

The Role of the Library Faculty in the California Community College

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

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Introduction

Community college libraries change lives. Library faculty throughout the California Community College (CCC) 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. Hundreds of thousands of students benefit greatly from access to library resources, services, and instruction and, even more importantly, to librarians.

Primarily, 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 term library faculty and librarian is used interchangeably to reinforce the faculty status of community college librarians.) As librarians continue to determine their other roles within the CCC system and local districts in response to evolving demands, the inclusion and engagement of library faculty in college decision-making processes and program development are critical.

We recognize that just as each student body and community is diverse with its own characteristics, needs, and goals, so are each of the libraries throughout the CCC system. We encourage library faculty, administrators, and staff to apply the various recommendations outlined in this current paper as appropriate to meet their own individual requirements in providing impactful library instruction and services.

Justification of Paper

In 2009, the Academic Senate for California Community Colleges (Academic Senate) 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 CCC libraries, including the roles of library faculty and other aspects of library service and set system-wide standards for CCC libraries.

This current paper was developed by the Transfer, Articulation, and Student Services Committee of the Academic Senate in partnership with the Council of Chief Librarians 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 CCC system, this updated content may be used to inform the development of local and external policies, regulations, and guidelines that pertain to the operation and performance of CCC 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 Libraries

The value and impact of librarians and library services to students and faculty in the CCC community cannot be overstated. 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 serves as a predictor of student retention and academic success (see ACRL reports from Oakleaf, 2010 and Brown & Malenfant, 2015, 2016 & 2017, as well as Laskin & Zoe, 2017). Retention has become a catchword for academia; no longer can institutions rely on student enrollment, but the trends in CCC funding require that students complete their educational goal, whether it is a certificate or a degree.

Students who use library resources tend to stay in school longer and have better 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 long term. Data on retention alone would make the library valuable, but 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, finding aids such as LibGuides (online research guides), library technology, and spaces including study rooms. 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 the effort to ensure that all these services will be provided seamlessly and when they are needed by the user.

Professional and Academic Standards

Guiding Principles

Intellectual Freedom

Community college librarians, 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”).

Privacy and Confidentiality

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. 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

Library faculty should ensure that open 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, library faculty may consider digital rights management, patron privacy protections, and security protocols related to IP/proxy authentication when developing privacy policies.

Library privacy policies and library faculty should 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"). However, 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")

Lastly, 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 faculty senate.

Inclusion and Equity

In developing library policies and practices, library faculty should 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 should celebrate and reflect intellectual freedom and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas. They should also transcend the individual values of library faculty, reflecting 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 also important to assure that minority viewpoints are given a place within the library's collections, exhibits, or displays and that the marketplace of ideas is well represented.

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's or group's beliefs.

Library faculty should embrace a service philosophy that affords equal access to all in the college community. Policies and procedures should be reviewed to ensure 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. CCC libraries are places where people of all ages and means can 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 community.

ACCJC/WASC Accreditation Standards

In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges 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.

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.

Library faculty can 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. Likewise, library faculty may serve on an accreditation visiting team to strengthen and elevate the role of librarians in the accreditation process. 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).

It is important to note that the most current accreditation standards do not include any language concerning the instruction of Information Literacy or Information Competencies by library faculty. Library faculty are, however, encouraged to incorporate Information Literacy into their programs, curriculum, institutional SLOs and ILOs to meet students' information needs.

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 academics 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 new 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 and 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 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 via online through professional listservs and other platforms, such as the ACRL Framework for Information Literacy Sandbox).

Discipline 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 these lists. Recommendations from the Senate to the Board of Governors are 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. 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

As this paper emphasizes, 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 teach students, the role of the librarian is unique in that there is no specific teaching discipline to which they belong. Their roles often overlap that of other faculty, but they stand apart from discipline faculty in that they are required

to perform across disciplines, and their primary responsibility is teaching students at the reference desk and through presentations, workshops, or classes.

As faculty members, librarians are part of the shared governance system and have all the responsibilities of other community college faculty except that teaching credit or non-credit bearing courses may fall outside their purview. However, librarians' primary job is teaching information literacy skills and providing learning opportunities to students. Student access points may include the reference desk, classroom settings, or virtual environments (chat, IM, social media feeds, or email, e.g.). In these ways, librarians help students navigate the ever-changing resources necessary to becoming successful students.

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, 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 oversee 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 should strive to meet the Mission and Goals of the California Community Colleges Chancellor's Office Library and Learning Resources Program, last revised May 31st, 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.

Library Instruction

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. It should be viewed as a teaching and learning opportunity and needs to be performed by librarians and not by paraprofessional staff. This teaching may be formal or informal, but it is always a professional duty. Librarians should also work with discipline faculty to make sure that the resources needed to support the college's curriculum are available. These resources may be in physical, virtual, or other formats.

Library faculty design and offer instruction that teaches library users how to locate the information they need quickly 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 non-credit 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 (chat, social media, email, etc).

Library faculty should be able 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 unvetted 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 should 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 enough and quality of 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

The library is an educational facility and serves as the classroom for librarians. Because it is used as a classroom, 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. These library dedicated spaces should have the same equipment and technology access as classrooms used for other courses on campus and be under the management of the library.

Collection Development

Collection Development is the process by which materials are chosen for the collection and also 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 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, library faculty should 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 should 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 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 work with discipline faculty to ensure expenditures align with department and college-wide needs.
5. Library faculty should 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 if students discover the appropriate library resources needed for their coursework.
6. Libraries should seek to partner 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) is recommended based on the institution's goals and needs.
7. The library should consider building and ensuring access to unique materials, including digital collections, that provide long-term access to the scholarly and cultural record of the institution.
8. Library faculty may refer to Title 5 (§58724), which provides minimum standards for the number of book volumes using student FTES as a baseline for library collections. Title 5 suggests that libraries should be funded to meet or exceed these standards.

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

Librarians 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 the local academic senate and academic senate committees. Service on college committees, such as the strategic planning or budget committee, is highly recommended. 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 as a whole 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, library faculty should be involved in the curriculum development process of the college. The Chancellor's Office "considers good practice to include discussion 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" (ASCCC 49).

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 should be 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, or 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."

Because distance education students 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:

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 more common means in reaching students who are unable or unwilling to come to traditional face-to-face classrooms. Many of our community college students have full-time jobs, families, and other obligations that make it difficult to come to

campus during the traditional school day. These non-traditional students need access to librarians and library services that meet their needs.

When appropriate, efforts should be made to include discipline faculty in creating 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 and student learning outcomes requirements.

To better connect with students, librarians should be familiar with and be able to use current electronic resources and tools to be able 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. For example, there are several models where librarians may be part of a distance education course. Librarians should be familiar with Canvas, the current learning management system for CCCs, and be willing to work with students in that medium. Libraries should have a Canvas presence on campus. These models include but are not limited to pre-made modules that highlight information literacy skills and library resources, library tutorials, embedded librarians, and librarians as instructors in a course. Librarians are encouraged to share their best 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 in the community college classroom 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 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 should provide librarians and libraries with adequate funding and staffing to meet the additional requirements that distance education places on them.

Assessment and Evaluation

Library faculty should engage in regular assessment activities to ensure that the highest quality of instruction and services are being offered to students and other patrons. Additionally, they 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 should also 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.

Librarians should also be involved in evaluating the success of the library's services and programs. 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
- Space assessment
- Outreach
- Public services (ILL, circulation, etc.)
- Certificate or associate's degree programs
- Strategic planning
- Budget allocation

As explained earlier in this paper, 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.

Librarians need to analyze their programs and their teaching, as do discipline faculty. The assessments 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 do. 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 at a reference desk, so librarians who keep these statistics should strive to keep them relevant and not maintain them simply to show how many reference interactions there are each semester/academic year. These statistics may also serve as the basis for determining workload, become part of the data required for replacement/new hire positions, and assist 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 – should 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 should advocate for their own library program as actively as possible. Community college libraries should 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 should help to make internal and external users aware of the personnel, resources, and services of their library, as well as outstanding needs and future plans.

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 statewide initiatives (e.g. Guided Pathways, Vision for Success, or any Student Success and Support (SSSP) programs such as Student Equity) 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

Librarians should 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 should 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.

It is common for faculty 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 academic 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 symposiums
- 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 should be provided time and funding for professional development opportunities within their field and be allowed to collaborate with the campus community by offering their expertise to other faculty through professional development.

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 a designated lab or labs 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 complaint practices for accessibility, and allow for clear access to technical support when needed.

Librarians are 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. Librarians also focus on developing online tutorials and guides for a range of disciplines and resources

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. They 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.

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 should 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. Many of them are considered non-instructional faculty as their responsibilities (as outlined previously) extend past the classroom. Much like counselors, librarians balance instructional and educational responsibilities with student service focused activities and administrative duties. Nevertheless, librarians are faculty.

Colleges 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 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 student FTES. 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:

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 regards to the number of classified support staff:

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 reflect 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 library faculty should be able to provide instructional services to students, which includes providing reference service and information literacy and research instruction. Development and teaching of library science and information literacy or competency courses should use current and varied technological methods on multiple platforms. 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 implement new technologies.

Depending on the staffing configuration at a college, some library faculty will need to be able to install, manage, and maintain library systems and create access to materials within that system. Library systems are the heart of the functioning library, and librarians must be part of the process. These systems function to maintain student records, circulate items, and serves as the basis for statistical reports including collection development, cataloging/metadata, troubleshooting, developing and enhancing capabilities. Librarians work with the CCC consortia and make sure that all e-resources function properly within the library, both on and off campus.

Given the central role of current technology and to support a reliable library system infrastructure, it is strongly recommended that colleges hire a systems librarian as part of their faculty and 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” (Ly), effective administration and thoughtful organization is critical to library effectiveness.

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. It is recommended that library faculty should be consulted in developing the job description and in the hiring of their administrators with library responsibilities.

The administrators of the library should be positioned in the college’s administrative structure to effectively interact with other administrators and have a direct link to the instructional or academic vice president (or equivalent) to ensure support for the instructional component of the library services. For colleges that have faculty department chairs, a chair of the library should be elected by library faculty.

Administrators should consult with library faculty to ensure that the library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

Library faculty should make certain that libraries in multi-campus districts stay connected and collaborative; library faculty from all colleges should regularly meet, confer, and share information about library service and assessment results within the district.

Library faculty should determine and develop the academic services, curriculum, and programs within the library. To do this effectively, library faculty should 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 how improvements can be made. Additionally, library faculty should 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, 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 where 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, each full-time library faculty member should 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 - [forthcoming]

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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
- 2009 Fall 2.02 Library TTIP Funding

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.

California Education Code

- § 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.

California Code of Regulations, Title 5

- §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

Related California Library Laws

- <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 support 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 systemwide 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)