



LIBRARY DEPARTMENT MINUTES

Thursday, March 12, 2015

1:30 – 3:00 p.m.

Attendance: Hugo Aguilera, Cesar Barragan, Meghan Chen, LeAnn Garrett, Christine Gerloff, Rose Higuera, Nancy Kam, Bill Rawlings (IT), Wendy Shen, Linda Small, Barbara Soriano, Amber Sprague, and Emily Woolery.

Item	Discussion/Outcome
<p>1. Announcements/updates:</p> <ul style="list-style-type: none"> • BP 4040 Library Services – The Readers’ Privacy Act • IT updates: information monitor, wi-fi in NE corner • Any area updates 	<ul style="list-style-type: none"> • Meghan explained difference between Board Policy (BP) and Administrative Procedure (AP): BPs are the Board of Trustees’ declaration for complying with state and federal laws, and AP operationalize the BP for implementation. All library staff are reminded to follow college policies, including BP 4040 that specifically refers to the Readers Privacy Act and not to divulge student information. • Two large screen (90”) computer displays will be installed by this summer: one on the west wall opposite the circulation and the other, in the LTC foyer right above the info booth (where the holiday wreath has been hung), with the Division having local content control. The display monitors are one way to meet our division’s 2013-14 PIE goal of promoting programs and services to students, and they are funded through a Title V grant. The displays will also promote college-wide information, such as open classes, upcoming campus events, or emergency alerts. • The Wi-Fi “dead” zone at corner of 208 will be addressed this semester. • IT managers are aware of and will resolve network printer issues using QCI. Adverse consequences of not having user identifiers for print jobs include students printing other people’s print jobs, wasted paper/time/money, and the confusion takes up a lot of librarian and staff time to resolve. Meghan and LeAnn will get an update on Internet printing, which was also brought to IT managers. • Library staff reaffirmed the urgent need for more IT lab assistant similar to what other instructional labs have to show students how to use myriad tech tools. The Library evolved into a teaching/learning lab as students need to have access to all the software tools required for their learning/assignments. This need for permanent IT staff is a high priority for the library in the 2013-14 PIE, which was conveyed to IT management, and it remains urgent in this year’s PIE. • Team encouraged to use help tickets to report problems so IT can track issues and to build up our case for more IT help. • No area updates were shared.
<p>2. Annual Planning for Institutional Effectiveness (PIE) and internal plan for getting everyone’s input</p>	<ul style="list-style-type: none"> • Meghan showed the 2014-15 Unit PIE on screen, and she will show how to get there on the college home page: College homepage → Employee link (upper right corner, white font above search box) Go to “Organization” grouping of links, click on “Committees”, 4th item down. Under “Governance Committees,” click on “Institutional Effectiveness Committee” 4th link Institutional Effectiveness Committee (IEC) → IEC Integrated Planning link → Click on “PIE: Forms and Information” link → Instructional Units PIE See links on the right hand column for resources to help everyone understand the process, terminology, and even a silent video. Meghan and LeAnn plan to use Google forms to obtain everyone’s input on each section of the PIE process, e.g. internal and external conditions, accomplishments. Team will be given 2 weeks to add input; MMC and LG will synthesize the information thematically and bring a draft PIE for feedback before sending

	<p>it forward. Deadline: Unit PIE to division manager due <u>June 30, 2015</u> (see the PIE memo for due dates of the PIE process from unit to institutional levels).</p>
<p>3. Discussion: Vacant positions Library Tech I (27.5%) and Library Tech III (100% time) – what is the operational need that has not been met?</p>	<p>MMC shared library faculty and staff comments thematically (Meghan asked in an email for all to give her input and gave a week for them to come in). The major themes and Meghan's responses (<i>italicized text</i>) are below:</p> <ol style="list-style-type: none"> "The Tech I at Circulation is being worked out of class." <i>Response: the CSEA 262 contract has a process for reviewing working out-of-class situations. A handout showing duties performed by Library Tech I, II, and III was shared (attached here). Meghan pointed out that the majority of the duties are performed by all three classifications of library technicians. Bill Rawlings, in his CSEA 262 role as its chapter president, explained that the job descriptions are being reviewed in the classified positions' classification study in the next few months.</i> "A Tech III is needed at Circulation and another in Cataloging for quality control and making tough decisions. There should be a Tech III at each major area." <i>Response: there were no details on what is meant by "making tough decisions" or "quality control." The input did not specify what operational issues are not being addressed by the current staffing level. There are two Tech IIIs in the Reference/Info Desk area – why? It is possible to relocate a current Tech III to Cataloging?</i> "The catalog is a mess/the catalog integrity is jeopardized without the Tech III." <i>Response: if the catalog has been "a mess," no details were offered on how it is a mess. This was the first indication that the catalog's integrity is compromised. Meghan asks librarians and staff to inform LeAnn and her about any such problems in a timely manner so that issues may be resolved quickly. The two librarians in the meeting did not agree that the catalog is a mess.</i> "Not replacing the vacancy means all the work is spread to the remaining staff; staff morale is very low." <i>Response: as the library receives one-time funds for materials such as the \$120,000 lottery funds this year, YBP and shelf-ready books are being used to not add to the work load. Another reason to use YBP and shelf-ready books is to respond to reporting/accountability mandates by bringing books to the shelves within 30-45 days so faculty can plan ahead into their syllabus. The library technicians' input is the minimum weekly output for processing books is 1-2 carts per week per technician. We currently have 2 technicians doing that work. If the library bought 2,000 books a year, based on that metric, it would take one year for all of the books to reach the shelves.</i> "A Tech III is needed so that the lower level techs have a position to aspire to, like a career ladder; it would be better for morale." <i>Response: Library Tech I was a legacy of AB 500 when long-time hourly employees had to have their temporary jobs converted to permanent jobs (no funds at the time to consider full-time permanent jobs with benefits), not because there was an operational need to create that classification. Theoretically, there were two levels of technicians. If Tech I should have Tech II and Tech III positions to aspire to, what happens to the Tech III since there's no higher technician class above that? There are jobs with higher levels of responsibility – e.g., a librarian, a dean – that require higher levels of education.</i> "The Library has lost too many positions; we have a "bare bones" staffing level to serve too many students, and there is too much work." <i>Response: the library has had "too many" students in the library for years; the only solution is a brand new building that is commensurate with the size of the college. On the question of "losing too many positions," Meghan reminded the team that permanent part-time positions were made 100%, e.g., Account Clerk II, Library Technician I at Circulation, and Teaching/Learning Technology Specialist (Online Learning Support Center). The only lost positions</i>

	<p><i>were the eliminated permanent part-time Library Technician positions during the budget austerity years. The library also lost \$12,000 for hourly librarians in that period.</i></p> <p>Overall, the input overwhelming did not effectively answer the question about operational issues not being addressed due to the vacant positions.</p> <p>To ensure everyone is keeping current with the latest cataloging language change, the need for RDA training is urgent. LeAnn said the training is free through OCLC, and more information on a training plan will be developed very shortly, with input and consideration of operational deadlines.</p> <p>Meghan will send out minutes and ask for additional comments (can be anonymous) in a one-week period, due 3/23/15. Meghan wants to hear feedback from comment submitters if they DON'T want their raw data to be shared; since nearly 100% of the input submitted were done anonymously, Meghan will only be counting how many instances of "please don't share my comments" she gets by Monday, 3/23/2015. The purpose is for transparency, but there is no compelling need to share raw data, if doing so makes respondents feel uncomfortable (they wrote only to Meghan, likely not anticipating a potentially broader audience).</p>
<p>4. Other Question - "Ask the Dean" (anonymous questions to the dean submitted on an index card before or during the meeting)</p>	<p>Can student workers be used to check in/out books at circulation? Many college libraries use student workers. Bill Rawlings mentioned that student workers should not check out books. (Note: Bill later clarified that work study students may do that work, but not hourly temporary workers because the work is being performed by library technicians.)</p>