

2017-18 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) / LRC Coordinator, Newark Center
KG Greenstein, Faculty (Librarian) / Information Literacy / Collection Development
Kathy Sparling, Faculty (Librarian) / Systems and Technical Services

3. Summary description of the position

Hire a minimum of one, ideally two, full-time librarians to assume a broad range of duties. These positions will participate in all aspects of librarianship for the college including: instruction, curriculum development and assessment, research assistance, electronic and print collection development, integration of emerging technologies into the delivery of library services, coordinating library operations, and implementing the move into the new Library and Learning Commons in Spring 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 will have only two full-time librarians. The responsibilities of the vacated position include the coordination of operations at the Fremont Library, information competency, collection management, and promoting collaboration between academic programs and the library. In addition, this position is critical in planning and implementing the move to the new Library and Learning Commons. The library has already been operating on a staffing deficit; it is essential that this vacated position be replaced to ensure basic functioning of an academic library supporting two sites, especially while implementing the transition into one of expanded scope and size.

A second position would participate in all areas of general librarianship. In addition, this position would allow the library to focus on growth areas emphasizing outreach, information competency instruction, and the development of resources for underserved and underrepresented populations including the eCampus, evening and weekend students, and basic skills students.

The number of approved full-time librarian faculty positions in 2007-08 was five; two positions have been frozen since then. According to California Title 5 regulations, the *minimum* standard for a college with our FTES is six faculty librarians.(1)

Research consistently shows a statistically significant positive relationship between the ratio of library professional staff to students, with retention and graduation rates.(2) 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.(3) 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.”(4)

Faculty librarians have long promoted the imperative of teaching students the practical skills necessary to evaluate sources of information in the digital age. It is 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*.”(5) Faculty across the disciplines rely on librarians to lead the way in this area, and it is already a challenge to fulfill this crucial instructional need.

This position most closely supports college goal #1. Feedback from the Ohlone College community (see faculty list) and external research findings(6) 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>

2 Crawford, Gregory A. "The Academic Library and Student Retention and Graduation: An Exploratory Study." *Portal: Libraries and the Academy* 15.1 (2015): 41-57. doi:10.1353/pla.2015.0003

3 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>

4 Soria, Krista M., et al. "The Impact of Academic Library Resources on Undergraduates' Degree Completion." *College & Research Libraries*, vol. 78, no. 6, Sept. 2017, pp. 812-823. *EBSCOhost*, doi:10.5860/crl.78.6.812

5 *Evaluating Information: The Cornerstone of Civic Online Reasoning*. Stanford History Education Group, 22 Nov. 2016.

6 See research review report cited in footnote 3 above.
(Additional supporting research upon request)

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**).

Please see the attached list of full-time faculty who have asked that their names be added in support of this proposal.

The remaining questions to be completed by the Division Dean

7. 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 three 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 three full-time librarians, we have what I consider one site coordinator for each physical site and one technology coordinator.

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

With the impending retirement of one of our full-time librarians, it is imperative that at least one full-time librarian be hired for the 2018-2019 year to cover the existing operations of the LRC, library, and website. Simply stated, aspects of operations will be adversely affected if the position is not filled.

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 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. Preparing for 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.

8. 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)

9. What is the department FTES? (Data is available on the Program Review data sheet – [Academic Affairs website.](#))

Fall 2017: 1.74 FTES

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

0:100 (FT:PT)

11. What is the ratio of FTES by Adjuncts?

0:100

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

418

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

No

The following full-time faculty have asked that their names be added in support of this proposal:

Brenda Ahnholz, Communication Studies
Darren Bardell, History
Mark Brosamer, English
Sandra Chacko, Anthropology
Janet Corcoran, Counseling
Jeffrey Dean, English
Nancy Dinsmore, Nursing
Sheryl Einfalt, Physical Therapist Assistant Program
Terry Exner, Accounting
Larissa Favela, Communication Studies
Katie Frank, Art
Debora Halloran, Nursing
Jennifer Harper, Counseling
Sheldon Helms, Psychology
Jennifer Hurley, English
Laurie Issel-Tarver, Biotechnology
Jennifer Jovel, Sociology
Ilene (Sam) Katz, Mathematics
Alison Kuehner, English
Robin Kurotori, Physical Education
Kyle Livie, History

Jesse MacEwan, Counseling
Heather McCarty, History
Maggie McKenzie, English
Jim McManus, Music
Susan Myers, Counseling
Jeff O'Connell, Mathematics
Mylene Pelimiano, Mathematics
Sobia Saleem, English
Rachel Sherman, English
Tracy Virgil, English
Luba Voloshko, Chemistry
Wayne Yuen, Philosophy