

Faculty Request Form - Spring 2024

Department/Area and Name of Submitter

Library (Online Education & Learning Resources) / Tom Dolen & Gabriela Nocito

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Librarian	Replacement	Retirement	Both	50% Instruction / 50% Non-Instruction	1

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2018-19 to 2025-26

Fill Rates					
Learning Resources - Library-DA					
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	191	161	125	104	182
Sections	9	9	9	9	9
Fill Rate	41%	35%	27%	22%	39%

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	78%	91%	86%	88%	87%
Withdraw Rate	16%	1%	3%	5%	1%
Equity Gaps	-7%	-1%	-12%	4%	-14%

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

De Anza College librarians teach courses that directly contribute to the attainment of the Information Literacy Institution's Core Competency. Librarians collaborate with all instructional divisions to offer research workshops that prepare and support students throughout their research assignments. These courses and workshops enable students to acquire valuable research and critical thinking skills, significantly enhancing their academic success and contributing to improved retention rates.

For-credit courses currently offered include Library Research Skills and Advanced Internet Searching, both of which are highly sought-after 1-unit courses. In response to advancements in generative artificial intelligence, librarians have integrated topics such as AI overviews, pitfalls, and optimal usage strategies into their curriculum. By incorporating these concepts, librarians not only facilitate academic success but also prepare students for professional achievement.

Furthermore, librarians actively participate in campus decision-making processes through shared governance. They contribute expertise and advocate for the library's role in enhancing the overall educational environment. This collaborative approach ensures that student voices are heard and that our services evolve to meet the changing needs of the community.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

Non-instructional librarian services play a pivotal role in fostering student success and retention at De Anza College by providing essential resources and support beyond traditional classroom instruction. Our library serves as a hub where students can seek guidance on a wide range of inquiries, from basic directional assistance to comprehensive research strategies. This accessibility ensures that every student, regardless of their background or academic level, can access the resources they need to excel. Our people-counter gates are reporting numbers close to 200,000 annual visits which reflect a recovery from pandemic times.

Central to our mission is the curation of a diverse and thought-provoking collection that reflects cultural relevance and explores critical issues such as racism, geopolitical dynamics, and LGBTQ topics. This collection not only enriches students' educational experiences but also encourages exploration and critical thinking, preparing them to engage meaningfully with complex global issues. More recently, librarians have contributed to Open Educational Resources/ Zero-Textbook Costs strategies by partnering with faculty in locating and ensuring access to required and recommended educational materials.

Librarians use resource usage statistics, website analytics, and circulation reports, to measure the value of our resources and predict the needs of our students and faculty. They also utilize surveys to ensure our

services are in direct response to students' needs and demands.

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan?

The comprehensive services offered by De Anza College librarians, both instructional and non-instructional, directly align with the institution's Strategic Plan Initiative of providing student-centered support and services. Through our instructional efforts, librarians teach courses and conduct research workshops that equip students with essential information literacy skills, enhancing their academic success and retention rates. Beyond the classroom, our non-instructional services play a crucial role in supporting students in their educational journey. The library serves as a welcoming space where students can ask questions ranging from basic inquiries to advanced research guidance. This accessibility ensures that students receive personalized assistance tailored to their academic needs, fostering a supportive environment conducive to learning.

De Anza College librarians contribute to the holistic support of students as outlined in the institution's Educational Master Plan. Our collaborative efforts not only enrich the academic experience but also promote inclusivity, critical thinking, and lifelong learning among our diverse student body. In essence, the library serves as a cornerstone of student-centered support, empowering students to thrive academically and achieve their educational goals.

2. How does this request align with the College's Equity Plan Re-Imagined?

The services and support provided by De Anza College librarians are integral to realizing the institution's re-imagined Equity Plan by ensuring holistic support for all students. Librarians actively advocate for equitable access to technology resources and internet connectivity, recognizing these as essential tools for academic success in today's digital age. By providing access to diverse and inclusive resources, including materials that reflect various cultural perspectives, gender identities, and global issues, librarians empower students to engage deeply with their coursework and broaden their intellectual horizons.

Beyond facilitating access to resources, librarians cultivate an environment where students feel welcomed and valued. The library serves as a space where every student can find support and a sense of belonging, fostering a community where diversity is celebrated and all voices are heard. Whether through personalized research assistance, workshops on information literacy, or collaborative study spaces, librarians strive to meet students' unique needs and promote their academic achievement.

In alignment with the institution's equity goals, librarians go beyond traditional roles to advocate for social justice and inclusivity within the academic community. By embedding principles of equity and diversity into their services, librarians contribute to creating an educational environment that embraces and supports students of all backgrounds. This commitment not only enhances student success but also promotes a culture of mutual respect and understanding across campus.

In essence, De Anza College librarians play a crucial role in advancing the institution's equity plan by providing comprehensive support that extends beyond academic resources. Through advocacy, inclusivity, and personalized service, librarians empower students to overcome barriers and achieve their academic goals while fostering a campus culture that values equity, diversity, and belonging.

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

4. How does the position support on-going college operations and/or student success?

The dedicated efforts of De Anza College librarians in providing inclusive and supportive services directly contribute to advancing specific campus objectives such as expanding Guided Pathways, contributing to OER/ZTC initiatives, closing equity gaps, achieving institutional core competencies, and increasing completion rates. By advocating for equitable access to technology and diverse resources, librarians empower students to navigate their academic journeys effectively. This support is crucial in ensuring that all students, regardless of background, have the tools and resources necessary to succeed.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

[Article 3, Section 58724 of the California Educational Code](#) sets a minimum standard for the number of librarians based on our full-time equivalent student (FTES) population. De Anza College averaged 4,500 FT students in the last few quarters and that number is increasing. Based on FTES, we are required to have four full-time librarians. With a retirement at the end of the 23-24, the library will be in violation of this standard if we do not consider replacing the position.

It is worth mentioning that to achieve the goals and continue with our program, we would ideally have five to six librarians. In comparison, Foothill College has the same 4 librarian positions while their FTES is under 3,000.

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

We currently have three full-time librarians and one full-time librarian retiring at the end of 23-24. As previously mentioned, Full-time librarians teach Information Literacy courses, conduct workshops, work on acquisitions and integration of resources, provide research help to students, and serve the institution in multiple committees.

Part-time faculty help cover the reference desk in the evenings. Total hours amount to .4 Librarian. They primarily assist students via our reference desk.

Ideally, we would have five to six full-time librarians in order to fully support all students and contribute to the attainment of institutional goals as set by our Educational Master Plan. For this year, we are asking to at least maintain the 4-librarian minimum requirement by CA Education Code. In other words, our current request is to maintain operations. We will make a different request for department growth in the future.

7. Explain how the work will be accomplished if the position is not filled.

If De Anza College takes the risk of not complying with the Education Code, we would have to hire adjuncts to accomplish some of the work and ensure that basic services to students are uninterrupted. Without the fourth librarian, we would be forced to reduce the number of workshops and research classes which can directly impact students' completion rates. We would also be forced to reduce contributions to campus activities such as hiring, tenure, and curriculum committees.

8. Other information, if any.

Dean/Manager Comments

The imminent retirement of a seasoned librarian presents a critical juncture for our Library program. The development and expanded use of online tools, including generative AI, in education highlight the indispensable role of librarians in teaching Information Literacy. They are pivotal in preparing our students to evaluate sources critically and use information responsibly and ethically. This is not the time to diminish this vital instruction; rather, it is a moment where our information management experts can profoundly influence how our students achieve success and acquire essential workplace skills.

Moreover, failing to hire a replacement librarian would place us in violation of the California Educational Code, which mandates a minimum staffing level to ensure adequate support for our student population. Therefore, filling this position is not just about maintaining continuity but also about upholding legal requirements and ensuring compliance with state educational standards.

Understanding fiscal realities, at this point, we are not advocating for the growth of our department but requesting enough resources to maintain operations and serve all of our students.

This form is completed and ready for acceptance.