TO: Alamo Colleges Board of Trustees
FROM: Library Faculties of the Alamo Colleges
DATE: March 11, 2011
SUBJECT: Decision to change the status of future librarians

We, the library faculties of the Alamo Colleges (AC), request that you reverse the decision of the Chancellor and his executive team to classify future librarians as professional staff rather than faculty (Attachment 1). Please consider the merits of the arguments we provide here. We believe that as faculty librarians we have a valuable perspective and understanding of the effects the proposed change would have. We would like to present alternative cost savings measures and practical insight into the following important questions:

1. Are there more effective, immediate, and fiscally responsible means of achieving cost savings than denying faculty status to future librarians?

2. Would the immediate implementation of such a policy cause staffing problems as early as this summer?

3. Do rapidly changing technologies support changing the status of future librarians?

4. Will the lack of faculty status reduce the effectiveness of library participation in shared governance, on college and district committees, and in collaborating with other faculty?

5. Is the lack of parity in a two-tiered system (faculty vs. professional staff) likely to result in long term morale issues, conflicts and even possible legal issues?

6. Do the recommendations of professional organizations, the ways in which other community colleges classify librarians, and the teaching responsibilities of librarians argue for or against faculty status for librarians?

7. Is the decision to deny faculty status to future librarians beneficial to Alamo Colleges?

Starting in Fall semester, the library faculty at each college have communicated up the chain of command in an open and transparent manner with our Deans, Presidents, and finally the Chancellor about this decision. (Attachments 2 -10). We received no response to our initial queries for clarification until the February 9, 2011 memorandum of Dr. Aguero, Vice Chancellor of Academic Success, in which he stated that “the decision to transition from librarians classified as faculty to librarians classified as professional staff was made last summer.”

The exclusion of library faculty from the communication process is counter to Alamo Colleges’ shared value: “Communication: We engage in open and transparent communication, information sharing and collaboration.” [A.1.3 (Policy) College District Vision, Mission, Values and Goals, approved by the Board of Trustees on August 18, 2009]. We hope this memorandum will facilitate future communication on this important issue.
1. Are there more effective, immediate, and fiscally responsible means of achieving cost savings than denying faculty status to future librarians?

1. FISCAL REALITIES

The February 9, 2011 memorandum states that the “reasons for the decision were focused first on fiscal realities” and that “We modeled a twelve-month staff librarian salary costs using the staff librarian compensation structure, and the annual savings would be almost $300,000 at the current staffing level. The savings would be realized over time as the ratio of staff librarians to faculty librarians increases through attrition and replacement. Seemingly, a $300,000 savings may not be perceived as a great amount, but added to many other initiatives the savings become considerable.”

- The libraries have already implemented cost reduction and cost avoidance measures and have proposed others that will yield cost reductions in the next two to five years greater than the $300,000 per annum estimated by Dr. Aguero. Savings are already being realized by other library budget considerations that include:

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<tr>
<th>Description</th>
<th>Savings</th>
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<tbody>
<tr>
<td>TexShare consortium database subscription savings for all colleges</td>
<td>$935,947</td>
</tr>
<tr>
<td>Other database sharing savings among colleges</td>
<td>$172,977</td>
</tr>
<tr>
<td>Database cancellations at PAC, NVC, and SAC</td>
<td>$99,588</td>
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<tr>
<td>Print journal cancellations at PAC, SAC, and SPC</td>
<td>$48,832</td>
</tr>
<tr>
<td><strong>Total cost savings and cost avoidance</strong></td>
<td><strong>$1,257,344</strong></td>
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- AC Library faculty are prepared to implement the 50/50 ratio of full-time faculty librarians and part-time faculty adjunct librarians that is on par with the ratio required of other academic departments across the District. With the expected attrition of seven library faculty at SAC alone in the next two to five years, the annual cost savings would be $441,626.88. This amount exceeds Dr. Aguero’s cost savings figure by $141,626.88, mirrors his timeline of attrition and replacement, and would allow SAC Library faculty to implement the 50/50 ratio. Seven part-time adjuncts over two semesters would equal $133,255.36.

<table>
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<tr>
<td>Overall personnel cost savings via attrition at SAC</td>
<td>$441,626.88</td>
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<tr>
<td>Savings exceeding Dr. Aguero’s $300,000 12-month staff model</td>
<td>$141,626.88</td>
</tr>
<tr>
<td>Cost of replacing full-time faculty with 7 part-time adjuncts (no benefits) to move to 50/50 ratio</td>
<td>$133,255.36</td>
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- Summer contracts available for library faculty and part-time faculty adjunct librarians would be managed based on the economic and service needs of the colleges. We welcome the opportunity to work with administrators on meeting the research needs of students, faculty, and staff during the summer semesters. It is crucial to also point out that in discussions with administrators over the issue of “coverage,” the Deans of the AC libraries have adamantly expressed that “coverage in the summer is NOT an issue.”
2. **Would the immediate implementation of such a policy cause staffing problems as early as this summer?**

### 2. STAFFING

- Most of the AC libraries rely heavily on adjunct faculty librarians. There are a total of sixteen across the colleges.

- It is likely that a number of adjunct faculty librarians would be unwilling to change to professional staff status, causing staffing problems as early as Summer 2011.

3. **Do rapidly changing technologies support changing the status of future librarians?**

### 3. CHANGING TECHNOLOGIES

The February 9, 2011 memorandum acknowledges that “the current day library is a very different, heavily technology based and changing continuously.”

- That is an excellent argument for retaining faculty status for librarians because the faculty promotion process provides incentives for taking classes and seminars essential for keeping current in our rapidly changing technological environment.

- Changing technology results in an increased role of the librarians as instructors in information literacy—being able to find, evaluate, and use information effectively. We are essential educational partners for faculty in imparting that knowledge to students.

4. **Will the lack of faculty status reduce the effectiveness of library participation in shared governance, on college and district committees, and in collaborating with other faculty?**

### 4. SHARED GOVERNANCE AND PARTICIPATION IN COLLEGE COMMITTEES

The February 9, 2011 memorandum assumes that “The absence of formal faculty designation should not impact negatively the necessary and appropriate contributions of neither our librarians nor their membership on committees....”

- AC librarians, who are active members of each college’s faculty senate, and their colleagues strongly disagree with this statement.

- The memo statement itself belies that assumption. It is addressed to the chairs of the faculty senates, governing bodies that represent their respective faculties -- not college staff -- professional or otherwise.

- Librarians with faculty status are able to collaborate as equal colleagues with other faculty on integrating research and technology into their curriculum as well as addressing other academic concerns in committees that require faculty status for membership.

- In addition to participating in the faculty senates, AC librarians are members of a wide variety of faculty committees including Academic Policy Committee, College Academic Council, Curriculum Review & Evaluation, Critical Thinking across the
| Curriculum Committee, Academic Program Review Committee, Promotion Appeals, Tenure Appeals, and Teaching with Technology.  
| The information that is discussed and shared in many of these committees is essential in allowing librarians to successfully collaborate with their colleagues from other departments, select appropriate library materials that support the college’s curriculum, and provide the services and classroom instruction that allow our students to achieve academic success.  
| 5. Is the lack of parity in a two-tiered system (faculty vs. professional staff) likely to result in long term morale issues, conflicts, and even possible legal issues?  
| 5. LACK OF PARITY IN A TWO-TIERED SYSTEM  
| The February 9, 2011 memorandum acknowledges but minimizes librarians’ “concern of parity within a two-tiered system consisting of librarians as tenured faculty versus librarians as professional staff.”  
| • Separate but “equal” policies have a long ugly history of failure.  
| • The proposed policy change to deprive future AC librarians of faculty status will create a personnel problem where one does not currently exist.  
| • In a two-tiered system staff librarians will work side-by-side with tenured faculty librarians who have the same qualifications and responsibilities. Yet the staff librarians will be deprived of faculty status and the ability to advance professionally through the academic promotion and tenure process.  
| • This situation will create a working environment rife with morale issues.  
| • The memorandum notes that this parity issue will be solved over time as faculty librarians retire. The majority of AC librarians plan on working another fifteen to twenty years. So time is an argument against this policy, not one that supports it.  
| • Instituting the “cost-saving” measure of denying future librarians faculty status is a policy that will not only negatively affect employee morale but will also fail to initiate immediate cost savings.  
| • AC libraries risk becoming a revolving door for new librarians hired as staff who grow discontented working for less pay and fewer professional opportunities than their colleagues.  
| • We are doing a disservice to both students and tax payers by instituting policy changes that have the potential to negatively affect employee continuity, expertise, and morale.  

6. Do the recommendations of professional organizations, the ways in which other community colleges classify librarians, and the teaching responsibilities of librarians argue for or against faculty status for librarians?

<table>
<thead>
<tr>
<th>6a. RECOMMENDATIONS OF PROFESSIONAL ORGANIZATIONS</th>
<th>6b. LIBRARIAN STATUS AT OTHER COMMUNITY COLLEGES</th>
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<tr>
<td>The February 9, 2011 memorandum correctly notes that while “the American Association of University Professors (AAUP), the Association of College and Research Libraries (ACRL), and the Association of American Colleges (AAC) support faculty status for librarians,” “AC’s accrediting agency, “the Southern Association of Colleges and Schools (SACS) has no requirement that librarians be classified as faculty.”</td>
<td>The AC funded Ulibarri-Mason 2008-2009 Market Study Faculty Compensation Policies and Practices Final Report stated that eleven of the fifteen community colleges/districts compared in the report classify librarians as faculty.</td>
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<tr>
<td>• The faculty senates of all Alamo Colleges join prestigious faculty and librarian professional organizations in recommending faculty status for librarians, and the Southern Association of Colleges and Schools expresses no status preference.</td>
<td>• In addition, Maricopa Community Colleges, Arizona, a progressive, nationally known community college district, often used for comparison purposes, librarians are classified as faculty.</td>
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<td>• Since faculty status for librarians is in accordance with SACS, should not AC continue this higher academic standard of faculty status for librarians?</td>
<td>• AC is not alone in its current policy of classifying librarians as faculty. AC was ahead of its time in adopting its policy so why shouldn’t AC continue this higher standard?</td>
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<tr>
<td>• Why should AC, a long time acknowledged leader among community colleges, follow the example of colleges with a lesser standard?</td>
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<tr>
<td>• Let other colleges emulate us!</td>
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*Ulibarri-Mason identifies South Texas College librarians as faculty.
6c. TEACHING

The February 9, 2011 memorandum did not address an essential issue: Do the teaching responsibilities of librarians justify faculty status?

- Based on AC Board Policy D.2.3 and AC Board Procedure D.2.3.2, the academic qualifications as well as the responsibilities of librarians justify faculty status. Library faculty actively co-teach the curriculum for many departments at the reference desk, in the classroom, and online via Elluminate and Blackboard Vista. Our faculty colleagues rely on us to introduce skills and concepts related to the research assignments required in their classes and to assess how well the students perform.

- Library faculty work with classroom faculty at all colleges to plan and teach library instruction for students at multiple levels and disciplines. In the Spring/Fall 2010 semesters, AC library faculty taught a total of over 1200 classes for more than 30,000 students.

- AC librarians hold themselves accountable by measuring learning outcomes. Library faculty select and measure outcomes identified in classroom assignments and outlined in the Association of College and Research Libraries Information Literacy Competency Standards: [http://bit.ly/6UMQ](http://bit.ly/6UMQ) Information literacy is defined as the ability to find, evaluate, and use information effectively.

- AC students at all levels are woefully deficient in information literacy, lacking the basic skills necessary to perform successful online searches for quality academic information. Below is just one example of a poll that is conducted at multiple educational levels, from SDEV to 2000 level courses, in order to assess student information literacy. All polls reveal the same student deficiency in understanding and implementing a basic search concept:

```
1. Which Search?
Which search statement would give you the FEWEST number of hits? (Tip: the * picks up alternate endings. bird* = bird, birds, birding)
Here are the current results of the poll:
  dog* 7 votes
  dogs and cats and birds 6 votes
  dog* and cats 6 votes
  dogs and cats and bird* 6 votes
  dog and cats 1 vote
  not sure 1 votes
Total votes: 20

- 45% of students polled do not understand a basic Boolean search concept: the more keywords you connect with AND, the fewer hits you get.
- Of the 55% of students who do understand Boolean logic, less than half understand that the asterisk (*) will pick up alternate endings of words which will yield more search results.
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• By academic necessity, library faculty collaborate with faculty from other disciplines in developing research assignments and in planning library instruction in order to address this and other student deficiencies in basic information literacy. If non-library faculty are to continue requiring their students to do research, then library faculty need to be engaged on the same level of collegiality (faculty to faculty) in planning and co-teaching these concepts and skills in order for students to become successful lifelong learners.

• AC students and faculty require the librarian as teacher model. Both groups need librarians who are dedicated to teaching and who offer them an active and collaborative faculty/faculty partnership and faculty/student relationship. Students rely on library faculty to interpret assignments and to be their teachers in the formal classroom setting and more informally through our “office hours” that we keep at the reference desk and online via email, Elluminate virtual classroom, and chat.

• As professional staff, librarians would be excluded from opportunities for professional development, grants, and college committees which allow current library faculty to develop themselves as instructors and to promote information literacy with their faculty colleagues. Being faculty and serving on faculty committees as peers has allowed librarians the necessary interaction with classroom faculty so that they can be knowledgeable about what is going on in the classrooms and to be accepted by the faculty as true partners in education.

• The Palo Alto College Library & Information Studies Department has two academic programs under its venue; a local certificate in Library Technical Assistant (LTA) and an Associate of Science (A.S.) in Library Technology. There are 5 Library (LBRA) classes required to complete either of these programs. The Library (LBRA) classes required for both of these programs are taught by adjunct faculty librarians. The program is administered by the Chair of the Library and Information Studies department, a faculty librarian, who is supervised by the Dean of Learning Resources.
7. Is the decision to deny faculty status to future librarians beneficial to the Alamo Colleges?

<table>
<thead>
<tr>
<th>FACULTY STATUS</th>
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<td>• In a study by Richard W. Meyer titled &quot;A Measure of the Impact of Tenure,&quot; he showed that “the presence of faculty status librarians has a small but positive correlation with graduation rates and a large, positive correlation with graduate school attendance rates of alumni” and that “graduation rates correlate positively with the number of librarians in the faculty as well as “the availability of tenure-track faculty status for librarians improved the teaching quality of undergraduate liberal arts schools.”</td>
</tr>
<tr>
<td>• AC librarians have been faculty since 1952 when James O. Wallace, Director of Learning Resources, Professor, and Program Director Emeritus, received faculty status. For almost sixty years AC has recognized that the instruction, programs, and services conducted and offered by AC librarians are worthy of faculty status, academic rank, and tenure.</td>
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<tr>
<td>• AC should take pride in its recognition that the information literacy, research strategies, and critical thinking skills taught students by librarians are essential to lifelong learning and comparable in value to instruction in other academic departments.</td>
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<tr>
<td>• Degrading the status of librarians produces no short term cost savings. Rather it results in immediate staffing problems, long term difficulties endemic to an unjust two-tiered system, and a lowering of academic standards and effectiveness.</td>
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<tr>
<td>• Faculty status for librarians is a practice that has served the colleges and their students very well for six decades. It should not be abandoned.</td>
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MEMORANDUM

TO: Dr. Dawn Elmore-McCrary
    Mr. George Johnson
    Mr. Jack Eldridge
    Dr. Belinda Roman
    Dr. Brian Stout

FROM: Dr. Robert Aguero, Vice Chancellor for Academic Success

SUBJECT: Faculty Status of Librarians

DATE: February 9, 2011

Thank you for submitting the Resolutions from your respective Faculty Senates in support of faculty status for all Alamo College librarians. Chancellor Leslie asked that I provide you a response.

First, as you may know, the decision to transition from librarians classified as faculty to librarians classified as professional staff was made last summer. It was unanimously supported by the approximately fifty staff, faculty, and administrators, with trustees participating, who met several times in retreats to develop strategies to reduce costs while minimizing the impact on services to students in response to the state’s reductions in funding. Budget Strategy #18 listed as one of the actions to be carried out, Future Professional Librarians to Be Employed Will Not Be Classified as Faculty. The Chancellor, Vice Chancellors and Presidents (P/VC) endorsed and implemented the decision. Strictly speaking, the decision was endorsed, not initiated, by the administration. I concurred with the decision at both levels and continue to do so.

The reasons for the decision were focused first on fiscal realities. The Alamo Colleges is losing at least $25 million dollars over a four year period in state funding; a number that may increase as the Texas legislature deliberates further strategies to balance the large state deficit. We modeled a twelve-month staff librarian salary costs using the staff librarian compensation structure, and the annual savings would be almost $300,000 at the current staffing level. The savings would be realized over time as the ratio of staff librarians to faculty librarians increases through attrition and replacement. Seemingly, a $300,000 savings may not be perceived as a great amount, but added to many other initiatives the savings become considerable. Additionally, the intent of the decision was to replace vacated nine-month faculty librarian positions that we can afford to fill, with twelve-month professional staff. This action, therefore, does not impact the faculty status of tenured individuals and will require some years to implement. It was also based on the concept that we would honor the decisions that have been made in the past and “grandfather” all tenured faculty librarians. At the same time, the decision was based on the recognition that employing full-time professional librarians without faculty status would reduce costs while avoiding deterioration in library services to students and faculty. As faculty are on
nine-month contracts it is a considerable cost to have librarians work during the summer, or to replace them utilizing adjunct faculty librarians, although our students need services throughout the year. It is more economical to employ professional staff on a twelve-month schedule. However, the major underlying reason for the decision is grounded on the commitment that we would do all in our power to avoid lay-offs, salary cuts, furloughs and other actions that would negatively impact our current employees. The philosophy behind this strategy is to reduce costs in order to protect jobs.

The idea presented last summer was also based on the recognition that the current-day library is very different, heavily technology-based, and changing continuously. Electronic data bases, communications with students, virtual library hours, electronic help-desks and other services do not have to be provided by librarians classified as faculty. Professional Librarians with the requisite credentials and the desire to maintain their credentials and remain current with technological advances are perfectly capable of performing the required functions. This is clearly being proven at community colleges, four-year colleges and university libraries across the country that utilize professional librarians rather than faculty librarians.

One of the concerns expressed in your Resolutions is that librarians function as a part of the faculty through extensive service on college and district-wide committees. Certainly, our governance model broadly engages all members of our colleges and there is every opportunity for non-faculty librarians to actively participate and contribute to the on-going support of our student success and teaching and learning mission. The absence of formal faculty designation should not impact negatively the necessary and appropriate contributions of neither our librarians nor their membership on committees; rather, it will be more so important that the respective faculty senates recommend professional librarians for membership on committees regardless of classification.

Further, it is noted that the American Association of University Professors (AAUP), the Association of College and Research Libraries (ACRL) and the Association of American Colleges (AAC) support faculty status for librarians. However, our first and foremost obligation is to the Southern Association of Colleges and Schools (SACS). It is noted that SACS has no requirement that librarians be classified as faculty, nor is accreditation dependent upon such status of librarians. In fact, librarians at the Dallas County Community College District, South Texas College, Tarrant County College, San Jacinto Community College and other accredited Texas community colleges are not classified as faculty. As required by SACS’ Principle 3.8.3, the Alamo Colleges remain committed to providing a sufficient number of qualified library staff to accomplish the mission of the institution.

The Resolutions also cite the concern of parity within a two-tiered system consisting of librarians as tenured faculty versus librarians as professional staff. Since currently tenured librarians are grandfathered and new hires will be classified as professionals, the issue of parity will be addressed as per current policy and procedures regarding faculty and professional staff. As with other situations that seemingly create disparity but are actually created by transition, policy and procedures such as faculty being tenured and non-tenured, and difference in salaries, some parity situations can only be resolved with time. No question about it, this is an action intended to create a library organization for the future and it will take some time to make the transition.
Eventually, all professional librarians will be non-faculty so any perception of a lack of parity will be eliminated.

The action being taken here is not without precedence. We already have library positions filled by non-faculty professional employees and we have employed professional librarians for many years at NVC. Other districts have developed multi-level professional structures for librarians which may be a model for our consideration. We can explore these models to ensure the effective and efficient operations of our libraries.

The Resolutions also cite issues of American Library Association (ALA) guidelines and Academic Freedom. Our Values, which have been adopted as policy by our Board of Trustees, affords Academic Freedom to all our employees. Thus, changing librarians from faculty to professional staff will not diminish the individual’s right to express him/herself. Further, we can find no requirement by any accreditation body that requires librarians to be designated as faculty. Our fellow college districts and universities would not have been permitted to employ non-faculty librarians if it brought Academic Freedom into question, and remain accredited.

I do not believe credentialing is at issue in this case. The master’s degree is the appropriate credential for a professional librarian, and just as we require various degrees for other positions, the fact of having a particular degree does not demand faculty status. Thus, there should be no conflict in continuing to require a master’s degree for professional librarians.

Additionally, costs associated with the duplication of operational expenses such as having deans at each college library as well as department chairs traditionally needed for supervising faculty librarians will eventually be unnecessary and will generate greater savings without diminishing student services.

More importantly in my estimation, in the long run the faculty positions occupied by faculty librarians should be returned to full-time teaching positions. Currently, there are 32 faculty librarian positions that could be full-time teaching faculty. If indeed we can convert those positions to full-time teaching status, it would represent over 300 course sections that will be taught by full-time faculty in the future.

In summary:
- the decision to transition from nine-month faculty to twelve-month professional positions will reduce costs without diminishing services;
- faculty librarian positions should eventually be returned to full-time teaching status as funding allows;
- there are no academic or accreditation requirements that call for librarians to be classified as faculty and several of our Texas peers have successfully operated their libraries for years with professional, non-faculty librarians;
- there is no external requirement that would impact our accreditation or the quality of our library operations; and
- this action does not impact the tenured faculty librarians as they will continue to retain their faculty status.
Therefore, I continue to support the decision that future professional librarians to be employed will not have faculty status.

Please know that we all acknowledge and value the contributions of our librarian colleagues. It is the intent of this action to allow for the continued provision of their services in a context that recognizes the need for services for our students on a twelve month basis, and which responds to the fiscal realities we are facing. This change in status designation is just one of many strategies being employed to balance the budget while minimizing the potential of layoffs, furloughs or other more difficult actions for the Alamo Colleges family. Again, I appreciate your concern and support of your colleagues during this challenging economic downturn. Working together, we must emerge from this crisis as a more efficient and effective organization in service to the students and communities we serve.
Memorandum

To: Dr. Bruce H. Leslie, Chancellor, Alamo Colleges

CC: Dr. Eric Reno, President, Northeast Lakeview College; Dr. Beth Lewis, Vice-President, Northeast Lakeview College; Tracey Mendoza, Dean of Learning Resources, Northeast Lakeview College

From: Northeast Lakeview College Library Faculty

Subject: Faculty status of Librarians

Date: October 28, 2010

We understand that you and your executive team have changed the procedure for hiring librarians. Any newly hired librarian will be professional staff without the benefit of faculty status. We would like to outline below why we think this is not a good practice, especially for community college libraries and we would like you and your executive team to reconsider this decision.

The degree requirement for a faculty librarian is a Master’s in Library Science (MLS) from an institution that is accredited by the American Library Association. This is the same level of degree required of all Northeast Lakeview College faculty.

As faculty, NLC librarians are integrated into all areas of academic affairs. We elect a representative to serve on the faculty senate and serve on faculty senate committees. We participate in academic committees such as the Honors Advisory Council, the Curriculum Committee, and Learning Communities Advisory Council. Not only does this allow us a voice in the academic affairs of the college, it also provides an opportunity for us to contribute our unique expertise and perspective in a variety of avenues relevant to student success.

Library faculty function as curriculum partners with faculty in other academic departments. We perform a teaching and research role by instructing students. In 2009/2010, we conducted 298 instruction sessions and workshops; reaching more than 6000 students. To provide effective and relevant library instruction, we determine learning objectives; and develop content and assessments aligned to those goals. We assess the effectiveness of our instructional program to meet unit plan goals and accreditation standards. Regional accrediting standards refer to the importance of these activities in C.S.3.8.2 and 3.8.3.

Library faculty employ a variety of methods to teach information literacy skills, including traditional face-to-face classes, online classes via Elluminate, and web-based class guides and
In addition, we have created LIBR 0001, a research skills course linked to all ENGL 1301 classes taught at NLC. This course, delivered via Blackboard Vista, prepares students for college level research and provides a strong foundation for advanced information literacy concepts. Learning outcomes for LIBR 0001 are designed to match the learning outcomes for ENGL 1301 and student learning is measured and reported for this course.

All library instruction adheres to the Association of College and Research Libraries Information Literacy Standards. These standards state: “Because information literacy augments students’ competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.” A cursory search of the Alamo Colleges course syllabi demonstrates that critical thinking as a learning outcome permeates our curricular standards. No other department and its faculty are better poised to support this instructional objective across all disciplines than faculty in the libraries of the Alamo Colleges. In addition, the faculty of our libraries are also in an excellent position to support digital natives and the evolving way they read and comprehend. According to a 2005 study by the Kaiser Family Foundation, students in the U.S. aged 8 – 18 spend more time reading online than offline. Our instruction is based on using digital resources and in developing comprehension and critical thinking skills for this type of learning.

Academic freedom is essential to support the diversity of ideas and schools of thought that make up the academic library. As classroom teachers, we have the same responsibilities as other professors to develop critical thinking skills in our students. The Association of American Colleges and Universities (AACU) issued this statement on Academic Freedom (Board of Directors, January 2006), “Although one often hears that faculty ‘impart knowledge’ to students, the reality is that, in a good liberal education, substantial time is devoted to teaching students how to acquire new knowledge for themselves and how to evaluate evidence within different areas of knowledge.” This is especially relevant to library faculty, because we often teach students how to find information related to controversial issues. We are charged with teaching students how to navigate thousands of information resources and to discern which are authoritative and appropriate to their purpose. We not only encourage students to explore different viewpoints, but also show them where to find them. Exposure to divergent and varied resources is one of our goals in teaching information literacy.

Finally, a great concern with this action relates to the environment of inequity that will automatically be created by this administrative change. We realize that the Alamo Colleges administration is trying to identify areas in which cost savings can be achieved over the next two fiscal years. Changing the status of librarians does nothing to serve this purpose as all currently employed faculty librarians will retain their status and identified shortages will be filled with reassignments from the current pool of librarians. Looking at some alternative solutions such as considering 10 ½ month contracts or fixing the issue of faculty summer pay (an issue that is currently being addressed) will immediately take care of the concerns of librarian pay. This can be achieved without devaluing the instructional contributions made by faculty librarians who have the same degree requirements and go through the same hiring processes as classroom faculty. This proposed two-tiered system consisting of faculty and professional librarians will serve to highlight the difference in the number of days expected to work (at least 7 more days during a 12 month period will be expected for professional status librarians) for less
compensation while newly hired librarians will be working side-by-side with faculty librarians and essentially doing the same job.

Community colleges are more likely than research level institutions to support their librarians with faculty status. Following the trend of 4-year colleges and universities of reclassing faculty librarians as staff does not make it a good or best practice. In the *Alamo Colleges Faculty Compensation Study*, 10 of the 14 peer community college institutions classified librarians as faculty. How will professional status librarians be supported in college governance activities like faculty senate, be afforded the same professional development or promotion opportunities, or be looked upon as an extension of the classroom without faculty status? Eventually, the ability to retain librarians will be hampered as they leave for institutions that understand and support their instructional contributions and treat them as equals.

We welcome the opportunity for an open forum and discussion about this issue.

____________________________
Julie Nichols

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Linda Plevak

____________________________
Laura Tull
MEMORANDUM

To: Dr. Bruce H. Leslie, Chancellor, Alamo Colleges

CC: Dr. Jacqueline Claunch, President, Northwest Vista College
    Dr. Jimmie Bruce, Vice President of Academic Affairs, Northwest Vista College
    Christine Crowley, Dean of Learning Resources, Northwest Vista College

From: Northwest Vista College Library Department Faculty

Subject: Faculty Status of Librarians

Date: November 8, 2010

We have learned that the issue of faculty status for librarians in the Alamo Colleges is being discussed. The librarians at Northwest Vista College are concerned that a change in status would have a negative effect on librarians’ ability to contribute to student success and retention.

Faculty librarians contribute to the educational mission of the college by teaching students, in the classroom and at the Reference Desk, skills that contribute to students’ success in college and life-long learning:

- Librarians collaborate with discipline faculty to design and teach customized face-to-face classes
- Librarians work with faculty to design discipline-based online library instruction
- Librarians assess student work and administer student evaluations of library classes
- Librarians teach in the classroom, one-on-one at the reference desk, and online.

Faculty Librarians contribute to the quality enhancement plan by serving on various Northwest Vista College faculty committees:

- A.S.K. Committee (Core Learning Outcomes: Attitudes, Skills & Knowledge)
- Writing Across the Curriculum Committee
- Speaking Across the Curriculum Committee
- Cooperative Learning Across the Curriculum Committee:
  - Assessment team & faculty training team; published book chapter on cooperative learning
- Critical Thinking Across the Curriculum Committee
- Curriculum Review Team
- Academic Travel Committee
- Academic Integrity Committee
- Academic Council
- Faculty hiring committees
- Academic Program Review Committee
- Faculty Senate - senators, officers, ad hoc committees

Hiring staff librarians would create a lack of equality for employees with the same job qualifications and responsibilities:

Librarians are required to hold a master’s degree in Library and Information Science from a university accredited by the American Library Association; there are no bachelor’s degrees in library and information science. Newly hired librarians should be afforded the same rights to shared governance as their academic peers, the same responsibilities for ensuring student success in the classroom, and the same opportunities for promotion and advancement within their careers.

We appreciate your consideration of our proposal to keep all Alamo Colleges as faculty.

Linda Reeves, Assistant Professor/Librarian
Judy McMillan, Instructor/Librarian
Nancy Kaida, Instructor/Librarian
Karen Weiskittel, Instructor/Librarian
MEMORANDUM

To: Dr. Bruce H. Leslie, Chancellor, Alamo Colleges

CC: Dr. Ana M. Guzman, President, Palo Alto College; Dr. Stacey R. Johnson, Vice President Academic Affairs, Palo Alto College; Tina Mesa, Dean of Learning Resources, Palo Alto College

From: Palo Alto College Library and Information Studies Faculty

Subject: Faculty Status of Librarians

Date: October 25, 2010

We have learned informally that you and your Executive Team have implemented the procedure that all future Alamo Colleges (AC) librarians will not be hired as faculty. We are disappointed that this decision has been made prior to receiving the recommendations of the Library Budget Strategies Team. Needless to say, we do not agree with this decision and hope that you will reconsider. We would like to share with you the following information on why all future AC librarians should be faculty.

The degree requirement for a librarian is a master’s degree, such as a Master’s in Library Science (MLS), from an American Library Association (ALA) accredited institution. A master’s degree is the same degree requirement for all AC Arts & Sciences faculty and exceeds the degree requirement for some AC Professional & Technical Education faculty. All librarians in the Palo Alto College (PAC) Library and Information Studies Department have master’s degrees from ALA accredited institutions.

The PAC Library is a teaching library. We offer an extensive Bibliographic Instruction program used by many of our instructors and an Information Research Certificate (IRC) Program. The IRC program of seven classes has been documented to improve student success rates. In addition, PAC is unique in the State of Texas in offering an Associate of Science in Library Technology, a program to prepare library workers at the non professional level. This college level academic program is administered and taught by librarians.

The ALA Association of College and Research Libraries (ACRL) recognizes the importance of faculty status for academic librarians by endorsing the Standards for Faculty Status for College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm). The standards address professional responsibilities, library governance, college and university governance, compensation, tenure, promotion, leaves and research funds, and academic freedom – all items addressed in AC faculty policies and procedures and adhered to by the PAC library faculty.

The third standard of the ACRL standards, college and university governance, states that “Librarians should be eligible for membership in the faculty senate or equivalent governing body. They should have the same degree of representation as other academic units on all college or university governing bodies.” PAC library faculty have been and are members of a wide variety of college committees such as: Academic Affairs Committee, Curriculum Committee, International Committee, Viva Verde/Go Green Environmental Committee, Department Advisory Committees, Technology Committee, Reaccreditation Committees, and other numerous activities. PAC library faculty are also very active members of the PAC Faculty Senate. Currently two PAC library faculty serve on the PAC Faculty Senate. PAC library faculty members serve on the PAC Faculty Senate and there has been at least one or more PAC library faculty on the Senate since its inception.

The American Association of University Professors (AAUP), Association of American Colleges (AAC), and ACRL Joint Statement on Faculty Status of College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatemntfaculty.cfm) has two statements that are very important.

- “Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits.”
- “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status.”
PAC library faculty function as part of the PAC faculty, are recognized with faculty status, and perform a teaching and research role as they instruct students and advise and assist faculty in their scholarly pursuits. For example, PAC Administration requires all faculty to provide student learning outcomes and assessment of those outcomes for all classes. PAC faculty recognize that students across the disciplines must be able to find, evaluate, and use information effectively as a necessary component in achieving academic success and becoming life-long learners. Since these information literacy skills are included among the student learning outcomes that classroom faculty list on their course syllabus, library faculty by academic necessity teach these skills and concepts through in-person and online library instruction classes which are tailored to the subjects, topics, and assignments identified by classroom instructors. Classes taught by PAC library faculty are a crucial extension of the classroom environment in which library faculty teach alongside their peers in order to meet student learning outcomes, foster student academic success, and increase retention rates.

Another factor to take into consideration is academic freedom. The AAUP, AAC, and ACRL joint statement asserts, “Academic freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn.” Denying faculty status denies librarians academic freedom to serve in carrying out our roles in the classroom and in building the library’s collection of quality academic materials, both of which are closely tied to the accreditation of academic programs at PAC.

And one final and important factor to consider is the issue of parity within a two-tiered system consisting of librarians as tenured faculty versus librarians as professional staff. As evidenced above, librarians are required to hold a master’s degree from an ALA accredited institution. With that degree requirement and taking into account that there are no bachelor’s degrees in library and information science, newly hired librarians should be afforded the same rights to shared college governance as their academic peers, the same responsibilities for ensuring student success in the classroom, and the same opportunities for promotion and advancement within their careers. Without faculty status, these rights, responsibilities, and opportunities would be denied to them. This denial will create inequities in service to the college and the district and severely limit those librarians’ abilities to function as a necessary extension of the classroom in teaching alongside their peers to promote and measure student academic success.

In summary, the Alamo Colleges have long recognized the teaching function of librarians by granting them faculty status with all the rights, privileges, and responsibilities that status entails. Library faculty and classroom faculty form one single instructional staff. Library faculty are drawn in and integrated into the educational process and share in the shaping of educational policies which impact student success and retention efforts. The Alamo Colleges can be proud of the fact that they recognize librarians as faculty and should maintain this status rather than implement the procedure that all future librarians will not be hired as faculty.

For brevity, we have provided you with just some of the major reasons for maintaining faculty status for future AC librarians. We will be glad to meet and discuss with you in more detail how library faculty positively impact student success, how we are working with our peers to achieve college and district-wide educational goals, or provide you with more information and documents should you desire. Thank you very much for your attention and consideration and we hope that you and your Executive Team will reverse your decision.

Camille Fiorillo, Associate Professor, Chair, Library and Information Studies
Irene F. Scharf, Associate Professor, Library
Ann Bolton-Brownlee, Lecturer, Library
Cynthia Sanchez, Lecturer, Library
Tracey DeLillo, Lecturer, Library
MEMORANDUM

To: Dr. Bruce H. Leslie, Chancellor, Alamo Colleges

CC: Dr. Robert Zeigler, President, San Antonio College; Dr. Jessica Howard, Vice President, San Antonio College; Dr. Alice Johnson, Dean of Learning Resources, San Antonio College

From: St. Philip’s College Library Department Faculty

Subject: Faculty Status of Librarians

Date: November 8, 2010

We have learned informally that you and your Executive Team have implemented the procedure that all future Alamo Colleges (AC) librarians will not be hired as faculty. Needless to say, we do not agree with this decision and hope that you will reconsider. We would like to share with you the following information on why all future AC librarians should be faculty.

The degree requirement for a librarian is a master’s degree, such as a Master's in Library Science (MLS), from an American Library Association (ALA) accredited institution. A master’s degree is the same degree requirement for all AC Arts & Sciences faculty and exceeds the degree requirement for some AC Professional & Technical Education faculty. All librarians in the St. Philip’s College (SPC) Library Department have master’s degrees from ALA accredited institutions.

The ALA Association of College and Research Libraries (ACRL) recognizes the importance of faculty status for academic librarians by endorsing the Standards for Faculty Status for College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm). The standards address professional responsibilities, library governance, college and university governance, compensation, tenure, promotion, leaves and research funds, and academic freedom – all items addressed in AC faculty policies and procedures and adhered to by the SPC library faculty.

The third standard of the ACRL standards, college and university governance, states that “Librarians should be eligible for membership in the faculty senate or equivalent governing body. They should have the same degree of representation as other academic units on all college or university governing bodies.” SPC library faculty have been and are members of a wide variety of college committees such as: Student Learning Outcomes Committee, Curriculum Review Committee, Instructional Technology Advisory, Distance Learning Advisory, Scholarship Committee, and the President’s Lecture Series. SPC library faculty are also very active members of the SPC Faculty Senate and have served on the faculty senate continuously since its inception. Currently one SPC library faculty serves on the SPC Faculty Senate.

The American Association of University Professors (AAUP), Association of American Colleges (AAC), and ACRL Joint Statement on Faculty Status of College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm) has two statements that are very important.

- "Librarians perform a teaching and research role inasmuch as they instruct students formally and
informally and advise and assist faculty in their scholarly pursuits.”

“Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status.”

SPC library faculty function as part of the SPC faculty, are recognized with faculty status, and perform a teaching and research role as they instruct students and advise and assist faculty in their scholarly pursuits. For example, SPC Administration requires all faculty to provide student learning outcomes and assessment of those outcomes for all classes. SPC faculty recognize that students across the disciplines must be able to find, evaluate, and use information effectively as a necessary component in achieving academic success and becoming life-long learners. Since these information literacy skills are included among the student learning outcomes that classroom faculty list on their course syllabus, library faculty by academic necessity teach these skills and concepts through in-person and online library instruction classes which are tailored to the subjects, topics, and assignments identified by classroom instructors. SPC library faculty adhere to the ACRL Information Literacy Standards for all library instruction classes. Library instruction classes taught by SPC library faculty are a crucial extension of the classroom environment in which library faculty teach alongside their peers in order to meet student learning outcomes, foster student academic success, and increase retention rates. In 2009/2010, we conducted over 200 instruction sessions and completed over 45,000 reference transactions; reaching thousands of students. Regional accrediting standards refer to the importance of these activities in C.S 3.8.2 and 3.8.3.

Another factor to take into consideration is academic freedom. The AAUP, AAC, and ACRL joint statement asserts, “Academic freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn.” Denying faculty status denies librarians academic freedom to serve in carrying out our roles in the classroom and in building the library’s collection of quality academic materials, both of which are closely tied to the accreditation of academic programs at SPC.

And one final and important factor to consider is the issue of parity within a two-tiered system consisting of librarians as tenured faculty versus librarians as professional staff. As evidenced above, librarians are required to hold a master’s degree from an ALA accredited institution. With that degree requirement and taking into account that there are no bachelor’s degrees in library and information science, newly hired librarians should be afforded the same rights to shared college governance as their academic peers, the same responsibilities for ensuring student success in the classroom, and the same opportunities for promotion and advancement within their careers. Without faculty status, these rights, responsibilities, and opportunities would be denied to them. This denial will create inequities in service to the college and the district and severely limit those librarians’ abilities to function as a necessary extension of the classroom in teaching alongside their peers to promote and measure student academic success.

In summary, the Alamo Colleges have long recognized the teaching function of librarians by granting them faculty status with all the rights, privileges, and responsibilities that status entails. Library faculty and classroom faculty form one single instructional staff. Library faculty are drawn in and integrated into the educational process and share in the shaping of educational policies which impact student success and retention efforts. The Alamo Colleges can be proud of the fact that they recognize librarians as faculty and should maintain this status rather than implement the procedure that all future librarians will not be hired as faculty.

For brevity, we have provided you with just some of the major reasons for maintaining faculty status for future AC librarians. We will be glad to meet and discuss with you in more detail how library faculty positively impact
student success, how we are working with our peers to achieve college and district-wide educational goals, or provide you with more information and documents should you desire. Thank you very much for your attention and consideration and we hope that you and your Executive Team will reverse your decision.
MEMORANDUM

To: Dr. Bruce H. Leslie, Chancellor, Alamo Colleges
CC: Dr. Robert Zeigler, President, San Antonio College; Dr. Jessica Howard, Vice President, San Antonio College; Dr. Alice Johnson, Dean of Learning Resources, San Antonio College
From: San Antonio College Library Department Faculty
Subject: Faculty Status of Librarians
Date: October 25, 2010

We have learned informally from the Chair of the San Antonio College Faculty Senate that you and your Executive Team have implemented the procedure that all future Alamo Colleges (AC) librarians will not be hired as faculty. Needless to say, we do not agree with this decision and hope that you will reconsider. We would like to share with you the following information on why all future AC librarians should be faculty.

The degree requirement for a librarian is a master’s degree, such as a Master’s in Library Science (MLS), from an American Library Association (ALA) accredited institution. A master’s degree is the same degree requirement for all AC Arts & Sciences faculty and exceeds the degree requirement for some AC Professional & Technical Education faculty. All librarians in the San Antonio College (SAC) Library Department have master’s degrees from ALA accredited institutions.

The ALA Association of College and Research Libraries (ACRL) recognizes the importance of faculty status for academic librarians by endorsing the Standards for Faculty Status for College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm). The standards address professional responsibilities, library governance, college and university governance, compensation, tenure, promotion, leaves and research funds, and academic freedom – all items addressed in AC faculty policies and procedures and adhered to by the SAC library faculty.

The third standard of the ACRL standards, college and university governance, states that “Librarians should be eligible for membership in the faculty senate or equivalent governing body. They should have the same degree of representation as other academic units on all college or university governing bodies.” SAC library faculty have been and are members of a wide variety of college committees such as: Academic Policy Committee, College Academic Council, Curriculum Review & Evaluation, Internationalizing the Curriculum, Promotion Appeals, Tenure Appeals, and Teaching with Technology. SAC library faculty are also very active members of the SAC Faculty Senate. Currently two SAC library faculty serve on the SAC Faculty Senate. At times SAC faculty have elected up to four SAC library faculty members to serve on the SAC Faculty Senate and there has been at least one or more SAC library faculty on the Senate since its inception.

The American Association of University Professors (AAUP), Association of American Colleges (AAC), and ACRL Joint Statement on Faculty Status of College and University Librarians (http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm) has two statements that are very important.

- “Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits.”
- “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status.”

SAC library faculty function as part of the SAC faculty, are recognized with faculty status, and perform a teaching and research role as they instruct students and advise and assist faculty in their scholarly pursuits. For example, SAC Administration requires all faculty to provide student learning outcomes and assessment of those outcomes for all classes. SAC faculty recognize that students across the disciplines must be able to find, evaluate, and use information effectively as a necessary component in achieving academic success and becoming life-long learners. Since these information literacy skills are included among the student learning outcomes that classroom faculty list
on their course syllabus, library faculty by academic necessity teach these skills and concepts through in-person and online library instruction classes which are tailored to the subjects, topics, and assignments identified by classroom instructors. SAC library faculty adhere to the ACRL Information Literacy Standards for all library instruction classes and have created a systematic approach for addressing, measuring, and reporting student learning outcomes (http://sacguide.libguides.com/assess). Library instruction classes taught by SAC library faculty are a crucial extension of the classroom environment in which library faculty teach alongside their peers in order to meet student learning outcomes, foster student academic success, and increase retention rates.

Another factor to take into consideration is academic freedom. The AAUP, AAC, and ACRL joint statement asserts, “Academic freedom…is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn.” Denying faculty status denies librarians academic freedom to serve in carrying out our roles in the classroom and in building the library’s collection of quality academic materials, both of which are closely tied to the accreditation of academic programs at SAC.

And one final and important factor to consider is the issue of parity within a two-tiered system consisting of librarians as tenured faculty versus librarians as professional staff. As evidenced above, librarians are required to hold a master’s degree from an ALA accredited institution. With that degree requirement and taking into account that there are no bachelor’s degrees in library and information science, newly hired librarians should be afforded the same rights to shared college governance as their academic peers, the same responsibilities for ensuring student success in the classroom, and the same opportunities for promotion and advancement within their careers. Without faculty status, these rights, responsibilities, and opportunities would be denied to them. This denial will create inequities in service to the college and the district and severely limit those librarians’ abilities to function as a necessary extension of the classroom in teaching alongside their peers to promote and measure student academic success.

In summary, the Alamo Colleges have long recognized the teaching function of librarians by granting them faculty status with all the rights, privileges, and responsibilities that status entails. Library faculty and classroom faculty form an instructional partnership. Library faculty are drawn in and integrated into the educational process and share in the shaping of educational policies which impact student success and retention efforts. The Alamo Colleges can be proud of the fact that they recognize librarians as faculty and should maintain this status rather than implement the procedure that all future librarians will not be hired as faculty.

For brevity, we have provided you with just some of the major reasons for maintaining faculty status for future AC librarians. We will be glad to meet and discuss with you in more detail how library faculty positively impact student success, how we are working with our peers to achieve college and district-wide educational goals, or provide you with more information and documents should you desire. Thank you very much for your attention and consideration and we hope that you and your Executive Team will reverse your decision.

San Antonio College Library Faculty
Resolution by the Northeast Lakeview College Faculty Senate

Whereas

The Alamo Colleges currently employ Faculty Librarians

And Whereas

The American Association of University Professors (AAUP) clearly states “Academic Freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students freely learn”

And Whereas

Faculty status provides the only true guarantee of academic freedom

And Whereas

The AAUP further states “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting faculty status”.

And Whereas

Faculty Librarians create a single instructional unit with classroom faculty to address, measure, and report student learning outcomes in order to meet college and district student success goals

And Whereas

The creation of “Professional Librarian” will create a lack of parity for employees with the same job qualifications and responsibilities within the Alamo Colleges

It is therefore Resolved

By the Northeast Lakeview College Faculty Senate, by majority vote, to support faculty status for all future Alamo College librarians.

Approved, this day, November 8, 2010 by the Northeast Lakeview College Faculty Senate
Resolution by the Northwest Vista College Faculty Senate

Whereas

The Alamo Colleges currently employ faculty librarians;

And Whereas

The degree requirement for a librarian is a master’s degree, which is the same degree requirement for all Alamo Colleges Arts & Sciences faculty;

And Whereas

Faculty librarians contribute to the educational mission of the college by teaching students, in the classroom and at the Reference Desk, skills that contribute to students’ success in college and life-long learning;

And Whereas

Faculty librarians contribute to the college’s quality enhancement plan by serving on various Northwest Vista College faculty and district committees;

And Whereas

Hiring staff librarians would create a lack of equality for employees with the same job qualifications and responsibilities within the Alamo Colleges;

And Whereas

Staff librarians would not be eligible for the same professional development and advancement opportunities that are available for faculty librarians;

It is therefore Resolved

By the Northwest Vista College Faculty Senate, by majority vote, to support faculty status for all Alamo College librarians.

Approved, this day, November 5, 2010 by the Northwest Vista College Faculty Senate
Resolution by the Palo Alto College Faculty Senate

Whereas
The Alamo Colleges currently employ Faculty Librarians

And Whereas
Faculty Librarians provide instruction in the classroom, at Reference Desks, and online

And Whereas
The creation of “Professional Librarian” will create a lack of parity for employees with the same job qualifications and responsibilities within the Alamo Colleges

And Whereas
The American Association of University Professors (AAUP) clearly states “Academic Freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students freely learn”

And Whereas
The AAUP further states “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized...”.

And Whereas
Faculty status is the only true guarantee of academic freedom

It is therefore Resolved
By The Faculty Senate of Palo Alto College, by unanimous vote, to oppose the creation of non-faculty Librarian positions at any location in the Alamo Colleges.

Approved this day, the tenth of November, 2010, by the Palo Alto College Faculty Senate

Belinda Roman, President
Resolution by the St. Philip’s College Faculty Senate

Whereas

The Alamo Colleges currently employ Faculty Librarians

And Whereas

The degree requirement for a librarian is a master’s degree, which is the same degree requirement for all Alamo Colleges Art & Sciences faculty

And Whereas

The American Association of University Professors (AAUP) clearly states “Academic Freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students freely learn”

And Whereas

Faculty status provides the only true guarantee of academic freedom

And Whereas

The AAUP further states “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting faculty status”.

And Whereas

Faculty Librarians create a single instructional unit with classroom faculty to address, measure, and report student learning outcomes in order to meet college and district student success goals

And Whereas

Faculty librarians contribute to the achievement of the college’s goals for student learning outcomes and student success by serving of several St. Philip’s College faculty and district committees

And Whereas

The creation of “Professional Librarian” will create a lack of parity for employees with the same job qualifications and responsibilities within the Alamo Colleges

It is therefore Resolved

By the St. Philip’s College Faculty Senate, by majority vote, to support faculty status for all future Alamo College librarians.

Approved, this day, November 23, 2010 by the St. Philip’s College Faculty Senate
Resolution by the San Antonio College Faculty Senate

Whereas

The Alamo Colleges currently employ Faculty Librarians

And Whereas

The American Association of University Professors (AAUP) clearly states “Academic Freedom...is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students freely learn”

And Whereas

Faculty status provides the only true guarantee of academic freedom

And Whereas

The AAUP further states “Where the role of college and university librarians...requires them to function essentially as part of the faculty, this functional identity should be recognized by granting faculty status”.

And Whereas

Faculty Librarians create a single instructional unit with classroom faculty to address, measure, and report student learning outcomes in order to meet college and district student success goals

And Whereas

The creation of “Professional Librarian” will create a lack of parity for employees with the same job qualifications and responsibilities within the Alamo Colleges

It is therefore Resolved

By the San Antonio College Faculty Senate, by majority vote, to support faculty status for all future Alamo College librarians.

Approved, this day, November 3, 2010 by the San Antonio College Faculty Senate