, one-on-one reference and research assistance to students, development of online guides and tutorials, and development and maintenance of learning resource collections.)

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?

2 sections full timer and 4 sections part timers

13. Does the position address an area of growth? If yes, include a three year trend line for FTES.

Library faculty provide instruction in strategic information competency skills and technological proficiencies necessary to succeed in an information based economy. The information competency skills librarians teach are increasingly essential tools needed by all 21st century students, faculty, workers, and citizens.