



NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

DISCIPLINE: LIBRARY

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

This position supports the mission and strategic goals of the college by providing a resource-rich learning environment and supporting instruction. An Outreach Librarian will help increase retention by providing outreach to student populations with diverse learning needs such as: first generation students, veterans, and international students; helping those students integrate more into the college and increase their information competency. An Emerging Technologies Librarian will assist the library in expanding its electronic resources, managing ongoing technical issues, supporting open access resources, and integrating electronic resources into instruction. Furthermore, this position support student equity by improving access to academic resources such as textbooks, laptops, and peer-reviewed journals, for students.

The Library directly supports the following aspects of Cañada's Institutional Learning Outcomes:

- Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.
- Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.
- Access to resources that support students understanding and interpretation of various points of view that emerge from a diverse world of peoples and/or cultures.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

This position will strengthen the Library program by improving and expanding outreach to the Cañada community and online services and resources. This position will support our Action Plan to increase electronic resources, outreach, instructional support, and partnerships. Management of online resources are completed efficiently by someone with the knowledge and authority to complete those tasks; and representation of the Cañada College Library at planning committees, student groups, and councils at the district and state level; freeing up reference and instruction librarians to spend more time working with faculty and students.

We are currently expanding LIBR 100 from two courses per semester to four, as outlined in our program review, which is reducing the amount of time the librarians can support reference services. One of our long term goals is to work with faculty to promote open access textbooks and this position will help the library build a robust online collection that is aligned with the instructional goals of the college and make better use of current and future online resources and services.

C. How does the proposed position support program vitality and viability?

1. How far is the program from achieving the legislative goal of having 75% of instructional hours taught by full-time faculty?
 - a. %CRNs that are taught by FT faculty: 66 previous semester 100 current semester not applicable
2. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline? Yes No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline: 2 current semester
2. Total FTE of course offerings: 6.60 previous semester 5.67 current semester not applicable
3. Percent of "Total FTE of course offerings" comprised by FT faculty: 66 previous semester 100 current semester not applicable
4. Average departmental Fill Rate: 88.5 previous semester 87.2 current semester not applicable
5. Enrollment history – qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

The head count for LIBR 100 has steadily gone up each year, with a record 153 students at the end of term in 2014/15. However, perhaps due to adding a third LIBR 100 section in Spring 2015 and having to add additional stand-alone sections (with a limit of three students per section) in Fall 2014 to each LIBR 100 Learning Community course, our FTES and load decreased. Even with a decrease in FTES and load, our fill rates have remained steady between 2013/14 and 2014/15, and have even increased from 2012/13.