**Faculty Out-of-Cycle Hiring Prioritization Request Form:**

**Request for Technical Services Librarian**

Kay Jones, our Technical Services Librarian, announced this fall that she plans to retire at the end of the academic year, and we are making an out-of-cycle hiring request to fill this position by Fall 2017. Our request is based on

* The unique skill set of the Technical Services Librarian
* The particular role of the Technical Services Librarian in making library materials accessible
* Increasing use of the library
* The contribution of the library to the college’s mission.

Statement of need

**I. Sole Full Time Faculty Member**

Although there are other library faculty who can be responsible for program review and student learning outcome assessment and reflection, the Technical Services Librarian has unique skills in cataloging, subject analysis, classification, authority control, and bibliographic maintenance and plays an integral role in making library materials accessible to students. This librarian is responsible for coordinating, supporting, and providing technical expertise for work performed by library technicians responsible for acquisitions, cataloging, serials control, and interlibrary loan. With increasing changes in technology and the development of diverse collections, the Technical Services Librarian’s leadership role will be essential to help guide the department as its functions and procedures evolve to meet the changing environment of increasing digital resources.

Examples of future projects for the Technical Services Department and Technical Services Librarian include:

New Integrated Library System:  The library anticipates migrating to a next-generation cloud-based integrated library system. The Technical Services Librarian will collaborate with the Systems & Technology Librarian in planning and implementing the new system, including training staff and establishing new workflows.

New Cataloging Code:  Working with the Cataloging Technician, the Technical Services Librarian will continue to implement the new cataloging code, RDA (Resource Description & Access), and establish procedures for authority control within the online library catalog.

Electronic Resources Management:  The Technical Services Librarian will collaborate with the Systems &Technology Librarian to manage the life cycle of electronic resources in all formats with specific responsibilities for acquisition, trials, license review, renewals, and cancellations, as well as acquiring usage statistics for various electronic resources for resource selection, budgeting, and annual program review. This librarian will also work with the other librarians and technical services department to incorporate emerging practices and workflows related to the management of the library’s expanding electronic resources.

**II. Enrollment Trends**

We have made it a priority to collect as much data as possible about the services we offer to our students as well as our collection of print and online material, and as documented in our program review, the data clearly show high usage across all of the assets we offer our students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2013-2014 | 2014-2015 | 2015-2016 |
|  |  |  |  |
| Foothill FTES\* | 13,206.69 | 13,467.52 | 13,710.32 |
|  |  |  |  |
| Gate count | 264180 | 102880 | 373754 |
| Non-reserve collection loans | 5974 | 6727 | 6374 |
| Reserve collection loans | 21098 | 17005 | 18102 |
| E-books viewed or downloaded | 6259 | 5559 | 6833 |
| Full-text retrievals from EBSCO databases  | 70438 | 62248 | 57287 |
| Views of Films on Demand | 10066 | 12412 | 25697 |
| LibGuides use | 15962 | 21663 | 22510 |

\*Chancellor's Office Data Mart

Additionally, thanks to our newly redesigned library, we have seen a great spike in terms of foot traffic with over 370,000 visitors last year.

**III. Student Impact and Effect on Ability to Graduate**

Foothill students need to be able to find books and other information sources to complete their courses, and one of the library’s main goals is to acquire, organize, and maintain relevant resources that support the college’s strategic, teaching, and learning initiatives, a goal the Technical Services Librarian is key in meeting.

As the librarians noted in our comprehensive program review in 2014, the library does not currently have a way to show a direct connection between Foothill students’ library use and their ability to graduate, but many studies point to the value of academic libraries for student success. In “Return on Investment: Libraries and Student Retention,” Mezick analyzed IPEDS and NCES statistics and found strong relationships “between student retention and total library expenditures” (abstract). Hamrick, Schuh and Shelly likewise used IPEDS and NCES statistics and found that “higher library allocations and instructional expenditures are associated strongly with higher student graduation rates” (p. 16).  Although Haddow and Jayanthi looked at only one university library in “Loans, Logins, and Lasting the Course: Academic Library Use and Student Retention,” their “statistical analyses indicate that library use is associated with retention, and, importantly, that library use in the early weeks of a student’s first semester is associated with retention” (p. 233). At the University of Minnesota, Soria, Fransen, and Nackerud analyzed usage data that “suggests first-time, first-year undergraduate students who use the library have a higher GPA for their first semester and higher retention from fall to spring than non-library users” (p. 147).

Perhaps most significant for this hiring request, Emmons and Wilkinson found in a study of Association of Research Libraries member libraries “that a change in the ratio of library professional staff to students predicts a statistically significant positive relationship with both retention and graduation rates” (p. 128).

Works Cited

Emmons, Mark and Frances C. Wilkinson. “The Academic Library Impact on Student

Persistence.” College & Research Libraries 72.2 (2011): 128-149. <[http://crl.acrl.org/content/72/2/128.full.pdf+html](https://email.fhda.edu/owa/redir.aspx?C=A6vFFODqfw3rpJV_YrgSwOOwjosQzfHHymPUA9m5nutIqKZBwCLUCA..&URL=http%3a%2f%2fcrl.acrl.org%2fcontent%2f72%2f2%2f128.full.pdf%2bhtml)>

Haddow, Gaby and Jayanthi Joseph. “Loans, Logins, and Lasting the Course: Academic Library Use and Student Retention.” Australian Academic & Research Libraries 41.4 (2010): 233-244.

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Hamrick, Florence, John Schuh and Mack Shelley. “Predicting Higher Education Graduation Rates from Institutional Characteristics and Resource Allocation.” Education Policy Analysis Archives 12.19 (2004).

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Mezick, Elizabeth M. “Return on Investment: Libraries and Student Retention.” Journal of Academic Librarianship 33.5 (2007): 561-566.

Soria, Krista M., Jan Fransen, and Shane Nackerud. “Library Use and Undergraduate Student Outcomes: New Evidence for Students’ Retention and Academic Success.” Libraries and the Academy 13.2 (2013): pp. 147-164. <<https://www.press.jhu.edu/journals/portal_libraries_and_the_academy/portal_pre_print/current/articles/13.2soria.pdf>>

**IV. Programmatic Considerations**

Information competency is the ability to recognize when information is needed and then to find, evaluate and use that information in an ethical way. At Foothill College, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. It is a key component of the Institutional Learning Outcome “Creative, Critical, and Analytical Thinking,” and it is also included in the breadth and depth requirements in the GE Applications. The Technical Services Librarian plays a primary role in supporting the Institutional/General Education SLO by building, organizing, and maintaining a library collection that supports the college curriculum. The position coordinates and provides technical advice for the work of three library technicians to coordinate the process of acquiring, cataloging, and making shelf-ready the library's print and online materials. Although behind-the-scenes, these efforts promote access to and use of the library resources by students. Without a well-organized collection, student success in information competency would be compromised.

The library’s ability to respond to ACCJC accreditation requirements would be impacted without the expertise of the Technical Services Librarian. In addition, many programs, in particular in the Allied Health fields, are required by their outside accrediting bodies to provide timely access to current information resources relating to their discipline. In the past year alone, the Technical Services Librarian has been instrumental in supporting the efforts to update the print collection in anticipation of accreditation visits for the Veterinary Technology and Radiologic Technology programs.

**V. Relationship to Institutional Priorities**

Foothill Library supports the college’s mission of providing an excellent education for all students by meeting their evolving information needs in an increasingly technology-based global community. The library also serves the overarching goals identified in the Educational Master Plan: equity, community, and stewardship of resources.

Equity of access is a core principle of the library profession, and the library strives to make sure that information in a variety of formats is accessible to all Foothill students regardless of age, education, ethnicity, income, physical limitations or geographic barriers. We aim for our collections to reflect the multicultural diversity of our students, and the Technical Services Department catalogs new acquisitions, both print and digital, with emphasis on providing sufficient access points in the bibliographic record to support the success of all students in locating the resources they need.

As mentioned in Section I, the library anticipates migrating to a next-generation cloud-based integrated library system. The library plan for the new ILS is partly in response to the California Community Colleges Council of Chief Librarians’ proposal to adopt a state-wide Integrated Library System which will allow every student in California’s community colleges access to a state-of-the-art information tool. This new product will provide opportunities in community college library service to further strengthen student success and student equity initiatives. The Technical Services Librarian will collaborate with the Systems & Technology Librarian on the planning and implementation of the new system.

Although the library is first and foremost about providing information, it also nurtures community by functioning as a “third place.” Ray Oldenburg coined this term in his book *The Great Good Place* to describe public spaces apart from home and work where people like to hang out. Such a space “is remarkably similar to a good home,” he wrote, “in the psychological comfort and support that it extends” (quoted in [*Encyclopedia of International Media and Communications*](http://library.foothill.edu:2191/content/title/estimchttp%3A//library.foothill.edu%3A2048/login?url=http://search.credoreference.com/content/entry/estimc/electronic_virtual_communities/0)). When students, faculty, staff, and administrators began planning the library renovation, we envisioned the library as “the campus living room,” and when you look around the facility on any given day, you see a gathering place where students come together for a sense of community and to discover new things. They are immersed in a book at a study carrel, working on a computer or other digital device, studying with classmates in a group study room, or chatting with friends. In short, the library is a third place that’s conducive to teaching and learning.

The library also acts as a responsible steward of the financial resources the college entrusts to it for print and online information resources. Resources are thoughtfully selected to meet the information needs of basic skills, transfer, and workforce students and are acquired economically. Once a book has been purchased or a periodical subscribed to, it must be properly cataloged and labeled for shelving to ensure that it is findable, and the Technical Services Librarian’s unique knowledge of the principles of cataloging, subject analysis, classification, authority control, and bibliographic maintenance play a particular role in making library materials accessible and managing them throughout their life cycle.

In summary, it’s now more important than ever to be able to fall back on the expertise and knowledge of a Technical Services Librarian at Foothill. From the initial identification of worthwhile items to add to our collection through the proper maintenance of our ever-growing offerings as well as possessing the proper knowledge of best indexing, classification and organization practices, a Technical Services Librarian is an essential position no library can do without. In order to offer the best experience for our students and to properly support their learning as well as ensure that they have access to world-class materials here at Foothill, it is imperative that this position be filled with a qualified candidate when Kay retires.

1. A) Division Support strong support (unanimous support from library faculty and staff)

B) Dean Support Xstrong support moderate support low support

Dean’s Comments:

I strongly support this out of cycle request to hire a technical services librarian. Each librarian has a singular focus in the functions he/she preforms for the library. They do not overlap or duplicate services with the exception of reference work. Therefore if we do not replace our current technical services librarian this function of the library would shut down until we do. In short the library would no longer be able to acquire and circulate materials.

1. Vice President recommendation to PaRC.

Support \_\_\_X\_\_\_\_ Do Not Support \_\_\_\_\_\_\_\_\_\_\_\_\_

Vice President’s Comments

I support the request given the rationale spelled out by the department as to the unique nature of this position.

1. Department faculty members (the requestors) are invited to attend and advocate for their request at PaRC.
2. PaRC recommendations to the College President.

Support \_\_\_\_\_\_\_ Do Not Support \_\_\_\_\_\_\_\_\_\_\_\_\_

1. College President

Accept \_\_\_\_\_\_\_\_\_\_\_ Reject \_\_\_\_\_\_\_\_\_\_\_\_\_recommendation

President’s Rationale



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