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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Library
Position Title	Library Department Chair

Q2

Yes

1a. Did you request a position last year (2024-2025)?

Q3

No

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4

No

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

In a time when students and the state are calling for greater access to burden-free instructional materials and flexible online modalities to alleviate the personal and systemic burdens of completing a higher education, faculty are faced with increasing responsibilities to identify and implement affordable learning materials and online resources for their students. At the same time, faculty may not have the time or expertise to do so, requiring institutional support for these efforts. Our request for an Electronic Resources Librarian is designed to meet this need, to provide our faculty with a specialist and a library liaison to support ZTC efforts in the curriculum for the benefit of students.

The Electronic Resources Librarian would be responsible for developing the library's online collections (e.g., databases, eBooks, streaming films and media). The position would ensure equitable access to online collections, databases, and learning tools, which are fundamental to students who rely on remote or mobile access due to work, caregiving, transportation, and other everyday needs. Recent student surveys showed an expectation from respondents to get online resources such as eBook copies of their textbooks, databases and information sources for their research assignments, as well as access to streaming films. Students reported that they needed access to electronic resources to support their academic journeys, which includes eBooks and online course materials.

The college is currently facing three new organizational realities: (1) becoming a CVC Exchange Teaching College, (2) new federal Title II regulations for digital accessibility compliance, and (3) and new state Title 5 regulations for burden-free access to instructional materials. This position directly supports the college in all three areas. The Electronic Resources Librarian will work closely with departments to transition more courses to ZTC, which will badge these classes and prioritize them on the CVC Exchange, increasing enrollment. The position will address accessibility challenges and opportunities when working with vendors for existing and new online collections. The position also works with faculty to incorporate online library materials into their courses to provide day-one burden-free access to instructional content.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1).(300 words or less)

Our full-time library faculty consist of a White cisgender male librarian and a Middle Eastern female librarian. Our adjunct library faculty consist of an Asian male librarian and a White female librarian.

We will promote recruitment to a wide range of prospective applicant pools, including library associations of ethnically diverse and LGBTQIA2+ workers, such as:

REFORMA (e.g., Latinx and Spanish-speaking)

American Library Association Rainbow Roundtable (e.g., LGBTQIA2+).

Black Caucus of the American Library Association

Association of Jewish Libraries

The Joint Council of Librarians of Color

American Indian Library Association (e.g., Native American, Alaskan Native)

Chinese American Librarians Association

Empowering Latino Futures

Asian/Pacific American Librarians Association

African American Librarians Interest Group

Asian American, Native Hawaiian, and Pacific Islander Library Workers

California Rural & Tribal Libraries Interest Group

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

In the onboarding process, it is key to immerse the new hire in the campus and departmental culture without overwhelming or overburdening them. For example, we would guide the new hire through campus resources and networks such as THRIVE, communities of practice, and EMTILI to develop their knowledge and skills with an equity-minded approach to their position. However, we would be mindful about initial participation in committee governance. We would encourage participation, but limit it to initially shadowing the other librarians in their work as LTR representatives in committees relevant to the role of Electronic Resources Librarian, such as the College Technology Committee or the Online Teaching and Learning Committee.

The tenure review process can be understandably difficult and overwhelming for new hires, so our full-time library faculty would offer guidance throughout the process. We would arrange mentorship for the new hire, whether it is with a library faculty member or with a non-library faculty member, depending on the new hire's preference. The tenure review should be a positive and constructive experience for growth.

Ultimately, it is important to remind ourselves that retention is not just about keeping the new hire. Involuntary retention, in which a faculty member stays at the organization but they feel dissatisfied or otherwise disengaged from the workplace due to negative workplace practices, is a significant yet often overlooked problem. They may not actively seek opportunities to leave because of benefits, lack of available positions in the area, etc.

We will seek to promote voluntary retention (e.g., engaged, satisfied staying at the organization) with effective practices, including, but not limited to:

Prevent job creep experiences (i.e., pushing more responsibilities on the new hire beyond their job scope).

Transparency of decisions made by department chair and dean with active opportunities to discuss issues, concerns, and questions before implementation.

Opportunities to share kudos and accomplishments during department and team meetings.

Regular assessments of department chair performance, aggregated and anonymized

Recognize that not all employees will feel comfortable or safe to speak truthfully.

Department chair and dean regularly checking in with faculty and classified members about areas for improvement; active listening for feedback.

Deliberately and transparently implement changes to retention practices based on employee feedback and input.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

The Library developed a robust outcomes assessment plan that intentionally accounts for metrics on student success and equity in relation to library resources and services. These metrics include assessment of our instructional services, technology and collection lending services, and outreach efforts. Our plan is to add performance indicators to measure student equity in relation to electronic resource usage, which requires a dedicated library faculty member to collect and assess the data. The Electronic Resources Librarian would serve this role, in both identifying, selecting, and managing this system as well as advancing equity assessment efforts with our electronic resources.

The plan is also to collect ZTC library support requests from all programs and faculty. The Electronic Resources Librarian would serve an important role in mediating faculty needs by evaluating and acquiring new accessible library resources that can be implemented as zero-cost course and research materials.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

In Spring 2023, we administered a survey to all faculty regarding their current and potential use of library resources. The survey showed that 21% of respondents are using electronic library resources as course materials. Since Fall 2023, we have been increasingly supporting courses for History, Religious Studies, Child Development, Social Work, English, Environmental Health and Safety Management, Automotive Technology, and other programs with ZTC resources.

The 2019 Open-Educational Resources (OER) Faculty Survey report recommended providing professional development opportunities that focus on helping practitioners find quality materials, and dedicating library assistance in finding OER, ZTC, and/or No-Cost materials. The Electronic Resources Librarian's liaison role would help fulfill both recommendations, as the position would work with the OER coordinator to provide professional development opportunities and consultation to instructional faculty to identify and obtain electronic resources through the library for ZTC purposes.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

This request supports the following program review goals:

Goal 2: Support technology innovation and equity to contribute to improved student outcomes and success.

Goal 3: Improve training and hiring of library employees.

This position would be responsible for maintaining, selecting, and evaluating library electronic resources (e.g., databases, eBooks, streaming media). The position would advance assessment efforts centered on evaluating student success and equity in relation to student usage of electronic resources. We would be hiring a highly specialized library faculty member who would be an active liaison with distance education, ZTC, and technology efforts on campus. Electronic resources are typically high cost and otherwise inaccessible to students, particularly students from historically marginalized groups, without a college library.

Outside of course needs, the Electronic Resources Librarian would also prioritize building a diverse online library collection that is inclusive and culturally responsive to the college's student population. The collection would expand with online materials representing different languages, communities, histories and futures, and perspectives. The position is inherently aligned to support and advance the college's equity strategies and goals.

As mentioned, this position can also be a strong supporting role for new federal accessibility regulations, state regulations for day-one access to instructional materials, and the college's new CVC Exchange Teaching status.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

Replacement. The librarian that managed this work retired in 2017.

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This position request supports eliminating equity gaps in course success, increasing persistence, increasing completion, and increasing hiring and retention of diverse employees to reflect the students and communities that we serve.

The Electronic Resources Librarian would be a liaison and active partner with faculty across all programs to develop and support online resources at the library aligned to course needs, campus ZTC efforts, and student research and learning. This role is crucial to meeting that gap between the incredible need for affordable student learning with flexible online modalities and the burden placed on faculty to accomplish these efforts while still balancing their heavy course workloads and being present with their students. It will build the library's capacity to better support faculty and students across the college as an amazing center and partner for equitable knowledge and learning.

The Electronic Resources Librarian will be able to become an important advocate for affordable learning and online teaching, but also for online resources that are accessible (e.g., closed captions, screen readability), diverse (e.g., information created by people or color and queer communities), and responsive to the curriculum.

Q13

Yes, I have discussed this position request with the Division Dean

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Q14

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.