THE ROLE OF THE LIBRARY FACULTY IN THE CALIFORNIA COMMUNITY COLLEGE

[Planned Adoption Spring 2019]

The Transfer, Articulation, and Student Services Committee 2018-2019

Committee Members

> Michelle Velasquez Bean, Chair, Rio Hondo College
>
> Arthur Guaracha, Southwestern College
>
> Graciela Sae-Kleriga, Southwestern College
>
> Karen Chow, De Anza College
>
> LaTonya Parker, Moreno Valley College
>
> Lynn Fowler, American River College
>
> Tanya McGinnis, Antelope Valley College
>
> Teresa Aldredge, Cosumnes River College

Council of Chief Librarians Work Group 2018-2019

Contributing Authors

> Brian Greene, Columbia College
>
> Canon Crawford, Santa Rosa Junior College
>
> Dan Crump, American River College
>
> Elizabeth Bowman, Santa Barbara City College
>
> Joey Merritt, Merced College
>
> Van Rider, Antelope Valley College
>
> Wendy Rider, Antelope Valley College (Editor)

Table of Contents

Introduction

Community college libraries change lives. Library faculty throughout the California Community Colleges system play a significant role in helping students achieve student success while supporting a college's mission and values, academic curriculum, and institutional learning outcomes. Moreover, libraries embody the spirit of community, creativity, and discovery that we all seek to instill in our students. Libraries also promote literacy, equity, freedom of information, and lifelong learning. Students benefit greatly from access to library resources, services, and instruction and more importantly, to librarians.

Libraries are the central resource for supporting faculty and students in their research and information needs, both physically and remotely. This essential role of libraries and library faculty has remained consistent amidst significant technological and pedagogical changes within the community college system. For this paper, the terms library faculty and librarian are used interchangeably to reinforce the faculty status of community college librarians. As librarians continue to determine their other roles within the California Community Colleges system and local districts in response to evolving demands, the inclusion and engagement of library faculty in college decision-making processes, program development, and other academic and professional matters are critical.

Just as each student body and community is diverse with its own characteristics, needs, and goals, so are each of the libraries throughout the California Community Colleges system. This paper provides encouragement for library faculty, administrators, and staff to apply the various recommendations outlined throughout to meet their individual campus needs and requirements in providing impactful and equitable library instruction and services.

Justification for the Paper

In 2009, the Academic Senate for California Community Colleges (ASCCC) passed a resolution (Academic Senate Resolution 16.01 S09) calling for the development of the 2010 paper, "Standards of Practice for California Community College Library Faculty and Programs." The paper addressed and described standards of practice for California Community College libraries, including the roles of library faculty and other aspects of library service and set system-wide standards.

This current paper was developed by the Transfer, Articulation, and Student Services Committee (TASSC) of the Academic Senate in partnership with the Council of Chief Librarians (CCL) in response to Academic Senate Resolution 16.01 F17, which called for an updating of the 2010 paper to include a review of current practice, policy, and national standards for the library discipline.

In addition to outlining the importance of library faculty in facilitating student success and providing information on the core roles of library faculty in the California Community Colleges system, this content may be used to inform the development of local and external policies, regulations, and guidelines that pertain to the operation and performance of California

Community College libraries and assist in the ongoing dialog among library faculty, staff, and administration regarding the role, services, design, and development of libraries and librarians.

The publications "Standards of Practice for California Community College Library Faculty and Programs" (2010), "Standards for Libraries in Higher Education" (2018) and "Guidelines for University Library Services to Undergraduate Students" (2011) developed by the Association for College and Research Libraries (ACRL) were consulted in the development of this paper. Other professional standards referred to include "The Guidelines for Instruction Programs in Academic Libraries" (2011), "Standards for Distance Learning Library Services" (2016), both by ACRL, and the "Library Bill of Rights" by the American Library Association (ALA 1996).

Value and Impact of Librarians and Library Services

Librarians are central to the education of students as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world.
Information literacy describes a skill set that includes an individual's ability to apply critical thinking skills to discover, evaluate, and produce information in an evolving information landscape. Given their training, librarians are in an ideal position to facilitate the development of these skills in an academic library setting and in the classroom.

Research shows that student use of library services is a predictor of student retention and academic success (see ACRL reports from Oakleaf and Brown & Malenfant, as well as Laskin & Zoe). Library use indicates an improvement in both student retention and success rates: "Use, even once, of library databases, print collections, electronic journals, and computer workstations were positively correlated with GPA and retention. For every additional time that students engaged in these behaviors, students demonstrated an associated increase in GPA and retention" (Murray et al. 634). This same study found that freshman who used the library in the fall semester were 9.54 times more likely to return in the spring and that students who used the library in the spring semester were 7.23 times more likely to return the following fall semester than students who didn't use the library. This would suggest that students who use the library earlier in their academic careers would also be more persistent and successful in the long term.

There are other ways in which libraries benefit students. For instance, student grades tend to be higher when they use library services. DeeAnn Allison at the University of Nebraska-Lincoln finds "that undergraduates with higher than average GPAs accessed electronic resources from off campus and checked out print books more often than students with lower than average GPAs" (qtd. in Gaha et al. 740).

It is also important to note that library faculty provide instruction and services that extend far beyond the reference desk. Librarians reach into classrooms across disciplines, meet students one-on-one, and interact with students outside the library. This includes providing access to physical and virtual resources, aids such as LibGuides (online research guides), library technology, and spaces including study rooms, library classrooms, and gallery areas. Librarians manage these resources to support student success. They also provide value-added services, such as guidance in the use of library resources from off-campus locations and virtual reference, as

well as ensure that all these services will be provided seamlessly when they are needed by the user.

Professional and Academic Standards

<u>**Guiding Principles**</u>

Intellectual Freedom

Community college librarians, other faculty, staff, and administrators are advocates of intellectual freedom and protect the "the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment." The American Library Association asserts that "[i]ntellectual freedom is a core value of the library profession, and a basic right in our democratic society" ("Intellectual Freedom"). Truly, "[a]s a professional value, support for intellectual freedom informs all aspects of the librarian's work, especially that of the academic librarian," (Mann 6).

It is recommended that statements of intellectual freedom in the library and throughout campus be endorsed by appropriate institutional and faculty governing bodies, such as the academic senate and when appropriate local bargaining units. The term "intellectual freedom" is "used in the library profession primarily to mean the right of every individual to both seek and receive information from all points of view without restriction. Intellectual freedom as a professional practice and as a subject for scholarly research has expanded over the years to include conditions that protect the freedom to read, such as privacy" (Jones 4).

Privacy and Confidentiality

Privacy of users is inviolable, and community colleges should make certain that policies are in place to maintain the confidentiality of library records and library use data. Libraries uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR part 99).

The American Library Association offers this guidance:

> A privacy policy communicates the library's commitment to protecting users' personally identifiable information. A well-defined privacy policy tells library users how their information is utilized and explains the circumstances under which personally identifiable information might be disclosed. When preparing a privacy policy, librarians need to consult an attorney to ensure that the library's statement harmonizes with state and federal laws governing the collection and sharing of personally identifiable information and confidential records. ("Developing or Revising")

In developing and/or revising a library privacy policy, library faculty and administrators "should check with their parent institutions to ensure compliance with those institutions' norms and policies" ("Privacy").

Privacy policies may include the following sections:

- Patron notification of privacy rights and confidentiality
- Choice and consent options regarding the collection and use of patron information
- The right of access by users to their own personally identifiable information
- Technology and privacy concerns (including programs, applications, camera surveillance, cell and smartphone use, cloud computing, electronic resources, and social networking tools)
- Data integrity and security

Librarians are encouraged to ensure that open and equitable access to the Internet and electronic resources is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided. However, ALA reminds libraries to be aware that

> the continuing use of and accelerating dependence on emerging technologies to provide both traditional [and] innovative library services have constituted major challenges for the library profession . . . It's imperative that libraries understand each new technology by defining them and identifying the mechanism through which each patron's privacy may be breached. As stewards of patrons' data, we owe them the truth and some options. ("Developing or Revising")

When working with licensing agreements, library faculty can maximize access to and be consistent with the American Library Association Library Bill of Rights. Digital rights management, patron privacy protections, and security protocols related to IP/proxy authentication when developing privacy policies should be considered in developing policies and procedures

Library privacy policies and library faculty protect the patrons' access to information and the right to read. Again, the ALA asserts, "One cannot exercise the right to read if the possible consequences include damage to one's reputation, ostracism from the community or workplace, or criminal penalties. Choice requires both a varied selection and the assurance that one's choice is not monitored" ("Privacy"). In determining privacy policies in academic institutions, the ALA reminds:

> Academic institutions often rely on principles of academic freedom to protect the intellectual freedom of faculty. While the principles of academic freedom are intended to protect faculty from professional consequences of researching unpopular or controversial areas, they do not necessarily protect the privacy of faculty. Academic libraries should also have in place appropriate policies based on First Amendment and Fourth Amendment rights to protect the privacy of faculty members' library records. ("Developing or Revising")

Inclusion and Equity

Student success is assessed locally at each college with guidance from legislation that defines equity. California legislation expands the scope of "equity" by defining specific Student Equity

Plans. Referring to California Education Code § 54220, Student Equity Plans, "promote success for all students, regardless of race, gender, age, disability, or economic circumstances."

The California Community Colleges Chancellor's Office in turn provides guidance related to student equity programs in the form of five key indicators: 1) access, 2) course completion, 3) ESL and Basic Skills completion, 4) degree and certificate completion, and 5) transfer.

It is likely that library faculty will participate in efforts to document, assess, and contribute to these student success indicators within the context of the Student Equity Plans by extracting data available from library usage or other defined programs and services where data is available or can be collected to address equity in providing library services for all students.

Furthermore, in developing library policies and practices, library faculty are expected to ensure a balance of multiple viewpoints and interests when considering the presentation, selection, replacement, removal, or preservation of library resources and materials.

Collections, exhibits, and displays are most effective when they celebrate and reflect intellectual freedom and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas, transcending the individual values of library faculty to reflect the diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies. It is essential that library collections present topics from multiple viewpoints. Likewise, the library's exhibits and displays should be inclusive of diverse perspectives while adhering to college standards.

Librarians promote service philosophies and approaches that provide equitable access to all in the college community. Library physical and virtual spaces should be available to the academic community regardless of the subject being researched or discussed in order to provide access without any discrimination toward person's or group's beliefs. Policies and procedures should be reviewed regularly to ensure that ~~that~~ they meet the information needs for access to library and information resources, services, and technologies by all community college patrons, "especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression" ("Programming").

Education and Continuous Learning

Library faculty strive to provide all patrons with guidance, opportunities, resources, and an environment for promoting continuous learning. To accomplish this overarching objective, library faculty work to offer direct instruction in and out of the classroom, curriculum support, professional development resources, research support, and access to physical and virtual resources to further lifelong learning. California Community College libraries are places where all patrons have a means to connect to ideas, information, and each other. Equally important, libraries are learning spaces that can be dynamic and flexible in meeting the diverse educational needs of its student population.

ACCJC Accreditation Standards

In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) published the updated standards related to the commitment to ongoing school improvement and the ensuring of quality education, institutional effectiveness, and student learning. In an environment of data-driven accountability, library faculty should be actively engaged and included in accreditation efforts, especially as they pertain to determining the quality of library services, resources, and programs.

Accreditation Standard II: Student Learning Programs and Support Services presents the general expectation for institutions to provide student learning programs and student support services in concert with the institution's mission:

> The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution. ("Accreditation Reference Handbook")

In particular, Standard II B.1-4 relate directly to community college libraries. The published standard states the following:

> B. Library and Learning Support Services
> 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
>
> 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
>
> 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes

evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. ("Accreditation Reference Handbook")

Library faculty ensure that the department and institution meet accreditation standards by becoming familiar with all standards, particularly Standard II, developing library strategic plans, building and sustaining a culture of meaningful assessment in the library, engaging in program review and self-study teams, and participating in college governance committees and decision-making processes.

AACJC Standard II.A.11 states:

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. ("Accreditation Reference Handbook")

Library faculty are encouraged to incorporate information literacy into their programs, curriculum, student learning outcomes, and institutional learning outcomes to meet and monitor students' information needs.

Likewise, library faculty may strengthen and elevate the role of librarians in the accreditation process by serving on an accreditation visiting team. Megan Oakleaf, in her report, *The Value of Libraries*, reinforces this notion:

Librarians can prepare for and participate in institutional accreditation efforts in their own institutions. They may also engage in accreditation processes at a higher level, perhaps working to increase the integration of information literacy concepts into regional accreditation guidelines. (16)

ALA and ACRL Standards

The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA) that provides and develops professional and academic programs, standards, and services for academic libraries in higher education, launched the Framework for Information Literacy for Higher Education (referred to as the Framework) in 2016 after extensive review of

skills and themes related to information literacy. This most recent framework replaced the committee's adoption of the *Information Literacy Competency Standards for Higher Education* from January 2000.

The Framework represents a shift in pedagogy "because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills" ("Framework"). The flexibility of the Framework allows for local interpretation and development of programs with six concepts in mind. Each core concept includes *knowledge practices*, "demonstrations of ways in which learners can increase their understanding" of the concepts, and *dispositions*, "which describe ways in which to address the affective, attitudinal, or valuing dimension of learning" ("Framework"). The core concepts are as follows:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Each concept includes multiple knowledge practices and dispositions, which can be applied to each step of the research process, from a student's development of a research question, discovery, evaluation, and documentation of sources to the production of content in multiple formats.

The nature of the framework allows librarians to customize the curriculum for each institution and the programs within the institutions across the state. Library faculty should strive to embed and apply the principles of the framework in the foundations of all information literacy and library-based instruction, programs, and projects. Assessment was also a consideration of the committee when designing the framework, and rubrics are a common way to evaluate student skill sets. Library faculty are encouraged to develop and consider appropriate assessment tools, practices, and activities as they relate to the delivery and assessment of information literacy. They are also encouraged to collaborate with other librarians nationwide online through professional listservs and other platforms, such as the ACRL Framework for Information Literacy Sandbox.

Disciplines List

The 2017 *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ("Disciplines List") adopted by the Board of Governors specifies that library faculty must hold a "Master's in library science, library and information science, OR the equivalent" (32).

The Academic Senate regularly considers changes to the list and recommendations developed through active collaboration between the local senates and professional organizations within the state, such as the Council of Chief Librarians and the Chancellor's Office, are forwarded to the

Board of Governors. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Core Roles and Expectations for Library Faculty

Librarians play a crucial and multi-faceted role in the community college. The differing roles between librarians and other faculty must be acknowledged. Although the role of all faculty is to guide the development of critical thinking in students, the role of the librarian is unique. Their roles often overlap with that of other faculty, but they stand apart from discipline faculty in that they are required to perform across disciplines. As faculty members, librarians are part of the shared governance system and have all the responsibilities of other community college faculty.

The role of the librarian may consist of any combination of the following: information literacy instruction, collection development, assessment, electronic resource management, cataloging and technical services, distance education, teaching for-credit courses, and reference work. Depending on the structure of the college, a librarian may serve as either a faculty lead or chair for their specific area. Library faculty may also be involved in the management of library resources and facilities. As students assume greater responsibility for their own learning needs, the library needs to assume a larger role in providing accessible resources and teaching students to use those resources effectively and ethically.

Librarians strive to meet the mission and goals of the California Community Colleges Chancellor's Office Library and Learning Resources Program, last revised May 31, 2017 (see Appendix 3) and adhere to the Standards and Principles put forth by American Library Association ("Standards for Libraries in Higher Education") that delineate the roles that librarians play in the library and in the institution.

<u>Library Instruction</u>

Instruction is one of the primary roles of the community college librarian. Librarians work with students to meet their information needs and to teach the research process. This teaching may be formal or informal, but it is always an academic professional duty. Librarians should also work with other discipline faculty to ensure that the resources needed to support the college's curriculum are available. These resources may be in physical, digital, or other formats.

Library faculty design and offer instruction that teaches library users how to locate the information they need efficiently and effectively. Librarians are also responsible for overseeing all the educational functions of the library and for managing physical and virtual library resources. Library instruction focuses on teaching students and other patrons how to identify, find, evaluate, apply, and document sources of information.

Library instruction may include any of the following: credit and noncredit courses, library orientations and tours, research methods workshops, co-requisite instruction, online tutorials, learning objects and videos, "drop-in" help sessions, one-on-one reference assistance in person or through an online resource (e.g., chat, social media, email, etc.).

Library faculty are encouraged to meet the information literacy needs of students in any given teaching opportunity regardless of modality. In some cases, instruction may include both general information literacy skills and the specialized skills necessary for discipline-specific library instruction. Each institution will need to determine the most appropriate strategies, programs, and logistics of library instruction to meet the various information needs of students on and off campus. The American Association of Community Colleges reinforces the need for information literacy instruction:

> Information literacy, which encompasses information fluency and information technology mastery, is critical to success in higher education and lifelong learning. Rapid and continual changes in technology and the proliferation of information resources present students with an abundance of information through a variety of vetted and untested formats. This wide variety of choices raises questions about the reliability, authenticity, and validity of content and poses challenges for students trying to evaluate, understand, and apply the information. ("AACC Position Statement")

Discipline faculty are expected to take part in preparing their students for this instruction and involve the librarian in assessments and assignments that utilize library resources. Library instruction and information literacy curriculum should follow current recommended ACRL standards for outcomes-based learning. ACRL suggests the following principles to guide curriculum creation:

- **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
- **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- **Management/Administration/Leadership:** Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.
- **Personnel:** Libraries provide sufficient and quality personnel to ensure excellence and to function successfully in an environment of continuous change.
- **External Relations:** Libraries engage the campus and broader community through multiple strategies to advocate, educate, and promote their value.

ACRL recommends that library faculty

- Align with the principles above
- Identify and select performance indicators that are congruent with their institution's mission and contribute to institutional effectiveness
- Add performance indicators that apply to the specific library (for example, open access initiatives for research libraries or workforce development support for community colleges)
- Develop user-centered, measurable outcomes that articulate specifically what the user can do as an outcome of the performance indicator
- Conduct assessments that may be quantitative, qualitative, or both
- Collect data from assessments that demonstrate degree of success
- Use assessment data for continuous improvement of library operations ("Framework")

The library is an educational facility and most often serves as the librarians' classroom. Because it is typically used as a classroom facility, the library cannot function without faculty librarians as part of the daily organizational structure and as the primary teachers who provide direct instruction and support in relation to information and research needs. Certainly, librarians, paraprofessionals, and classified staff must all work together to make the library function as a unit, but any activity that involves teaching must be performed by library faculty.

It is strongly recommended that library faculty have designated spaces in which to teach students in a formal classroom setting and have the same equipment and technology access as classrooms used for other courses on campus.

Collection Development

Collection development is the process by which materials are chosen for the collection and removed from the collection when they no longer meet curriculum standards. Librarians should work with discipline area faculty to achieve this goal. These resources may be print, electronic, media, or other materials depending on curriculum needs.

According to the "Standards for Libraries in Higher Education," Principle Indicator #5, library collections, both physical and virtual, should be of "sufficient in quality, depth, diversity, format, and currency" to support institutional curriculum and collection management and should align with the mission and values of the college. The following recommendations may aid library faculty in developing impactful and relevant collections and evaluating collection development policies and strategies.

1. Library faculty and administrators, in consultation with stakeholders, should adopt, and regularly review and update collection development policies that guide the selection, acquisition, and deaccession of library materials (Johnson).

2. In addition to employing their professional expertise in collection development and planning, it is expected that library faculty regularly work with faculty in other disciplines when evaluating the library's physical and virtual collections to ensure that they meet the needs of the college.

Active faculty engagement in this process assures representation of all disciplines within the collection.

3. Library faculty ought to ensure that their libraries contain resources in a variety of accessible formats to fulfill the educational and information needs of the students and faculty on and off campus. These resources should be provided through multiple delivery methods that align with student and faculty needs, with a goal to create "24/7" access wherever practical.

4. Library faculty should be involved in the college budget allocation process and from working with discipline faculty to ensure expenditures align with department and college-wide needs.

5. Library faculty are encouraged to regularly assess physical and virtual collections and their use to discover, for example, if faculty, students, and other users as relevant are satisfied with the collections provided by libraries for their educational, informational or research needs, and to investigate if students are discovering the appropriate library resources needed for their coursework.

6. Libraries are encouraged to seek partnerships with other libraries and resource sharing consortia to increase cost-effectiveness and expand access to relevant library materials. Patron-driven acquisitions and other usage-based purchasing models also offer potential cost reduction; however, their unpredictable nature can make planning a challenge. Consideration of open educational resources (OER) and ASCCC OERI is recommended based on the institution's goals and needs.

7. Libraries may consider building and ensuring access to unique materials, including digital collections that provide long-term access to the scholarly and cultural records of the institution.

8. Library faculty may find it helpful to refer to Title 5 (§58724), which provides minimum standards for the number of print volumes using yearly student full-time equivalent enrollments (FTES) as a baseline for library collections ("Accreditation Reference Handbook"). Title 5 suggests that libraries should be funded to meet or exceed these standards (see Table 1 below):

Table 1

FTES	Volumes
<1,000	30,000
1,001 - 3,000	40,000
3,001- 5,000	60,000
5,001 - 7,000	80,000
Each addition 1K	7,500

Shared Governance and Campus Engagement

Library faculty should be fully involved in college governance, retaining the rights and responsibilities of discipline faculty. Because library faculty expertise and experience cross multiple disciplines and offer a blend of instruction and public services, they are in a unique position to contribute meaningful input, insights, and guidance in discussions surrounding many areas that require library inclusion in institutional planning, outcomes, and policies.

1. Library faculty should be included in membership and leadership on local academic senates, standing college committees, and other participatory or shared governance committees. Additionally, as appropriate and feasible, library faculty, administrators, and staff should also be included on committees that involve current district and/or related statewide initiatives. This participation will ensure that library faculty are aware of the issues affecting the college and that the college understands how decisions will affect the library and its ability to serve students and faculty.

2. As a part of their service in college governance, it is recommended that library faculty be involved in the curriculum development process of the college. In 2008, "The Course Outline of Record: A Curriculum Reference Guide" stated that it is "good practice to include discussions of curricular changes with a college's library faculty and staff in order to ensure that appropriate and adequate library materials and services are available to support the course" (63). This commitment to consultation with library faculty can best be demonstrated by including library faculty in the voting membership of the local curriculum committee. The State Academic Senate recommends to local senates "that the curriculum review process include library resource evaluation as a component of new course approval" (Resolution 9.01, Spring 1988) and also that "a librarian be a member of each college curriculum committee" (Resolution 15.06, Fall 1993).

Distance Education

Librarians are encouraged to become involved in the creation, discussion, and implementation of distance education programs, services, and decisions in their institutions. Distance education is defined as courses that may be taught using variety of formats and modalities: fully online or hybrid (one or more class meetings that meet in a physical space). It may include both synchronous and asynchronous instruction. Distance education, by nature, changes as technology and users change.

The ACCJC Accreditation Standard II.B.1. specifically requires that

> [t]he institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education." ("Accreditation Reference Handbook")

Because students enrolled in distance education courses have different needs than students who attend face-to-face classes, it is important for librarians to evaluate access to library instruction, services, and resources that online students will use. Many students may never meet with a

librarian at the reference desk and only interact with library faculty and staff via phone, email, online chat, or social media. The ACRL "Standards for Distance Learning Library Services" states the following:

> All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take courses. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be.

Distance education has become a regular means to reach students who are unable or unwilling to come to traditional face-to-face classrooms. Many of our community college students have personal and professional responsibilities or obligations that make it difficult to come to campus during the traditional school day. Non-traditional students (including distance education, incarcerated, dual-enrolled, adult learners, and other student populations), as do all students, need access to librarians and library services that meet their needs.

When appropriate, efforts may include assisting discipline faculty in creating information literacy-focused assignments, tutorials, and other learning aids that will benefit distance education students. It is also important to ensure that online access and instruction meet the institutions' assessment requirements and student learning outcomes.

To better connect with students, librarians may become familiar with and able to use current electronic resources and tools to teach and communicate with distance education students through email, chat/messaging services, phone calls, and any other method used by the college to reach students.

In addition to providing online tutorials, videos, and electronic resources, librarians may also find more collaborative and intentional strategies to have a greater impact with distance education students. Librarians need to be familiar with learning management systems (e.g., Canvas, the current learning management system for California Community Colleges) and be willing to work with students in that medium. Libraries should have a Canvas presence on campus. Librarians may be part of distance education courses in several ways, such as creating pre-made modules that highlight information literacy skills and library resources, or providing library tutorials and embedded librarians in courses, or offering online library courses. Librarians are encouraged to share effective practices and successes with others and refer to relevant resources, such as the 2016 report *Creating a Library Presence in Canvas* that provides valuable information on the implementation and administrative set up of library services and tools within Canvas.

As distance education as a method of instruction becomes more prevalent, there may be a need for a library faculty member who is responsible for leading and facilitating distance education strategies in the library. The job duties will be varied but might include

> the [knowledge and experience] to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community.
>
> There may be additional professional and/or support personnel with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly, regardless of location. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. ("Standards for Distance Learning Library Services")

Finally, institutions may set goals to provide librarians and libraries with adequate funding and staffing to meet the additional requirements that distance education places on them.

Assessment and Evaluation

Regular library assessment activities ensure that the highest quality of instruction and services are being offered to students and other patrons. Librarians should be familiar with the recent trends and practices in library assessment in higher education, research design, data collection, and analysis. It is also recommended that library faculty, administrators, and staff work collaboratively with their local institutional research departments.

Library faculty also must be the chief contributors in their departmental program review and accreditation process in relation to library instruction and programs. If the library is included in a multi-departmental division's combined program review, librarians, in collaboration with library staff, should be responsible for any content directly related to the library.

Additionally, consistent evaluation of the success and impact of library services and programs is expected. In addition to Student Learning Outcomes (SLOs), libraries may elect to collect data on Administrative Unit Outcomes (AUOs), Operational Outcomes (OOs), and as appropriate, Program Learning Outcomes (PLOs) that connect departments to Institutional Learning Outcomes (ILOs).

Assessment activities may include data gathering on the following areas:

- Reference services (physical and virtual)
- User satisfaction (student or faculty)
- Student engagement
- Library mission and goals
- Workflow audits (circulation, cataloging, and technical services)
- Collection management and evaluation (physical and virtual resources)
- Resource assessment
- Library facilities/space utilization assessment
- Outreach
- Public services (ILL, circulation, etc.)
- Certificate or associate's degree programs
- Strategic planning

- Budget allocation

As explained earlier in this paper, ACCJC Accreditation Standard II B.3 directs districts to assess library services on a regular basis to improve the library's ability to meet the information needs of students and to support student success.

> The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. ("Accreditation Reference Handbook")

The assessments conducted for this instruction may be different than those of other faculty because the programs often are not credit-bearing or do not include identifying information about students that other classes include. Much library instruction occurs in one-shot workshop sessions with little long-term follow-up.

Instruction sessions seldom happen multiple times for a single course, although that would benefit students "because once the library session is over, librarians rarely have the opportunity to observe whether students continue to use the skills they have been taught" (Mikkelson and McMunn-Teangco 3). For librarians who teach credit courses, assessments should look like other discipline assessments and follow institutional guidelines for instructional faculty.

Reference desk statistics often provide the only assessment available for interactions with individual students, so librarians who keep these statistics may strive to keep them relevant and not maintain them simply to show how many reference interactions there are each semester/academic year. These statistics could serve as the basis for determining workload and become part of the data required for replacement/new hire positions, in addition to assisting in collection development decisions.

For teaching that takes place in a classroom, librarians should adhere to the ACRL "Standards in Creating Student Learning Outcomes." The standards allow librarians to assess their teaching and align with current pedagogical standards. Library faculty who teach credit courses, as stand-alone courses or part of a certificate/degree program, might design, collect, evaluate, and utilize student learning and program learning outcomes data on a regular basis to identify areas of improvement.

The Value of Academic Libraries reminds library faculty of the importance and the potential power of effective library assessment:

> Through assessment, librarians can gain the hard data they need to make decisions about what purposes they can meet and how well they can meet them. In addition, assessment offers librarians the opportunity to gain the "internal and external credibility that stem[s] from a fundamental organizational transparency that links mission to practice; it sends the powerful message, "This is who we are; these are the skills and competencies that we

strive to instill in students; these programs and efforts are how we do that; and these data illustrate the sum of our efforts." (Oakleaf 30)

Advocacy

To fully support the library within each campus and in the broader community, library faculty are urged to advocate for their own library program as actively as possible. Community college libraries may utilize a variety of methods, appropriate to local mission, values, and needs, in order to "advocate, educate, and promote their value" ("Standards for Libraries in Higher Education"). Working collaboratively with institutional public relations departments, library staff, and faculty often helps to make internal and external users aware of the personnel, resources, and services of their library, as well as assists in highlighting outstanding needs for future planning.

Creation of activities, events, and publications, each communicating a consistent message about the library, contribute to this advocacy. As mentioned earlier, it is highly recommended that library faculty, administrators, and staff are engaged and included in the accreditation, program review, strategic and budget planning processes, and other current district and/or related efforts to reinforce the library and librarians' impact on student success and lifelong learning.

When feasible, forming partnerships with other local libraries, higher education institutions, and non-profit groups can foster advocacy while building positive collaborations for the library, students, and the college. Librarians working in colleges with existing campus foundations or other fundraising entities should seek to develop or maintain donors as appropriate, practicing careful financial stewardship. Finally, advocating for users of the library remains a foundational aspect of each community college library; ensuring access and inclusion for all users and following reflective and equitable practices in services, resources, and staffing puts the user at the center of advocacy.

Outreach

It benefits students as well as the institution for librarians to work collaboratively with discipline faculty to offer information literacy instruction to students. It may be through team-teaching, assignment building, assessments, or other means. "Librarian/faculty collaboration can take many forms, including multiple person library sessions or scaffolded instruction sessions, pre-instruction tutorials, train-the-trainer sessions, and curriculum redesign" (Mikkelson and McMunn-Tetangco 4). Librarians can strive to be flexible in their teaching methods and build professional rapport and collaborations with discipline faculty to meet curriculum needs, whether through collection development, instruction support, or other activities. Librarians also need to regularly reach out to discipline faculty to make them aware of the resources available to students.

Efforts to reach internal and external communities may vary from library to library. Often outreach is formalized by a library department chair or through a faculty librarian who is assigned to direct the efforts of developing events, partnering with local organizations, or maintaining connections with academic departments on campus. Often a librarian may be

assigned the role of Outreach Librarian with an emphasis on developing events and/or programs that support the stated library mission. In many cases, library faculty are assigned as collection development liaisons to specific divisions or departments.

It is common for librarians to prepare specific instructional workshops depending on specific requests from discipline faculty. Different models exist for this work across the state, but routine communication and collaboration with other faculty produces a wide range of instructional activities. This collaboration and delivery of library resource instruction may also take place through an online learning management system such as Canvas.

Coordinated outreach activities can offer more than the improvement of information literacy and critical thinking skills and the promotion of library services. Intentional outreach activities coupled with clear outcomes and aligned with institutional and departmental goals can have lasting effects. For example, library faculty might focus on efforts that reduce equity and achievement gaps. Creative and purposeful programs and strategies may include but are not limited to

- Library partnerships or sponsorship of multi-discipline poster sessions
- Undergraduate research symposia
- Student equity workshops
- Bridge programs
- First year experience programs
- Learning communities
- Library events and speakers focused on cultural history and identity
- Subject specific library orientations and workshops outside the traditional scope of the curriculum, such as career preparation and employment resources for graduating students

Lastly, to build campus connections, library faculty are encouraged to design collaborative activities with the campus community by offering their expertise through professional development events. Additionally, they should seek opportunities and funding for their own professional development within their field.

Technology

The academic library provides students, staff, faculty, and community members with access to a variety of online information resources and computer labs. Information resources are searchable from the library web pages both on campus and remotely. Computer labs may range from basic productivity labs to complex technology centers, such as media labs, maker spaces, and other task-specific labs, depending on local needs and programming. High-speed internet access, WIFI access, and printing services are standard.

Most libraries offer designated lab facilities for information literacy and library instruction. Librarians often refer to open labs in libraries as "the learning commons." Many libraries also offer group study rooms that contain options such as smart boards and/or wireless-content-sharing to a mounted screen.

Remote access and accessibility are two other key factors to consider for most library-specific technology. Virtual access to the library resources, services, and personnel should consider intuitive navigation that supports self-sufficient use of virtual spaces, follow compliant practices for accessibility, and allow for clear access to technical support when needed.

A major trend emerging is the open access movement, which encompasses textbooks and companion learning resources such as workbooks or question sets. Community college librarians have already participated in developing programs referred to as Open Educational Resources (OER) initiatives and Zero Textbook Degree (ZTC) initiatives within the community colleges in California. ZTC degrees provide degree and certificate pathways that eliminate learning resources costs. It is highly likely that these programs will expand in the future, and librarians may able to support the promotion, delivery, and access to a wider range of course content for instructors within local and external collections. OER can be incorporated into online, hybrid, and face-to-face courses.

Librarians are also active in three vital areas of technology support:

1. *Exploring new technology, resources, and digital collections for integration into the facilities and/or instruction.* Librarians review digital content and systems for the library web pages while also exploring advances in hardware and software for labs. Librarians manage some if not all labs situated in a given library building. They also focus on developing online tutorials and guides for a range of disciplines and resources. As curators of educational information and information literacy experts, librarians are encouraged to be part of the larger conversations and practices surrounding the development and management of open and free access materials and open educational resources (OER).

2. *Maintaining existing information resources and/or facilities.* A significant amount of management and oversight is needed locally to maintain the currency of the services and collections. Librarians maintain a wide range of web pages and online search tools to provide access to resources, including homegrown collections and subscribed content. Online catalogs and discovery tools are an example of prominent technologies used in libraries. The systems are commonly referred to as integrated library systems or library service platforms.

Visitors access library web pages remotely or on campus, and they can use the search tools to discover materials owned or subscribed by libraries. This content includes academic journals, streaming audio and/or video collections, other media, and electronic book collections, to name common resources.

The future offers opportunities for statewide collaboration in choosing cloud-based software systems for delivering discovery tools and other electronic library resources to each local community college. In 2018, on behalf of the California community college libraries, the California Community Colleges Chancellor's Office (CCCCO) and the CCC Technology Center initiated a state-funded project to obtain and implement a single cloud-based library services platform (LSP) to replace the various ILS systems now in use for any of the libraries that choose to participate.

System-wide collaboration and participation in shared technology systems, such as the LSP project, will increase efficiency and innovation in college libraries and provide access to a uniform, modern cloud-based system. The overall benefits include improved student access, better partnerships among the community colleges and dialog between the California Community Colleges and California State University system, and enhanced resources and research to meet the goals of critical state and local initiatives.

3. *Marketing available technology resources to faculty and students.* Librarians promote library resources and services through newsletters, campus publications, partnerships, workshops, and presentations to classes.

Staffing, Administration, and Operations

According to Performance Indicator 7 of the "Standards for Libraries in Higher Education," college and library leaders are expected to work together to ensure that human, physical, electronic, and financial resources are sufficient, supported, and allocated to effectively and efficiently advance the library's mission.

Staffing

Librarians fulfill a unique role within a college's faculty and academic community. Much like counselors, librarians balance instructional and educational responsibilities with student service focused activities and administrative duties. Nevertheless, librarians are faculty.

The 50% Law (§84362 of the *California Education Code*) stipulates that at least 50% of the current expense of education be used to pay the salaries of classroom instructors. This has been an issue of concern for library faculty since the majority of the work of librarians is not considered to meet the definition of "classroom instructors" in the Education Code definition, thereby disincentivizing the hiring of librarians.

The ASCCC has passed several resolutions regarding the 50% Law and its impact on library and counseling faculty. To explore these issues further, a 50% Law Workgroup was formed by the Consultation Council. The workgroup is considering a number of issues relevant to the 50% Law, including the changing needs of students and the changing instructional environment since the 50% Law was enacted in 1961. The discussion includes the ways in which instructional practice has changed, especially with regard to how learning has become a shared activity with a greater appreciation for instructional support services inside and outside the classroom.

Colleges are encouraged to employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college. Colleges and districts should employ standardized and consistent hiring and training practices for all library faculty, regardless of full or part-time status.

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on yearly student full-time equivalent student enrollments (FTES)

("Accreditation Reference Handbook"). The California Community College Board of Governors sets these minimums, and it is recommended that colleges meet or exceed them, using the formula in the following Table 2:

Table 2

FTES	Faculty Librarians
<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Addition 1K	0.5

Likewise, Title 5 suggests the following in Table 3 regarding the number of classified support staff:

Table 3

FTES	Library Support Staff
<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Libraries should, whenever possible, ensure that library faculty reflects the cultural, racial, and ethnic diversity of the community served. Colleges should ensure that library hiring committees utilize practices that promote equity, diversity, and inclusion.

All librarians are to be able to provide instructional services to students, which includes providing reference services and information literacy and research instruction. Development and teaching of library science and information literacy or information competency courses often use current and varied technological methods on multiple platforms. Library faculty should work with other discipline faculty in collection development, participation in the assessment of library services, the production of print and electronic instructional materials, and the implementation of new technologies.

Depending on the staffing configuration at a college, some library faculty responsibilities may include knowing how to install, manage, and maintain library systems and providing access to materials within that system. Library systems are the heart of a functioning library, and librarians must be part of the process. These systems function to maintain student records, circulate items, and serve as the basis for statistical reports including collection development, cataloging/metadata, troubleshooting, developing and enhancing capabilities. Librarians work with the CCC consortia to ensure that all e-resources function properly within library services.

Given the central role of current technology and in effort to support a reliable library system infrastructure, it is strongly recommended that colleges hire a systems librarian as part of their faculty, along with a full-time library technician. When this is not possible, the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library in a timely fashion.

Administration

Given that "libraries are complex and require dedicated administrative time to support student learning," effective administration and thoughtful organization are critical to library effectiveness (Ly).

The library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library. It is recommended that this administrator possess the minimum qualifications of the library science discipline in addition to having experience and training in management or leadership, and that library faculty be consulted in developing the job description and in the hiring of their administrators with library responsibilities.

Optimally, the administrators of the library will be positioned in the college's administrative structure to effectively interact with other administrators and have a direct link to the chief instructional officer, academic vice president (or designee) to ensure support for the instructional component of the library services. For colleges that have faculty department chairs, a designated chair of the library should be selected by library faculty.

Consultation with library faculty by campus administrators ensures that the library's budget is enough to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

To make certain that libraries in multi-campus districts stay connected and collaborative, library faculty from all colleges are encouraged to meet, confer, and share information regularly about library services and assessment results within the district.

Library faculty are responsible for determining and developing the academic services, curriculum, and programs within the library. To do this effectively, library faculty may regularly seek the input from library administration and staff as well as other discipline faculty to determine if library services and resources are meeting the needs of the college community and identify improvements that can be made. Additionally, library faculty are urged to build strong

connections to all college programs and academic disciplines, along with all units that support student learning, such as tutoring and learning centers.

Operations

Library operations should facilitate the safe and effective function of the library program and reflect its mission. The spaces (both physical and virtual) utilized by a library should effectively support learning, as libraries are considered the "intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge" ("Standards for Libraries in Higher Education").

Key considerations for standards of operations are

- security, safety, cleanliness, furnishings and equipment;
- adequate space related to student population, adequate equipment, proper humidity, adequate heating and cooling;
- electric, electronic, and wireless infrastructure;
- access to spaces and services for individuals with disabilities;
- ergonomic work spaces and space(s) designed for a variety of pedagogical techniques and instruction; and
- space for growth. ("Standards for Libraries in Higher Education")

Safety and security are essential to the operation of a community college library, and all library personnel should receive all available training, both general and specific to the campus site(s) and library in which they work. Hours of access to the physical space(s) should consider user needs and support the college's academic programs.

Regardless of size, facilities should have environmental controls that provide safe, clean, comfortable physical spaces for users and library personnel. Furnishings and equipment should meet diverse student needs, including access for those who are disabled, and be well-maintained. Evaluation of operational needs, such as furniture inventory or wireless access points, should be conducted regularly to inform planning processes.

Library faculty require space for classroom instruction. Physical space and infrastructure should be flexible enough to accommodate advances in teaching and learning technologies. Libraries with satellite sites or campuses should include designated areas or spaces to allow library faculty to provide equal access to all library instruction, services, and resources at those sites. Likewise, it is suggested that each full-time library faculty member be provided with a private office to allow for confidential meetings with students. Sufficient workspace for all technical services and for circulation/public access processes must be provided at each site.

Conclusion

Library faculty play an integral role in advocating the merits of life-long learning, information literacy, academic and intellectual freedom, and student learning. The value of libraries and library faculty cannot be overstated. Librarians should strive to seek opportunities to deepen and

increase the scope of their influence and expertise to improve student success and equity in providing access to information resources, instruction, and services. The involvement of library faculty in college-wide governance, decision making, curricular processes, and other related programs and services is essential for student success.

RECOMMENDATIONS

The California Community College Board of Governors are encouraged to

1. Continue to explore and advocate for Title 5 changes that integrate minimum faculty-to-student ratios for counseling, library, and other instructional and student support faculty into the 50% Law on the local and state level.

2. Strive to meet Title 5 staffing guidelines for library faculty and staff to ensure optimal support for library service and programs.

3. Support statewide library initiatives, such as the statewide Library Service Platform project or other shared technologies and resources to increase effectiveness and innovation in the library.

College campuses and the California Community Colleges system at large are encouraged to

1. Include library faculty in shared governance/participatory governing, local academic senate standing committees, curriculum, budget, planning, and other decision-making groups.

2. Incorporate and reinforce information literacy/competency standards in institutional, program, and student learning outcomes.

3. Ensure library faculty participates in the planning and implementation of local, college, regional, and statewide initiatives.

4. Ensure equitable access to all types of library resources and services for a wide range of patrons including on campus, distance education, incarcerated, dual-enrolled, and other student populations.

5. Develop and sustain flexible, contemporary, and inclusive physical and virtual spaces that provide effective access to library services, resources, and instruction.

6. Support the technological needs of each library in response to continual changes and advances in library technology, systems, and software.

7. Include library faculty representation on major statewide initiatives related to teaching and learning, so that their role can be integrated into initiative design and policy development.

Works Cited

"AACC Position Statement on Information Literacy." National Council for Learning Resources,

2 Feb. 2017, nclr-aacc.org/on-information-literacy/. Accessed Jan. 2019.

"Accreditation Reference Handbook." Accrediting Commission for Community and Junior

Colleges, 2016, accjc.org/wp-content/uploads/Accreditation-Reference-

Handbook_Jul2016.pdf.

"ACRL Joint Statement on Faculty Status of College and University Librarians." American

Library Association, 6 Sept. 2006, www.ala.org/acrl/standards/jointstatementfaculty.

"Advocacy & Issues." American Library Association, 11 Sept. 2011, www.ala.org/acrl/issues.

Brown, Karen, and Kara Malenfant. *Academic Library Contributions to Student

Success:Documented Practices from the Field*. Association of College and Research

Libraries, 2015.

www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_report.pdf.

---. *Documented Library Contributions to Student Learning and Success: Building Evidence with

Team-based Assessment in Action Campus projects*. Association of College and Research

Libraries, 2016.

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_y2.pdf

---. *Academic Library Impact on Student Learning and Success: Findings from Assessment in

Action Team Projects*. Association of College and Research Libraries, 2017.

www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings_y3.pdf.

California Community Colleges Chancellor's Office. *Minimum Qualifications for Faculty and

Administrators in California Community Colleges*. California Community College

Chancellor's Office, 2017.

"California Community Colleges Chancellor's Office Library and Learning Resources Program."

California Community Colleges, 31 May 2017.

extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/LLRP_MissionGoals_6_2_17

.pdf. Accessed 19 Jan. 2019.

"The Course Outline of Record: A Curriculum Reference Guide." Academic Senate for

California Community Colleges.

https://www.asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

Accessed 28 Feb. 2019.

"Developing or Revising a Library Privacy Policy, American Library Association." 27 Jan. 2014,

www.ala.org/advocacy/privacy/toolkit/policy.

"Framework for Information Literacy for Higher Education." Association of College and

Research Libraries, February 9, 2015, www.ala.org/acrl/standards/ilframework.

Gaha, Ula, Suzanne Hinnefeld, and Catherine Pelligrino. "The Academic Library's Contribution

to Student Success: Library Instruction and GPA." *College & Research Libraries*, vol.79,

no. 6, Sept. 2018, pp. 737–746. *EBSCOhost*,

search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1190676&site=eds-

live&authtype=ip,uid&CustID=s6735259.

"Guidelines for University Library Services to Undergraduate Students." Association of College

and Research Libraries, Oct. 2013, www.ala.org/acrl/standards/ulsundergraduate.

"Intellectual Freedom: Issues and Resources." American Library Association, Jan. 2017,

http://www.ala.org/advocacy/intfreedom.

Johnson, P. *Fundamentals of Collection Development and Management*. American Library

Association, 2018.

Jones, Barbara. "What Is Intellectual Freedom?" *ALA Intellectual Freedom Manual*, edited by

    Trina Magi, 9th ed., 2015, 3.

Laskin, Miriam, and Lucinda Zoe. "Information Literacy and Institutional Effectiveness: A

    Longitudinal Analysis of Performance Indicators of Student Success." 2017. *CUNY*

    Academic Works. http://academicworks.cuny.edu/ho_pubs/60.

Library Bill of Rights. Chicago: American Library Association, 1939. Last modified 23 Jan.

    1996. www.ala.org/advocacy/intfreedom/librarybill.

Ly, Pearl. *Chief Librarians: The Leadership and Administration of Community College*

    Libraries. 2014. California State University San Marcos, Phd Dissertation. csusm-

    dspace.calstate.edu/bitstream/handle/10211.3/121333/LyPearl_Summer2014.pdf?sequenc

    e=. Accessed Jan. 2019.

Mann, Jesse. "Intellectual Freedom, Academic Freedom, and the Academic Librarian." *AAUP*

    Journal of Academic Freedom, vol 8, 2017, pp.1-9.

    https://www.aaup.org/sites/default/files/Mann.pdf.

Mikkelson, Susan and Elizabeth McMunn-Tetangco. "Think Like a Researcher - Integrating the

    Research Process into the Introductory Composition Curriculum." *The New Information*

    Literacy Instruction, edited by Patrick Ragains and M. Sandra Wood, Rowan and

    Littlefield, 2016, 4.

Murray, Adam, Ashley Ireland, and Jana Hackathorn. "The Value of Academic Libraries:

    Library Services as a Predictor of Student Retention." *College & Research Libraries*, vol.

    77, no.5, Sept. 2016, pp. 631–642. *EBSCOhost*,

    search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1113236&site=eds-

    live&authtype=ip,uid&CustID=s6735259.

Oakleaf, Megan. *The Value of Academic Libraries - A Comprehensive Research Review and Report*. Association of College and Research Libraries, 2010. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf

"Privacy and Confidentiality." American Library Association, www.ala.org/Template.cfm?Section=ifissues&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25304. Accessed Jan. 2019.

"Programming to Promote Diversity." American Library Association, Jan. 2017, www.ala.org/advocacy/diversity/culturalprogrammingtopromotediversity.

"Standards for Distance Learning Library Services." Association of College and Research Libraries, June 2016, www.ala.org/acrl/standards /guidelinesdistancelearning#changing.

"Standards for Libraries in Higher Education." Association of College and Research Libraries, Feb. 2018, www.ala.org/acrl/standards/standardslibraries.

APPENDIX 1: Academic Senate for California Community College (ASCCC) Resolutions and Library Related Resources

ASCCC Resolutions

- 2017 Fall 16.01 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges

- 2017 Fall 17.08   Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives

- 2016 Fall 16.01 Resolution in Support of a Statewide Integrated Library System

- 2016 Spring 13.02 Resolution on the Importance of Direct Links to the Library on College Websites

- 2012 Spring 2.02 Effective Practices for Providing California Community College Library Resources and Services to Online Students

- 2010 Fall 16.01 Adopt the Paper Standards of Practice for California Community College Library Faculty and Programs

- 2010 Spring 6.03 Further Research on the 50% Law

- 2009 Fall 2.02   Library TTIP Funding

- 2001 Spring 8.04 Amending the 50% Law

- 2000 Fall 6.07 Protection of Counseling and Library Faculty in Relation to the 50% Law

ASCCC Library Related Senate Papers (https://www.asccc.org/publications/academic-senate-papers?title=Library)

- "Standards of Practice for California Community College Library Faculty and Programs" 2010

- "Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities" 1996

APPENDIX 2: California Education Code and California Code of Regulations

The following citations are from the *California Education Code* and the *California Code of Regulations, Title 5* and other statutory references that relate to community college libraries.

<u>**California Education Code**</u>
- § 78100 Responsibility to provide library services

- § 78103 Librarian on duty
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CEC_78100_78103.pdf

- § 84362 50% law (84362)
  http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84362.&lawCode=EDC

- § 60010 Definition of instructional and technology-based materials (60010)
  http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=1.&article=2.

<u>**California Code of Regulations, Title 5**</u>

- §53410 Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_53410.pdf

- § 55800 Annual Report to Chancellor
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_55800.pdf

- § 58720 Description of Credit Instructional Services Category
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR._58720.pdf

- § 58724 Tables of Minimum Standards for Libraries and Media Centers
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_58724.pdf

<u>**Related California Library Laws**</u>
- http://www.library.ca.gov/Content/pdf/services/toLibraries/2017CaliforniaLibraryLaws.pdf

APPENDIX 3: California Community Colleges Chancellor's Office Library and Learning Resources Program - Mission and Goals

Mission

The California Community College Library and Learning Resources Program in conjunction with the Chancellor's Office actively supports learning and enhanced educational success among students of the California Community Colleges. At both the local and system level, library and learning resources personnel work in concert with other faculty, administrators, staff, and students to expand information literacy, to assist in the delivery of instruction, to provide tutoring and learning assistance services, and to continuously strengthen quality programs in support of the teaching and learning process.

Goals

To carry out its mission, the California Community College Library and Learning Resources programs statewide and the Chancellor's Office have identified the following goals:

- System: Continue the development of Library and Learning Resources programs as a system wide component of the California Community Colleges coordinated by the Chancellor's Office in consultation with the colleges.

- Instruction: Promote Library and Learning Resources programs as a means of enhancing the teaching and learning process and the promotion of intellectual growth.

- Program Review (Accountability): Ensure consistent program development through adherence to both system and institutional qualitative and quantitative accountability standards.

- Technology and Equipment: Facilitate increased utilization of technology and equipment in order to evaluate and coordinate electronic access to information resource, and student academic support services.

- Networking and Resource Sharing: Strengthen collaboration and resource sharing among community college libraries and learning resource centers statewide.

- Student Success and Equity: Advocate policies and guidelines of resources that are timely and promote equity and diversity.

  (http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/LLRP_MissionGoals_6_2_17.pdf)