STANDARDS OF PRACTICE FOR CALIFORNIA COMMUNITY COLLEGE LIBRARY FACULTY AND PROGRAMS

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The Academic Senate for California Community Colleges

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Introduction

Libraries and library faculty play a significant role in supporting college curriculum and helping students succeed academically. In particular, libraries are the primary location both physically and remotely for supporting faculty and students in their research and information needs. Over the years, this role of libraries and library faculty has remained consistent, yet funding, institutional support, and resources have been in decline. In addition, specific standards for library services have appeared piecemeal in various regulations and guidelines, but nowhere have these standards been collected, reviewed, and presented systematically with specific application to the roles of library faculty in the California community colleges. In response to this concern, the Academic Senate for California Community Colleges (Academic Senate) passed a resolution calling for the development of a paper addressing standards of practice for California community college (CCC) libraries, including the role of library faculty, resources, services, instruction, and other aspects of library service to faculty and students. Unlike the adopted 1996 Academic Senate paper titled Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities, which describes the range of activities of library faculty, this paper suggests specific standards for how those activities would be performed.

In addition to outlining the importance of library faculty in facilitating student success and to providing information on the core roles of library faculty and organization of libraries in the CCC system, these standards can assist in the dialog between faculty and administration regarding the role, services, design, and development of libraries and library faculty. They are designed to be specific enough to be meaningful, yet general enough to allow flexibility in meeting local needs, constraints, and cultures. These standards can also be used to inform the development of and changes to local and external policies, regulations, and guidelines that pertain to the operation and performance of CCC libraries.

This paper was developed by the Counseling and Library Faculty Issues Committee of the Academic Senate in response to Academic Senate resolution 16.01 S09 (See Appendix) and asserts that a set of universal standards for all community college libraries should exist, regardless of institution or department size or fiscal constraints. Compliance with these standards requires both adequate staffing and support.

These standards have been developed by library and other faculty through review of current practice, policy, legislation, and study of national standards for the library discipline. The outline of this paper was based on the Academic Senate adopted 2008 paper, Standards of Practice for California Community College Counseling Faculty and Programs, and was reviewed by CCC library faculty and the Council of Chief Librarians who offered input and suggestions. Furthermore, library and other discipline faculty contributed ideas and recommendations regarding topics and organizational structure for this paper at a Fall 2009 Academic Senate breakout session.

The publication Standards for Libraries in Higher Education developed by the Association for College and Research Libraries (ACRL, 2006b) was also consulted in the development of this paper. However, the ACRL standards were written to cover all types of academic libraries across the United States, whereas the standards in this paper focus specifically on CCC libraries. Furthermore, the ACRL standards in some cases are used to make longitudinal comparisons to other peer institutions. Given the noted decline in library resources, as well as the lack of systematic

standards in CCC libraries, such comparisons are not useful. A set of common standards to measure against offers a better method to identify the true state of CCC libraries and to develop efforts to address and improve them. Other professional standards referred to in the development of this paper include the Guidelines for Instruction Programs in Academic Libraries, Standards for Distance Learning Library Services, both by ACRL, and the Library Bill of Rights by the American Library Association (ALA, 1996).

Value of Libraries to the Persistence and Success of College Students

Research has shown a positive relationship between library use and student persistence and achievement (Kuh & Gonyea, 2003). One of the early studies to establish such a connection demonstrated a correlation between student persistence and the number of books checked out of the library by those students (Kramer & Kramer, 1968). A similar study also found that 74% of students who checked out books returned the following fall, while only 57% of those who did not check out books returned to classes (Mezick, 2007, p. 562). Research conducted at Pasadena City College also found a similar connection between the use of library resources and student persistence and success (Fulks & Alancraig, 2008). In examining both basic skills and non-basic skills students over multiple years, researchers discovered that use of library resources – including books, media, periodicals, and computers – resulted in increases of persistence around 11% and success around 7% for both groups. In addition, investigation of other areas of library service identified a positive correlation between students' participation in a library skills program and persistence, grades, and graduate record examination (GRE) scores (Knapp, 1966). Another student also confirmed that library instruction led to higher academic persistence of students (Breivik, 1977). Furthermore, research examining the relationship between library expenditures and student success reports positive connections between spending for the campus library and graduation rates (Mezick, 2007 and Hamrick, Schuh, & Shelley, 2004). This research demonstrates that there exist a clear relationship between the use and institutional support of libraries and the success and persistence of students.

Most of the research in this area has focused on general populations of undergraduates; however, some research also examines effects on specific racial and cultural groups. Kraemer (1997) examined how Hispanic students integrate academically and socially into community colleges and found three factors that contribute to integration, one of which was frequency of use of libraries. Mallinckrodt and Sedlacek (1987) explored the use of campus facilities by race and its relationship to student retention. They found use of the main campus and undergraduate libraries and hours spent in those libraries to be significant predictors of persistence for all students. These activities actually accounted for four out of seven significant predictors. Mallinckrodt and Sedlacek also discovered that use of the undergraduate library was the only academic activity that was a predictor of retention for African-American students. This finding led the authors to conclude that students who use the library are more likely to stay in school and that use of the library should be promoted and be a part of freshman orientation. Kuh and Gonyea's (2003) research ultimately led them to view the library as "the physical manifestation of the core values and activities of academic life" (p. 256). Kuh and Gonyea also encourage academic library faculty to "collaborate with [discipline] faculty members, instructional development staff, and student affairs professionals" (p. 270) to increase the library's reach to students.

Core Roles for Library Faculty

Library faculty and library paraprofessional staff members work in an integrated environment with, at times, overlapping roles. However, a clear distinction between these roles must be understood and preserved. Faculty are hired in California community colleges primarily for the purpose of teaching students; therefore, library faculty should view their primary function in a college and district from that perspective. Library faculty play a significant role in the education of students regarding research, the use of technology, and information literacy and competency. Such education directly supports and complements campus instruction as a whole, and aids in student success overall. Library faculty should provide instruction through reference service and in the classroom, and they should be the only library personnel responsible for those functions. Additionally, all forms of library instruction should be offered on campus and through online delivery systems to meet the needs of all students attending the college.

- The primary point of contact for most students with library faculty occurs through reference service. For 2008, CCC libraries averaged over 400 reference transactions per week (Phan, Hardesty, Scheckells, & George, 2009). Reference should be viewed primarily as a learning and teaching activity, and such a significant level of instructional contact requires that the only personnel who work at the reference desk be library faculty who meet the minimum qualifications of faculty within the Library Science discipline as stated in Minimum Qualifications for Faculty and Administrators in California Community Colleges (Chancellor's Office, 2010).

- Library faculty should teach a variety of bibliographic instruction sessions for courses on their campus. These sessions should include both general information literacy and competency instruction and discipline-specific library and information instruction.

- When possible, library faculty should work with discipline area faculty in the development and design of curriculum and assignments that utilize library resources.

- Given the continued importance of information literacy and competency, as evidenced by the support of the Academic Senate for an information competency requirement (Academic Senate Resolution 9.03 F01), and Executive Order S-06-09 signed by the Governor of California in 2009 which aims to raise digital literacy in California's 21st century workforce, library faculty should offer various forms of information literacy and competency instruction within the library science discipline. This instruction should be developed, delivered, and evaluated by library faculty. Information literacy and competency credit courses should be developed through the college's regular curriculum process. Library faculty should design their information literacy and competency instruction to meet the needs of students at all levels within their colleges from basic skills to honors students and all groups in-between.

- Library faculty should seek to work collaboratively with other discipline faculty in offering information literacy and competency instruction to students, whether through learning communities, team teaching, or other means deemed appropriate to the particular learning objectives.

Collection Development

- Library science faculty should regularly work with other discipline faculty in evaluating the library's collections to ensure that they meet the needs of the college. Non-library faculty should be actively engaged in this process to assure good representation of all disciplines within the collection.

- Library faculty should ensure that their libraries contain resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of the students and faculty on campus. These resources should be available in multiple formats and provided through multiple delivery methods with a goal to create "24/7" access.

- Library faculty should work with other discipline faculty to ensure funding for the resources necessary to maintain proper subject and format representation within the collection.

Oversight of Library Resources and Facilities

- Library faculty should have the primary responsibility for oversight of all educational functions of the library and for the management of educational materials such as books, databases, and faculty-developed materials such as handouts and tutorials.

- The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. A library, like a classroom, should not be in use unless library faculty are available to provide service and facilitate student learning.

- Library faculty and library classified staff must work together in a tightly woven relationship. Some duties between the two can overlap; however, any activity within the library that has a direct impact on student learning should always be under the authority of library faculty.

Participation in College Governance

- Library faculty should be fully involved in college governance, including membership and leadership on the local academic senate and academic senate committees and service on budget committees. This participation will ensure that library faculty are aware of the issues affecting the college as a whole and that the college hears the ideas, recommendations, and issues of the library and understands how decisions will affect the library and its ability to serve students and faculty.

- As a part of their service in college governance, library faculty should be involved in the curriculum development process of the college. The Chancellor's Office for CCC considers it good practice for discipline faculty to consult with library faculty in the development of courses and curriculum to analyze the library's ability to support courses (Academic Senate, 2008a, p. 63). Therefore, library faculty should be present on the curriculum committee of the college and district to ensure that this consultation is occurring. This commitment to consultation with library faculty can best be demonstrated by including library faculty representation in the voting membership of the local curriculum committee.

Outreach to Students, Faculty and Administrators

When discipline faculty are aware of what is available in the library, they are more likely to send students to the library for instruction (Reeves, Nishimuta, McMillan, & Godin, 2003). Moreover, collaboration with librarians can increase awareness for the library faculty's role on campus as well as the library's place in the institution and the benefit and use of library resources (Oberg, L. R., Schleiter, M. K. , & Van Houten, M.1989).

- Library faculty should develop effective relationships with students, discipline faculty, and administrators outside of the library, thus providing the opportunity to offer the available resources and services as well as to gather information and recommendations about future library needs.

- All members of a community college district need to be information literate and competent. Library faculty should view the development and evaluation of such skills among faculty, staff, and administrators as part of their outreach efforts.

- Library faculty should maintain a consistent web presence that informs students, faculty, administrators, staff, and the community about the variety of services and resources available. This web presence should include an assortment of electronic information formats, including both text and visual media.

- Library faculty should be primarily responsible for the content of information about the library communicated through distance technologies.

Evaluation of Library Services and Programs

- Library faculty should be responsible for evaluating the success of the library's services and programs. This evaluation should be a regular part of library processes, program review, and accreditation cycles.

- In keeping with accreditation guidelines, assessment of all library services and programs that involve direct contact with students should include student learning outcomes (SLO's) and service area outcomes (SAO's) to measure their effect on student learning (ACCJC, 2002).

- Services and activities should be evaluated for their ability to support the mission of the college and district and the library's mission. Evaluation of services and learning outcomes should be used to draw connections to their effects on quality of service, student persistence, and student learning

- The assessment of library services should, when appropriate, involve other discipline faculty to determine if the library is meeting the needs of the greater college community and, if not, how it can improve.

- Library services should be scheduled and funded adequately in order to meet the identified needs that come from evaluation processes.

Ethics

Library faculty should embrace a service philosophy that affords equal access to all in the academic community. Intellectual freedom is a core ethical principle that should guide library service in CCC libraries. Principles of intellectual freedom should be embedded in all library policy documents. While these principles were adopted by the Association of College and Research Libraries ALA, 1999), the standard on confidentiality comes into conflict with the U.S. Government's authority to access confidential information through the use of a court order as dictated by the USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (Pub. L. No. 107-56).

- Privacy of users is inviolable, and library faculty should make certain that policies are in place to maintain the confidentiality of library records and library use data and to uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

- The selection of library materials and resources should transcend the individual values of library faculty, reflecting the wide diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus. As part of this responsibility, library faculty should ensure that the library has in place a process for responding to requests for removal or addition of library materials, services, or exhibits.

- Library faculty should ensure balance when considering the presentation, replacement, or preservation of library materials so that minority viewpoints or viewpoints that may be less popular are given a place within the library's collections or displays and that the marketplace of ideas is well represented.

- When working with licensing agreements, library faculty should maximize access to and be consistent with the American Library Associations' Library Bill of Rights.

- Library faculty should ensure that open access to the Internet is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided.

- Library exhibits should reflect freedom of information and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas.

- Library spaces should be available to the academic community regardless of the subject being researched or discussed, providing access without any discrimination toward a person or group's beliefs. Library policies should reflect restrictions and limitations based only on space or resource limitations.

- Library faculty should work to ensure that students have free or low cost access to library services. Whenever possible, services should be made available without charge, and where charges are necessary, low-cost options should be made available as much as possible.

- Library faculty should respect intellectual property rights and help negotiate the tension between the demands of users and the rights of copyright holders.

- Library faculty should treat co-workers, colleagues, students, and other members of the academic community with respect and fairness. Library faculty should advocate for employment conditions that safeguard all employee rights and provide fairness within institutional frameworks and contracts.

- Library faculty should be aware of local college or district policies that relate to these ethical principles and should when necessary use the support and guidance their local and statewide academic senate can provide with these ethical considerations.

Professional Development

- Given the constantly changing technological standards within the library science discipline, the increasing need to navigate multiple technologies in the diagnostic and interviewing efforts of reference service, and the continued expansion of the technological needs of students and faculty, library faculty must be dedicated to constant professional development in all aspects of information technology to ensure that they continue to serve their colleges and districts at the highest level possible.

- In order to effectively serve the information literacy and competency needs of their colleges and districts, library faculty should have a background in educational theory and pedagogy. They should also have knowledge of assessment methods and techniques to properly measure the success of their efforts against their identified goals.

- Library faculty must be provided the necessary time and proper institutional support in the form of funding for travel and attendance at professional development opportunities. Library faculty must keep abreast of existing opportunities for professional development and ensure that the knowledge gained at such events is embedded into the practice of libraries.

- In order to gain a wider perspective of the profession, library faculty should include as a part of their professional development activities regular collaboration and communication with other library faculty, including high school and university library faculty around the state and country. This collaboration can involve reading professional publications, participating in professional organizations, and contributing to the profession through research and publishing. More informal activities such as meeting and sharing with library faculty from other institutions may be equally valuable.

Human Resources

The primary resource of a community college library is its faculty and staff. Districts must ensure that they employ a sufficient number of qualified library faculty to meet the core function needs of the institution.

Individuals must meet the minimum standards for employment as stated in Minimum Qualifications for Faculty and Administrators in California Community Colleges in order to be employed as library faculty in a CCC.

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. That formula is in the following table:

FTES	Faculty Librarians
<1,000	2
1,001 – 3,000	3
3,001 – 5,000	4
5,001 – 7,000	5
Each Addition 1K	.5

The same code section (§ 58724) also includes minimum standards for numbers of support staff:

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

The California Community College Board of Governors sets these minimums, and colleges and districts should meet or exceed them.

Libraries should, whenever possible, ensure that library faculty reflect the cultural and ethnic diversity of the local community. Whenever possible, library faculty and classified staff who speak the primary languages of local populations should be available.

Colleges and districts should 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 local standardized and consistent hiring and training practices for all library faculty, regardless of full- or part-time status.

All library faculty should have the ability to provide core instructional service to students, which includes providing reference and bibliographic instruction services and developing and teaching library science or information literacy or competency courses both on-campus and at a distance using a variety of technologies. Library faculty should also have the opportunity to work with other discipline faculty in collection development, participate in the assessment of library services, produce print and electronic instructional materials, and learn and use constantly changing information technologies (Association of College & Research Libraries, 2006a).

Some library faculty, in addition to performing the instructional duties mentioned above, should have the ability to install, manage, and maintain library automation systems and properly catalog materials within that system. Library automation systems should be selected by and under the management or supervision of library faculty.

Given libraries reliance on current and functioning technology to meet even basic functions, the library should have as part of its staff a full-time computer or information technology maintenance and repair technician. In circumstances where this may not be possible, the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library.

Library Organization and Administration

The organization and administration of the library has significant impact on its effectiveness. Therefore, the following standards should be applied:

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. This administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.

The administrators of the library should be positioned in the administrative structure to effectively interact with other administrators and have a direct link to the instructional vice president (or equivalent).

Library faculty should have the primary role in developing the job description and in the hiring of their administrators.

In districts that have faculty department chairs, a chair of the library should be elected for each college. Library faculty should be the sole source of faculty chair candidates.

Given the continued and growing importance of information literacy and competency, the library should reside organizationally under instruction with a direct reporting link to the instructional vice president (or equivalent).

Library faculty should make certain that libraries in multi-campus districts do not become isolated and disconnected. Therefore, in multi-campus districts, library faculty from all colleges should regularly meet, confer, and share information about overall library service and assessment results within the district.

Library faculty should build strong connections to all college programs that serve special groups of students, such as learning centers, distance education, basic skills, and general education as well as connections to all discipline departments.

Library faculty should have sole authority for determining and developing the academic services and programs within the library. However, library faculty should regularly seek the input of other discipline faculty to determine if the library is meeting the needs of the greater college community and, if not, how it can improve.

The library should be adequately funded in order to meet the needs determined by library faculty and through the consultation between library faculty and others concerning the library needs of the greater college community.

Physical Facilities

Physical facilities, security, safety, adequate space, adequate equipment, proper humidity, heating and cooling, electronic and wireless access, access for individuals with disabilities, ergonomic work spaces, teaching space, and space for growth are some of the major considerations libraries need to take into account when evaluating the adequacy of a library's physical facilities in the community colleges (Association of College & Research Libraries, 2006b).

While Title 5 (§ 57030) specifies minimum standards for square footage in the construction of community college libraries, California community colleges should not be limited by these minimums and should consider broader standards as suggested in the ACRL Standards for Libraries in Higher Education (2006).

The library environment must allow for different kinds of seating to meet different student needs, including access for those who are disabled and provision of space and equipment that will be conducive to research, study, and learning.

Because CCC librarians are faculty, each full-time library faculty member should be provided with a private office to allow for confidential meetings with students as well as for meetings with library faculty under performance review.

Library facilities should provide enough space for the acquisition, cataloging, and processing of all physical materials brought into the library.

Library facilities should be able to support all of the technological needs of library faculty, staff, and users for the present and provide room for growth in the future.

Library facilities should be able to maintain an acceptable level of temperature and humidity to provide a safe environment for library staff, users, and materials.

Library facilities should be large enough to allow students to find space for research and study.

Students should be able to use all library facilities comfortably for a variety of activities, including research, individual or group study, the use of district or personally owned computers, and quiet reading or reflection.

Library facilities should reflect the library's role as a teaching and learning location by providing rooms for classroom instruction to support both bibliographic instruction sessions and library science courses.

Technology

Libraries need to maintain currency with new technologies and instructional methods. As information is provided in different formats, libraries and library faculty must offer services in new, innovative ways. Considerations should include long-term access to online materials, migration to current formats, training of staff and faculty, and ongoing efforts to keep library collections relevant to students and discipline faculty through electronic as well as physical collections.

Given the vital importance of technology to the library's ability to serve the campus community, funding for sustained library technologies, e.g., databases, catalogs, and library faculty developed web products, should be funded through the district general budget. The use of outside funds to pay for such resources should be used with the understanding that the cost of these resources would be assumed by the district general budget when these funds are no longer available.

Technology practices should incorporate the following principles:

Student Needs

Electronic access to library catalogs and digital collections has become a necessity for students and must be maintained for CCC libraries to provide a minimum level of service. The ACCJC Accreditation Standard II.C specifically requires that "Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered" (ACCJC, 2002, p. 12).

Libraries should select only those technologies that enhance the delivery of library services and are deemed by faculty to serve the informational or educational needs of students.

Library programs should provide access from a distance to services, instruction, and information to accommodate students who are remotely located or who may not be able to take advantage of assistance at the library during regular operating hours.

Considerations for accessibility must be made for students with disabilities who are both physically in the library and gaining access from a distance.

Library technologies must be able to maintain privacy for students and their library records.

Library technology resources should be developed with input from students, faculty, administrators, and all library staff, and should be part of overall technology planning on campus.

All library technologies that affect student learning should be selected and managed by library faculty.

Faculty and Staff Needs

Library faculty and staff should be provided with adequate technology resources to provide quality service, which includes adequate support for maintenance of current technology as well as for implementation of new technologies.

Library faculty should be provided appropriate time and resources for ensuring that information provided on the library website is accurate and up-to-date.

Library personnel must have the necessary resources and time to accurately document and record student use of library technologies as required for annual data collection by Title 5 (§55841), as well as for program review and accreditation purposes.

Because library services increasingly require greater use of technology, colleges and districts should provide ongoing support for library faculty and staff to acquire and maintain skills to use these technologies as well as provide training to students and other faculty and staff in their use. All library personnel should receive staff development opportunities and time for attaining new skills in technology.

Facility Technology Needs

Technology in libraries should be up-to-date with sufficient network connections and wireless resources to access library collections and the Internet as well as the infrastructure to support current conditions and future growth. All wired and wireless access should be free to all college and district students and personnel.

Library faculty should have access to classrooms or dedicated space equipped for multi-media presentations to support the mission of providing instruction in information literacy and competency and to deliver bibliographic instruction sessions.

Distance Education Needs

Library faculty should work with college and district distance education faculty to ensure that library resources are available and accessible to all distance learners.

Library faculty should ensure that all media collections are catalogued and available through the library catalog as a means to provide access to such resources to distance learners.

Computer equipment, software, and online pages used by library faculty and available to students must be free from barriers and compliant with the Americans with Disabilities Act and sections 504 and 508 of the 1973 Federal Rehabilitation Act.

Funding

Libraries are the core location, both physically and electronically, for students to extend their learning beyond classroom instruction and are vital to the health of student learning. In 2009, the Governor of California signed Executive Order S-06-09, which seeks to increase digital literacy in the State of California to support a 21st century workforce. This order calls on higher education to provide education and training in the acquisition of digital literacy skills that include information literacy and competency. However, like so many education-related policies, this initiative is an unfunded mandate that places responsibility on educational institutions but provides little or no support.

As noted earlier, Title 5 sets minimum standards for staffing and physical collections, which can be equated to minimum monetary amounts necessary to sustain both. However, Title 5 has not kept up with changes in library services, which have seen a significant increase in the use of electronic resources. These resources, which are paid for through the use of annual subscriptions, are a necessity if CCC libraries are to continue to support the learning outcomes of the 21st century college student. In part because Title 5 does not address electronic resources, funding from categorical "soft" monies, such as block grants and Telecommunications and Technology Infrastructure Program (TTIP), have become the standard source of financial support. These types of funding sources, however, are not reliable for long-term support and make electronic library resources susceptible to short-term financial and political changes. This practice can threaten the accreditation of community college districts and the programs within them.

Colleges are required by both Education Code and accreditation standards to appropriately fund libraries to provide the services, functions and materials necessary for sufficient resources and effective functioning of the library's instructional program. Adequate funding for libraries is not optional or discretionary.

As mentioned, to ensure that students and faculty continue to have long-term and guaranteed access to library electronic resources, districts should fund the full costs of libraries through the general budget and any use of outside funds to pay for library resources should be assumed by the district general budget when such outside funds are no longer available.

Title 5 (§58724) provides minimum standards for the number of book volumes and periodicals that must be provided based on student FTES. Those standards are in the following table. The library should be funded to meet or exceed these standards.

FTES	Volumes	Periodical Subscriptions
<1,000	30,000	230
1,001 – 3,000	40,000	300
3,001 – 5,000	60,000	500
5,001 – 7,000	80,000	700
Each Addition 1K	7,500	50

Standard IIC of the ACCJC Accreditation Standards affirms that libraries need sufficient support to carry out their mission for all subject areas as well as to provide instruction in information literacy and competency. Library faculty should acknowledge any and all failures of their individual campus or districts to meet this standard when writing any accreditation or program review documents and when meeting with accreditation teams.

Library faculty should work with and seek the input of other campus faculty to ensure that library funding provides the level of service needed to support student success.

Review of Standards

Although these standards are crafted with the future in mind, they should be revisited periodically to address new developments in the field. Therefore, the Counseling and Library Faculty Issues Committee of the Academic Senate should review these standards at minimum every six years.

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Appendix: 16.01: Develop Standards of Practice Paper for Library Services

Kevin Bontenbal, Cuesta College, Counseling and Library Faculty Issues Committee Library and Learning Resources

Spring 2009
Topic: Library and Learning Resources

Whereas, The Academic Senate for California Community Colleges has adopted the paper Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities (adopted Spring 1996);

Whereas, Although the "role paper" describes the range of activities of library faculty, it does not set out specific standards for how those activities would be performed; and

Whereas, Specific standards for library services have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of librarians in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges develop a paper addressing standards of practice for California community college libraries, including the role of library faculty, resources, services, instruction, and other aspects of library service to faculty and students.