2018-19 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed

| Librarian - 2 positions |

2. Proposal being made by (list name(s) and title(s))

| Barbara Duggal, Faculty (Librarian) / Information Literacy / Collection Development |
| Kathy Sparling, Faculty (Librarian) / Systems and Technical Services |

3. Summary description of the position

| Hire two full-time librarians to assume a broad range of duties. These positions will participate in all aspects of librarianship for the college including: information competency instruction, curriculum development, assessment, outreach, research assistance, electronic and print collection development, integration of emerging technologies into the delivery of library services, coordinating library operations, and implementing the transition into the new Library and Learning Commons for Fall, 2019. |

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals.

With the retirement in December 2017 of one full-time faculty librarian, the college currently has only two full-time librarians. The number of approved full-time librarian faculty positions in 2007-08 was five; the library has been operating on a severe staffing deficit since that time. According to California Title 5 regulations, the minimum standard for a college with our FTES is four faculty librarians.1

The responsibilities of the vacated position, which include the coordination of operations at the Fremont Library, information competency, collection management, and collaboration between academic programs and the library, are now being fulfilled by the full-time librarian and LRC Coordinator formerly based at the Newark Center. Adjunct librarians currently staff the NC-LRC. It is essential to fill this most recently vacated position to ensure basic functioning of an academic library supporting two sites, especially with the transition into a new facility of expanded scope and size.

A second position would participate in all areas of general librarianship including growth areas emphasizing outreach, an expansion of information competency instruction, and the development of resources for underserved and underrepresented populations including online, evening, weekend, and basic skills students. In addition, this position will allow faculty librarians to participate fully in other initiatives for student success. Across the state, substantive integration is planned or already underway between faculty librarians and institutional efforts to implement initiatives such as AB 705 and Guided Pathways.2 Continued unfilled faculty librarian positions jeopardize our ability to partner effectively with our colleagues and participate in the success of these initiatives here at Ohlone.

AB 705 requires every community college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. Yet respondents to a recent survey gathered from 144 two-year/community colleges across the country estimate that only 23% of first year students arrive prepared to do college-level research.3 An increasing number of both two-year and four-year colleges acknowledge librarians as the most highly qualified faculty to address this barrier to success, and are hiring first-year experience (FYE) librarians to help address the challenge.

In fall 2017, the Academic Senate for California Community Colleges passed Resolution 17.08 calling for the “Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives.” Specific examples of activities librarians might be involved in—to the extent staffing levels allow—include:

- Customize instruction for and integrate information competency into meta majors and program maps to provide consistent, scaffolded, sequenced (first year and program specific) instruction via credit classes, embedded instruction, Library Guides, Canvas modules, etc.;
• Provide librarian liaisons to academic and career pathways;
• Support OER for meta majors;
• Work with English faculty to provide point-of-need and concurrent support;
• Train tutors to use library resources;
• Connect students to resources as part of FYE curriculum;
• Ensure library is visible in Canvas for acceleration, FYE, meta majors;
• Collaborate with counselling and career center to support career exploration.

Research consistently shows a statistically significant positive relationship between the ratio of library professional staff to students, with retention and graduation rates. Numerous studies clearly show that students who have bridged the digital divide by mastering information competency and research skills are more likely to succeed academically and transfer.

There is a well-documented connection between the instructional support librarians deliver—and student use of library resources—with student persistence, success, and graduation rates. Using the library “at least one time in the first year of enrollment significantly increased the odds that students would graduate in four years or remain enrolled after four years … first-year students who used electronic resources and books also had significantly improved odds of graduation over withdrawing, while students who used electronic books and took a library instruction course had significantly improved odds of remaining enrolled over withdrawing.”

Faculty librarians have long promoted the imperative of teaching students the practical skills necessary to evaluate sources of information in the digital age as key to staying competitive within 21st century economies. It is also now widely known the consequences we face as a nation when citizens are unprepared to apply such skills effectively. According to a recent Stanford study: “Overall, young people’s ability to reason about the information on the Internet can be summed up in one word: bleak.” Faculty across the disciplines have relied on librarians to lead the way in this area, but ongoing library staffing deficits make it an increasing challenge to fulfill this crucial instructional need.

These positions most closely support college goal #1. Feedback from the Ohlone College community and external research findings cited above consistently show improvements in student learning and achievement for students who have had the benefit of library instruction and individualized research assistance.

1. CCR 58724; available online http://ccr.oal.ca.gov
5. 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
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. Other information to support the position proposal (include qualitative data if applicable).

n/a

7. Is the proposal in an area that is new to the College?  Yes  X  No

If so, how would this position support the overall vision for Ohlone?

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**The remaining questions to be completed by the Division Dean**

8. A statement by the dean of the division housing this position, which includes data, evidence, and analysis. Include all relevant information you would like the committee to consider.

It is important, first of all, to note that the quantitative data requested below has little meaning in the context of the library. The data encompasses only a single course, research skills, which is taught either by our adjunct librarians or as an overload.

Second, and clearly of more importance, it is important for the members of the committee to have a better understanding of the responsibilities of the librarians for Ohlone College.

As stated above, we currently have two full-time librarians who cover two facilities, the one in Newark, which we call the LRC, and the one in Fremont, which we call the library. In fact, they also cover a third facility, the online resources provided by the library under the TLC and through library guides.

While the primary role of librarians is to provide assistance to students and faculty, the fact is that a significant percentage of the work of our full-time librarians is consumed by the day-to-day work of running three facilities. This involves oversight of our physical facilities (maintenance, equipment, staffing schedules, acquisitions, cataloguing) and the technology that supports all three facilities (web site, software, online databases, cataloguing services). With our current cohort of two full-time librarians, we have what I consider one site coordinator for both physical sites and one technology coordinator.

In addition to the two full-time faculty, the department hires seven adjunct librarians (equivalent to two FTEF) to provide the additional coverage of the front desk and reference services.

With the retirement of one of our full-time librarians, it is imperative that at least one full-time librarian be hired for the 2019-2020 year to cover the existing operations of the LRC, library, and website. Simply stated, aspects of operations are already being adversely affected.

The strongest argument I can make for a second position is the fact that the College is in the final stages of preparing for the opening of the Academic Core in summer 2019, including a library of magnitudes of size of the current space in Hyman Hall and which will be a central component of the support for improved and more innovative instruction and learning for our students, which we foresee the Academic Core providing. Coordinating the occupancy of this new space and participating in the collaborations that will bring about the College’s vision for future teaching and learning requires another full-time member of the department.

In a time of challenging enrollment, I know that arguing for positions that will not have a direct impact on FTES or FON is a hard one, but these positions are central to the future of the College and the success of all our students. Thank you for your consideration.
9. Is the position part of a Career Technical Education (CTE) Program?  ____Yes  _X_No

**QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)**

10. What is the department FTES? (Data is available on the Program Review data sheet – Academic Affairs website.)
   - Fall 2017: 1.83
   - Spring 2018: 2.54

11. What is the ratio of full-time to part-time faculty in the department?
   - 0:100

12. What is the ratio of FTES by Adjuncts?
   - 2

13. What is the current WSCH/FTEF in the department?
   - 439

14. Does the position address an area of growth? If yes, include a five year trend line for FTES.
   - No