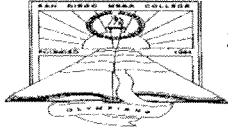**SAN DIEGO MESA COLLEGE**
ACADEMIC SENATE MEETING
September 11, 2017: Room MC211 (2:15PM–4:00PM)
AGENDA
1st Draft

I. **CALL TO ORDER & WELCOME** by Academic Senate President Kim Perigo:
Parliamentarian – Veronica Gerace/Timekeeper – Inna Kanevsky/Speaker Coordinator – Paul Sykes

II. **APPROVAL OF DRAFT AGENDA**: (1 Minute)

III. **PUBLIC PRESENTATIONS**:
   A. Associated Student Government (ASG) Representative:
   B. Classified Senate Representative: President Trina Larson

IV. **GUEST(s)**: None

V. **APPROVAL OF DRAFT MINUTES**: May 10, 2017 (2 Minutes)

VI. **ROUND TABLE TOPIC**: None

VII. **OLD BUSINESS**: None

VIII. **NEW BUSINESS**:
   A. Curriculum Institute Report: Curriculum Review Committee (CRC) Faculty Co-Chair Paula Gustin (10 Minutes)
   B. Resolution 17.9.1 – Compensation for Academic Senate's Presidents: (Rob Fremland)
   C. Resolution 17.9.2 – Compensation for the Academic Senate: (Rob Fremland)
   D. Resolution 17.9.3 – The Academic Senate Affirming the SDCCD Grading System: (Jonathan McLeod)
   E. Resolution 17.9.4 – Free Speech: (Kim Perigo)
   F. New Evaluation Tool for Librarians: (Alison Gurganus)

IX. **SENATE EXECUTIVE OFFICER REPORTS**: 3:15PM
   A. Vice President: Dina Miyoshi (10 Minutes)
   B. Secretary: Inna Kanevsky (No Report)
   C. Treasurer: Toni Parsons (1 Minute)
   D. Senator at Large (1): Shannon Shi (1 Minute)
   E. Senator at Large (2): Paul Sykes (No Report)
   F. Immediate Past President: Rob Fremland (No Report)
   G. President: Kim Perigo (10 Minutes)

X. **COMMITTEE REPORTS**: (3:30PM)
   A. Senate Executive Committees:
      1. Academic Affairs Committee: Chair Howard Eskew (No Report)
      2. Professional Advancement Committee (PAC): Chair Lupe Gonzalez (1 Minute)
      3. Committee of Chairs (COC): Chair of Chairs Manuel Velez (1 Minute)
      4. Curriculum Review Committee (CRC): Co-Chair Paula Gustin (No Report)
      5. Program Review Committee (PRC): Faculty Co-Chair Position is Vacant (1 Minute)

   B. Other Committees:
      1. Basic Skills Committee (BSC): Coordinator Wendy Smith (1 Minute)
      2. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (1 Minute)
      3. Mesa College Facilities Committee/District Review of Services Committee: Kim Perigo (1 Minute)
      4. Other Committee Reports: (1 Minute)

XI. **ANNOUNCEMENTS**: (1 Minute)
   A. The next Academic Senate meeting is scheduled for September 25, 2017 in MC 211 @ 2:15PM.
   B. The next Committee of Chairs meeting is scheduled for September 13 , 2017 in MC211B @ 2:30PM.
   C. The "Stand" is now open to provide emergency support to help our students succeed.
      http://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml
      1. The Stand provides clothes for interviews, snacks and toiletries to our students.
      2. Faculty and Staff can support the "Stand" through monthly payroll deductions. (Johanna Aleman @ jaleman@sdccd.edu)

XII. **ADJOURNMENT**:
This is an open meeting and visitors and observers are welcome. However, because of limited space, we ask that visitors sit in the extra chairs provided against the walls to leave room available at the table for voting Senators and ex-officio members.

For approval: September 11, 2017

SAN DIEGO MESA COLLEGE
ACADEMIC SENATE MEETING
May 8, 2017: Room MC211 (2:15PM–4:00PM)
MINUTES
First Draft

Present:
Academic Senate President Rob Fremland, Gina Abbiate, Carlynne Allbee, Becca Arnold, Bill Brothers, Henry Browne, John Crocitti, Nellie Dougherty, Howard Eskew, Amanda Fusco, Lou Ann Gibson, Guadalupe "Lupe" Gonzalez, Helen Greenbergs, Paula Gustin, Alison Gurganus, Bill Hoefer, Holly Jagielinsk, Candace Katungi, Cesar Lopez, Phyllis Meckstroth, Dina Miyoshi, Joe Safdie, Robert Sanchez, Shannon Shi, Steven Siegel, Alex Stiller-Shulman, Paul Sykes, Dawn Stoll, Kim Perigo, Judy Sundayo Manuel Velez and Lauren Wade and guests Professors Veronica Gerace and Erika Higginbotham

Absent:
Bill Clary, Leslie Cloud, Timothy Dillon, Larry Horsman, Inna Kanevsky, Michael Kidwell, Terry Kohlenberg, Jonathan McLeod (Proxy to Dina Miyoshi), Michelle "Toni" Parsons (Excused), Momilani Ramstrum, Anthony Reuss (Proxy to Judy Sundayo), Gwen Ulrich-Schlumbohm, Tracey Walker and Walter "Duane" Wesley and George Ye

I.   **CALL TO ORDER & WELCOME** by Academic Senate President Rob Fremland @2:2
      Parliamentarian – Jonathan McLeod/Timekeeper – Becca Arnold/Speaker Coordinator – Paul Sykes

II.   **APPROVAL OF DRAFT AGENDA**:
      Motion to approve with the addition of spring 2017 approved resolutions by Rob Fremland:
      M/S   Sykes/Gison

III. **PUBLIC PRESENTATIONS**:
      A. **Associated Student Government (ASG) Representative**: Inter-Club Council President Angela Arreaga
      B. **Classified Senate Representative**: President Trina Larson

IV.   **GUEST: Incoming Disability Support Programs & Services (DSPS) Chair Dawn Stoll**
      A. **The Accommodation Process and Faculty Responsibilities**
          Americans with Disabilities Act: https://www.ada.gov/
      1. Closed Captioning:
      2. Service Animals:

V.   **APPROVAL OF DRAFT MINUTES**: April 10, 2017 (2 Minutes) & April 24, 2017 (2 Minutes)

VI.   **ROUND TABLE TOPIC**: None

VII. **OLD BUSINESS**:
      A. **UPDATED Resolution 17.4.2 – Formation of the CTE Committee**: Rob Fremland/Howard Eskew
      B. **Resolution 17.4.3 - Proposed Academic Senate Constitutional Changes – Chairs Elections**:   Manuel Velez

VIII. **NEW BUSINESS**:
      A.

IX.   **SENATE EXECUTIVE OFFICER REPORTS**: 3:15PM
      A. **President Elect: Kim Perigo** (No Report)
      B. **Secretary: Becca Arnold** (1 Minute)
      C. **Treasurer: Toni Parsons** (No Report)
      D. **Senator at Large (1): Joe Safdie** (1 Minute)
      E. **Senator at Large (2): Paul Sykes** (No Report)
      F. **President: Rob Fremland** (10 Minutes) "Passing of the gavel."

X.   **COMMITTEE REPORTS**: (3:30PM)
      A. **Senate Executive Committees**:
          1. Academic Affairs Committee: Chair Howard Eskew (No Report)
          2. Professional Advancement Committee (PAC): Chair Lupe Gonzalez

a. The last spring 2017 PDC meeting is Wednesday, May 17, 2017.
   - Proposals and Completions approved on May 7th will not be for Salary Advancement.
b. The next time Proposals and Completion can be considered for Salary Advancement is the September 6, 2017 and the September 20, 2017 Salary Advancement meetings.
   - The submission deadlines are August 30th and September 13th.

3. <u>Committee of Chairs (COC)</u>: Chair of Chairs Manuel Velez (1 Minute)
4. <u>Curriculum Review Committee (CRC)</u>: Co-Chair Paula Gustin (1 Minute)
5. <u>Program Review Committee (PRC)</u>: Co-Chair Dina Miyoshi (1 Minute)

B. Other Committees:
1. <u>Basic Skills Committee (BSC)</u>: Coordinator Wendy Smith (1 Minute)
2. <u>The Committee for Diversity Action, Inclusion & Equity (CDAIE)</u>: Chair Judy Sundayo
   As reported by Judy Sundayo:

   - The CDAIE committee has purchased Mr. Lee Mun Wah's Stir Fry Seminars Diversity workshop materials in order to develop workshops here at Mesa to improve our understanding and appreciation of race, diversity, bias, privilege, prejudice and inclusion, and to create opportunities for students, faculty and staff to dialogue about these issues and learn from each other.

   - The Committee is also working on producing a video highlighting the key areas of the Committee's work of on our campus.

   - As part of the Committee's "Give a Kahoot" project, one of the CDAIE student members who is a representative from the ASG has put together a "Kahoot" game regarding some key information points having to do with diversity and inclusion. One of the questions has to do with close captioning videos used on campus. The Committee will be making the Kahoot game available to faculty and staff to share with students in your departments and offices.

   - The CDAIE "Mesa College Who Do You Think You Are?" project co-sponsored by Ancestry.com has resulted in most of the 17 participants having received their DNA test results. The Committee is planning to collaborate with the Biology Dept. to conduct a workshop on Race: Biological vs. Social Constructs. Those participating the in the ancestry project will share their results in a poster session.

   - The Committee is planning a "Deaf Friendship Day" to take place on campus on Wednesday, March 7, 2018 to commemorate the 30th anniversary of the 1988 Protest at Gallaudet University, which led to that University hiring its first Deaf President in over 124 years. The Deaf Friendship day will include many events on campus, including a Deaf Culture Immersion Tent, similar to the Somali Immersion tent during Cultural Unity Week.

3. <u>Mesa College Facilities Committee/District Review of Services Committee</u>: Kim Perigo (No Report)
4. <u>Other Committee Reports</u>: (1 Minute)

XI. **ANNOUNCEMENTS**: (1 Minute)
A. The next Academic Senate meeting is scheduled for September 11, 2017 in MC 211 @ 2:15PM.
B. The next Committee of Chairs meeting is scheduled for May 10, 2017 in LRC 435 @ 2:30PM.
C. The 2017 Commencement Ceremony is Saturday, May 20, 2017 @ 3:00PM. (USD - Jenny Craig Pavilion)
D. The "Stand" is now open to provide emergency support to help our students succeed.
    http://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml
    1. The Stand provides clothes for interviews, snacks and toiletries to our students.
    2. Faculty and Staff can support the "Stand" through monthly payroll deductions. (Johanna Aleman @ jaleman@sdccd.edu)

XII. **ADJOURNMENT** @ 3:38PM.
Motion to adjourn:
M/S
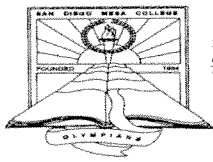
Resolution 17.9.1 – Compensation for Academic Senate Presidents: (Fremland)

1st Reading: September 11, 2017

Mover:

Seconded:

Whereas Academic Senate Presidents regularly attend district level meetings including but not limited to District Governance Council (DGC), Budget Planning and Development Council, Board of Trustees (BOT) and;

Whereas these meetings occur every month including summer and;

Whereas it is essential, for the purposes of shared governance, that the faculty voice is well represented not only for voting, but for dialog and;

Whereas, in addition to these meetings, there is on-going work of the senate that needs to be attended to year round;

Whereas Academic Senate Presidents are 10 month employees;

Whereas this structure goes against the spirit of shared governance and makes it difficult to encourage faculty to move into these roles;

Be it resolved that the Academic Senates request that the District works with the faculty's bargaining agent to increase the contracts of the Academic Senate Presidents to 12-month contracts;

Be it further resolved that this resolution be submitted to the Academic Senates at our sister campuses (including Continuing Education) and, once passed, be presented to the Board of Trustees.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:
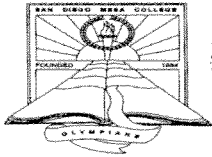
Resolution 17.9.2 – Compensation for the Academic Senate: (Fremland)

1st Reading: September 11, 2017

Mover:

Seconded:

Whereas members of the Senate Executive (exec) committee are typically committee chairs and;

Whereas this results in these faculty members being members of committees beyond that required by and compensated for in the CBA and;

Whereas this additional uncompensated work makes it extremely difficult to recruit faculty into Senate leadership roles and;

Whereas lack of faculty in leadership roles hinders the practice of shared governance and inhibits the college's ability to improve student learning;

Be it resolved that the Academic Senates request that the District increase the amount of reassigned time for each Academic Senate to 3.0 FTEF;

Be it further resolved that the Academic Senate will retain its discretion as to how this reassigned time is to be distributed among its members;

Be it further resolved that this resolution be submitted to the Academic Senates at our sister campuses (including Continuing Education) and, once passed, be presented to the Board of Trustees.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:
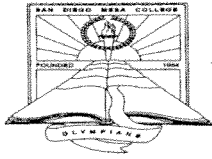
Resolution 17.9.3 – The Academic Senate Affirming the SDCCD Grading System: (McLeod)

1st Reading: September 11, 2017

Mover:

Seconded:

Whereas, the matter of grading standards is in the Academic Senate's purview; and

Whereas, with Academic Senate input, the San Diego Community College District uses a Grading System that requires faculty to assign letter grades (A-F, P, NP) on student performance; and

Whereas, the Grading System parallels those of other colleges and universities across the nation; and

Whereas, students aspiring to transfer to other educational institutions and/or seeking employment depend on the grades they receive being acknowledged as creditable;
therefore, be it

RESOLVED, that the San Diego Mesa College Academic Senate reaffirms our approval of the SDCCD Grading System.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:
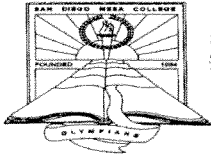
Resolution 17.9.4 – Free Speech: (Perigo)

1st Reading: September 11, 2017

Mover:

Seconded:

Whereas, the rhetorical climate in the United States has seen public displays of divisive messages of hate;

Whereas: Academic Senate has the responsibility to work for the general welfare of San Diego Mesa College, its Students, Staff and Faculty;

Whereas: The Academic Senate has an obligation and responsibility to create a climate for freedom of expression while maintaining respect for all members of our community;

Resolved, that the Academic Senate for Mesa College adopt the paper *Free Speech Statement*.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:

San Diego Community College District College Faculty Appraisal Form
LIBRARIAN

For:_____

(Evaluee's Name)

Domains / Criteria	N/A	Needs Development		Competent		Exceeds Standards
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Integrated Library System Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. College/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. College/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues for the traditional concepts of academic freedom, and for the commonly agreed upon professional ethics	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education & Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development [ ]	[ ]	Competent [ ]	[ ]	Exceeds Standards [ ]

Signatures: **Dates:**   **Signatures:**   **Dates:**

_____ _____   _____ _____
Peer Evaluator   Dean

_____ _____   _____ _____
Peer Evaluator (if applicable)   Evaluee

_____ _____   _____ _____
Department Chair   College President

_____ _____
Vice President

San Diego Community College District College Faculty Appraisal Form
ADJUNCT LIBRARIAN

For:_____
(Evaluee's Name)

Domains / Criteria	N/A	Needs Development		Competent		Exceeds Standards
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Integrated Library System Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. College/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. College/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues for the traditional concepts of academic freedom, and for the commonly agreed upon professional ethics	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education & Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development		Competent		Exceeds Standards
		[ ]	[ ]	[ ]	[ ]	[ ]

Signatures: Dates:

_____   _____
EVALUEE

_____   _____
DEPARTMENT CHAIR/DESIGNEE

_____   _____
DEAN

PART VIII: Domains and Criteria- Library Faculty

There are five general areas of professional performance in which each tenured/ tenure-track librarian may be evaluated. These five areas are described as "**Domains**." Within each domain there are more specific "**Criteria**," each of which is followed by a general description of expected faculty competence in that area. Criteria that do not apply to a librarian's position may be marked as *not applicable* (NA) on the evaluation form. A listing of several specific behaviors follows each criterion's general description. These behaviors are intended as examples ONLY: they are not the only possible behaviors that indicate competence in any criterion. Moreover, some behaviors may indicate mere competence, whereas others may be suggestive of performance that exceeds standards. The five domains and seventeen criteria are summarized below.

I. PUBLIC AND TECHNICAL SERVICES

   1. Reference

   2. Instruction

   3. Access Services

   4. Technical Services

   5. Integrated Library System Administration

II. COLLECTION MANAGEMENT

   6. Overall Knowledge of the Collection

   7. Collection Evaluation and Assessment

   8. Collection Selection and De-selection

III. OPERATIONAL LEADERSHIP

   9. Organizing and Planning

   10. Staff Development

IV. SDCCD KNOWLEDGE AND INVOLVEMENT

   11. Professional, District, and/or Campus Involvement

   12. College/District Policies and Procedures

   13. Liaison with Faculty and Administration

   14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon professional ethics.

16. Demonstrated sensitivity to the issues of diversity.

V. LIBRARIANSHIP MASTERY

17. Continuing Education and Professional Involvement

PART IX: Examples of Performance- Library Faculty

I. PUBLIC AND TECHNICAL SERVICES

1. Reference

Effective librarians provide appropriate information and assistance to students.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Establishing an approachable presence;

b. Encouraging users to use reference services through friendly, helpful demeanor;

c. Actively acknowledging student's needs;

d. Skillfully employing reference interview to determine needs;

e. Determining user's level of ability to use sources and then providing appropriate level of instruction;

f. Using and teaching appropriate search strategies;

g. Referring students to appropriate and/or alternate sources/resources;

h. Answering reference questions accurately and completely.

2. Instruction

Effective librarians deliver organized, well-prepared opportunities for students to become information literate.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing and implementing student learning outcomes;

b. Developing information literacy curriculum;

c. Developing and presenting electronic, face-to-face and/or hybrid tours, class sessions, and for-credit courses on finding, evaluating and/or using information;

d. Implementing different teaching methods and instructional techniques (e.g. problem based learning, group activities, demonstration, hands-on etc.);

e. Illustrating key learning points in several ways;

f. Meeting with department colleagues to discuss library instruction;

g. Matching content to students, based on individual student knowledge levels and learning abilities;

h. Providing individual and group instruction.

3. Access Services

Effective librarians develop and monitor an orderly system for the circulation of print and non-print materials.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing circulation procedures and policies with staff;

b. Developing overdue/fines/holds procedures and policies with staff;

c. Developing a procedures manual with staff;

d. Reviewing all forms with staff to best serve faculty and students;

e. Developing and managing materials reserve system and procedures;

f. Serving as a liaison with faculty and students to resolve concerns/ complaints about services;

g. Leading classified staff in circulation procedures;

h. Developing and managing inter-library loans procedures with staff;

i. Representing staff in automated system discussion and development;

j. Making electronic materials accessible.

4. Technical Services

Effective librarians manage the process of acquiring and creating access to paper and electronic resources.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing and maintaining functional vendor relationships;

b. Demonstrating knowledge of publishing industry and vendors;

c. Monitoring materials budget;

d. Leading classified staff in ordering, receiving, and processing materials;

e. Evaluating and monitoring vendor and/or publisher performance (e.g. fill rates, turn-around time, discounts, etc.);

f. Maintaining accurate records and statistics;

g. Working with district purchasing and campus business office;

h. Cataloging and classifying materials using current standards;

i. Creating access to information using Universal Design for learning standards;

j. Developing a procedures manual with staff;

k. Demonstrating ability to utilize an integrated library system (ILS);

l. Overseeing maintenance of the online public access catalog (a part of the ILS);

m. Providing access to materials in a timely manner;

n. Leading classified staff in processing procedures;

o. Using social media;

p. Creating and maintaining library websites;

q. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

5. Integrated Library System (ILS) Administration

Effective librarians implement and maintain the district-wide ILS.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Updating and upgrading the district-wide system;

b. Updating and upgrading the system at the campus level;

c. Creating and maintaining functional vendor relationships;

d. Collaborating and communicating between campuses;

e. Collaborating with District IT.

II. COLLECTION MANAGEMENT

6. Overall Knowledge of the Collection

Effective librarians demonstrate a broad working knowledge of the Library/LRC collection in all disciplines and material types.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Keeping current with additions and deletions to the collection;

b. Keeping current with a general knowledge of location of materials;

c. Demonstrating an awareness of special locations and usage of certain materials;

d. Demonstrating an awareness of the strengths and weaknesses of the collection.

7. Collection Evaluation and Assessment

Effective librarians carefully analyze the strengths and weaknesses of their area of the collection.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Demonstrating knowledge of state-wide library standards in terms of collection size;
b. Demonstrating knowledge of curriculum offerings of the College, and of current and/or planned changes;
c. Participating in the creation and/or updating of a library collection management guideline in accordance with the American Library Association's Code of Ethics;
d. Reviewing circulation and other library statistics to make more informed decisions regarding development of collection;
e. Reviewing internal materials usage patterns to make more informed decisions regarding development of collection;
f. Consulting relevant review sources;
g. Devising strategy to meet short-term and long-term collection

needs;

    h. Ensuring the collection is inventoried periodically.

8. Selection and De-selection

Effective librarians select appropriate materials to support curriculum offerings, while reviewing materials in their respective subject areas and discarding materials no longer in line with the collection development guidelines.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Selecting materials to meet a range of student knowledge and learning ability levels;

    b. Working with class-room faculty to understand curricular needs and to inform librarian decisions;

    c. Demonstrating knowledge of library collection development policy;

    d. Demonstrating knowledge of the publishing industry (e.g. reputation; specialization, etc.);

    e. Demonstrating current subject knowledge in his/her area of selection;

    f. Consulting relevant reviews to determine if specific titles are appropriate for the collection.

    g. Using social media;

    h. Creating and maintaining library websites;

    i. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

III OPERATIONAL LEADERSHIP

9. Organizing and Planning

Effective librarians demonstrate the ability to organize and plan library services and facilities to ensure the delivery of the best possible library programs.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Planning facility space requirements based on student/faculty usage, traffic patterns, etc.;

b. Planning facility hours/services based on student/faculty needs and staffing constraints;

c. Monitoring and expending from all Library/LRC budgets, managing budget transfers, deciding on budget priorities, etc.;

d. Communicating clearly ideas and concepts both verbally and in writing;

e. Meeting and working with other departments on mutual concerns, acquisitions, and delivery of services;

f. Planning the classified, adjunct faculty, and/or work-study student work schedules;

g. Participating in the hiring of, evaluation of, and delegation of duties for classified staff and library faculty;

h. Devising strategies to bolster resources and services.

10. Staff Development

Effective librarians encourage open communication among staff for the benefit of the Library/ LRC program and for each individual's on-going personal development.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Encouraging staff involvement in college/district events and workshops;

b. Encouraging staff involvement in off-campus workshops/seminars related to work responsibilities;

c. Encouraging staff reading of appropriate professional journals, literature and other forms of professional communication;

d. Training staff in the use of new methods or technologies as appropriate;

e. Inviting outside experts to provide in-service training for staff;

f. Encouraging staff to participate in and/or sponsor "Flex" workshops;

g. Scheduling periodic staff meetings as needed.

IV SAN DIEGO COMMUNITY COLLEGE DISTRICT KNOWLEDGE AND INVOLVEMENT

11. College/District Involvement

Effective librarians represent the Library/LRC by serving on various College and/or District committees and by making a contribution to the governance process.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Serving on Departmental, College, and District committees;
b. Responding in a timely manner to administration requirements (e.g. budget reports, college reports, etc.);
c. Communicating with staff and peers on College/District issues brought up at committee meetings.

12. College/District Policies and Procedures

Effective Librarians keep current with College and District policies that relate to the Library/LRC, and they interpret these policies to students, staff, faculty, and the community.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Communicating with peers and staff on College committees;

b. Communicating clearly ideas and concepts, both verbally and in writing;

c. Following College/District policies and procedures.

13. Liaison with Faculty and Administrators

Effective librarians serve as a liaison with faculty and administration for the benefit of both the Library/LRC and the instructional program.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Participating in relevant college activities;

b. Maintaining professional working relationship with others;

c. Actively seeking input from faculty regarding library resources and services;

d. Providing professional development services (e.g. conducting seminars and workshops on topics of special interest to faculty and staff);

e. Meeting with faculty to discuss library policies and programs;

f. Assisting faculty and staff with their professional development

needs;

    g. Promoting library services and resources to faculty and administrators.

14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Submitting scheduling information in a timely manner;
    b. Meeting library, college, and district deadlines for ordering of and payment for resources;
    c. Responding constructively to requests for input on policies and procedures;
    d. Completing and submitting Library Faculty Evaluation materials in a timely way.

15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Adhering to the American Library Association Code of Ethics (http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm);
    b. Participating objectively in evaluation of faculty and staff;
    c. Involving classroom faculty in collection development discussions;
    d. Responding to requests in a timely and useful manner;
    e. Collaborating in the organization of resources, such as web design and catalog maintenance;
    f. Collaborating with library faculty colleagues in the selection of resources;
    g. Promoting academic honesty.

16. Demonstrated sensitivity to the issues of diversity.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Providing outreach to the college community through library tours, workshops, displays and other activities;

b. Making collection management decisions in an unbiased and balanced manner;

c. Providing accurate and unbiased responses to reference inquiries;

d. Supporting the campus and district diversity initiatives through activities such as involvement in screening committees and special programs;

e. Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students, faculty, and staff in every appropriate professional activity.

V   LIBRARIANSHIP MASTERY

17. Continuing Education and Professional Involvement

Effective librarians continue to improve their effectiveness by attending classes and workshops, keeping abreast of professional literature, and participating in other learning opportunities, both on and off the job.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Attending workshops and conferences to stay current;

b. Observing colleagues' classes and/or lectures for new ideas and approaches;

c. Reading pertinent professional publications and communications;

d. Staying abreast of curriculum developments;

e. Sharing with colleagues the knowledge gained from professional development activities;

f. Participating in professional organizations;

g. Applying knowledge gained from professional development activities in daily work environment.