Carleton College

POSITION SPECIFICATION

COLLEGE LIBRARIAN

2011-2012

CARLETON COLLEGE: AN OVERVIEW

Founded as a preparatory school in 1866 and reorganized as a college four years later, Carleton College is one of the premier residential liberal arts colleges in the United States, set apart by a steady resolve to provide an undergraduate liberal arts education of the highest quality. The College teaches students to read perceptively, to write and to speak clearly, and to think analytically, while striving to instill in them a sense of curiosity and intellectual adventure, an awareness of method and purpose in a variety of fields, and a commitment to quality and integrity. At Carleton, students share a passion for intellectual inquiry and an eagerness to experience the joy of learning. Faculty members respond with a primary attention to teaching, but with a clear understanding that active engagement in their own academic field is essential to nurturing their intellectual vitality and their abilities to inspire high quality students. At Carleton, students and faculty members work together in a process of discovery, creating an environment of intellectual collaboration and individual growth.

Carleton’s success can be seen in many ways:

- According to the most recent data available (2006), Carleton ranks third among all liberal arts colleges—and fifth among all institutions—in the proportion of graduates who earned doctorates in all fields over the preceding 40 years. The College ranks first overall among liberal arts colleges for graduates receiving PhDs in the physical sciences and geosciences, third in life sciences and business and management, and fourth in social sciences. In recent years, about 79 percent of all Carleton graduates pursued an advanced degree, most within five years of graduation.

- From 2000 to 2009, Carleton graduates won 43 Fulbright, 12 Watson, 39 NSF, 9 Kresge Science, 9 NCAA Postgraduate, 1 Rhodes, and 1 Howard Hughes Medical Institute fellowships.

- Carleton had 772 National Merit Scholars in the entering classes from 2000 to 2008, the highest total for any liberal arts college.

However impressive these considerable achievements may be, Carleton’s ethos continues to reflect a refreshing lack of pretense, as the campus community focuses on the daily endeavor of developing young minds. The institution prides itself on its whimsical, sense of humor while at the same time upholding the highest standards of intellectual ambition and achievement. This
article from *The Chronicle of Higher Education*, which highlights newly appointed President Steve Poskanzer’s interactions with students around a much-beloved Carleton tradition, is indicative of this ethos: [http://chronicle.com/article/New-President-Gamely/125553/](http://chronicle.com/article/New-President-Gamely/125553/).

**Campus Environment**

Total enrollment at Carleton is slightly more than 1,900 students. Of the 528 students in last year’s entering class, nine percent are first-generation college students, 22 percent are African American, Asian American, Hispanic/Latino/Chicano, or Native American, and nine percent are from countries outside the United States. Students come to Carleton this year from 44 states, the District of Columbia, and 17 countries. Seventy-eight percent of those who were ranked graduated in the top tenth of their high school class. Carleton students are high achieving, diverse, talented, creative, open-minded, idealistic, and loathe to be typecast. They tend to compete against their own high standards rather than against one another.

A close-knit educational environment supports the bond between faculty members and students. Carleton’s faculty members are uncommonly devoted to their teaching and mentoring relationships with students, and student input for formal faculty reviews is given serious weight. Faculty members also are accomplished scholars, researchers, and practitioners in their respective fields, gaining widespread national and international recognition for their scholarly work. With 217 full-time faculty members and 21 part-time, the student-to-faculty ratio is 9:1, and the average class size is 17 (35 percent of classes have 13 or fewer students). Each year students can choose from 1,000 courses in 39 majors and 16 concentrations and interdisciplinary programs. Students also benefit from significant off-campus learning opportunities, including approximately 20 Carleton-sponsored programs. Of recent graduates, 68 percent report an off-campus experience for credit at least once during their undergraduate years—the highest rate of participation in term-length programs among all institutions.

Carleton is located just 40 miles south of the Twin Cities of Minneapolis and St. Paul, in Northfield, a charming town (pop. 17,000) that is home to two excellent liberal arts residential colleges (Carleton and St. Olaf College). Carleton’s stunning 1,040-acre residential campus includes an 880-acre arboretum, two lakes, and 45 campus buildings, many of which reflect Carleton’s rich historic heritage. The College is committed to environmentally conscious initiatives and has been recognized by the Sustainable Endowments Institute as a leader in overall college sustainability. Last fall Carleton completed construction of two new LEED gold residence halls, housing 230 students. Notable is the sustainability of these new halls, designed to provide student-supported environmental friendliness in the interest of reducing the carbon footprint of the Carleton campus. Carleton’s 1.65 megawatt wind turbine began operating in fall 2004, the first utility-grade wind turbine in the country to be owned by a college. This fall Carleton will complete construction of a second, utility-grade wind turbine that will provide power directly to the College’s electrical grid, reducing Carleton’s annual consumption of purchased electricity by 30-40 percent.
In 2008, the College was recognized by *Forbes* magazine as one of the 10 greenest colleges and universities in the country.

Carleton is distinguished from other high quality liberal arts colleges by a unique ethos of mutual respect among administrators, faculty and staff members, and students, based on a common agreement about the College’s mission. The Carleton community has a strong tradition of shared governance, with students and faculty and staff members serving with administrators on most committees. This fosters a sense of mutual responsibility for the life of the College. The traditionally high level of transparency of decision-making is highly valued on campus. The College also has worked to foster cordial relations with the neighborhood and the city; students and staff members participate in a number of volunteer activities in town, and the current academic civic engagement initiative has fostered more service learning opportunities in the larger community.

**Recent Initiatives**

Academic discovery lies at the heart of the Carleton experience. Questions and curiosity drive learning at Carleton, and immersion in a rigorous liberal arts curriculum provides students with a broad understanding of the world, while their knowledge of a particular discipline is deepened through independent research, collaboration with faculty members, off-campus study, and a senior integrative exercise in the major. Within the context of this program, several recent developments define Carleton’s efforts at ongoing qualitative improvement:

- **Reducing the teaching load:** With the addition of 15 new faculty positions, even in the face of challenging economic times, Carleton is intentionally reducing the overall teaching load from six to five courses per year to support even deeper student-faculty interactions.

- **Strengthening the arts:** Carleton has just opened the Weitz Center for Creativity. While the building houses the departments of Theater & Dance and Cinema & Media Studies along with theater, dance, and cinema performance spaces, the Center’s design and programming break down traditional silos. For instance, six faculty from other departments occupy inaugural “Weitz Center Residencies” and will spend three years studying how creative and visual content complement the teaching in their fields. Similarly, the Center houses the new IdeaLab, a cooperative project involving librarian, information technologists, and academic support center staff who will support the increasing number of visual and creative assignment through the curriculum.

- **New majors:** Environmental studies and cinema and media studies are now majors.

- **Enhancing the curriculum:** Carleton has recently completed the successful redesign of its curriculum and graduation requirements, effective for the Class of 2014. Graduation requirements include expanded student experiences in argument and inquiry, writing, quantitative reasoning, and global understanding.
• **Globalization:** The historic international emphasis in Carleton’s program has been enhanced by increased numbers of both international faculty members (22 added in the last 10 years) and international student enrollment (from 33 to 142 in the last 10 years).

• **Visualizing the Liberal Arts:** With Mellon Foundation support, Carleton’s staff and faculty members are working across disciplines in the refinement of visual approaches to teaching and learning, addressing the challenges experienced in the creation and use of images, media, maps, and other visual models. The new Weitz Center will support multiple student and classroom projects and allow faculty members to teach with words, images, sounds, and narrative in a variety of media.

• **Quantitative Inquiry, Reasoning, and Knowledge:** Supported by grants from the Fund for the improvement of Post-Secondary Education, the National Science Foundation, and the W. M. Keck Foundation, the QuIRK initiative seeks to improve students’ abilities to understand, analyze, and communicate arguments involving quantitative evidence. With extensive support from library staff, QuIRK faculty have revised courses in all four divisions.

**Other Campus Resources**

Carleton follows a trimester calendar in which students normally take three six-credit courses in each of three 10-week terms. Students also are actively engaged in a wide range of extracurricular activities through more than 100 student organizations. Nearly 90 percent of students are involved in club, intramural, or varsity sports. Students participate in eight intramural and 19 club sports, and an NCAA Division III athletic program with 10 sports for men and 11 for women. The College is perhaps best known for its Ultimate Frisbee teams which won the women’s D-III and men’s all-division championships in 2011.

Additional information about Carleton College may be found at [www.carleton.edu](http://www.carleton.edu).
CARLETON COLLEGE’S LAURENCE MCKINLEY GOULD LIBRARY

The Laurence McKinley Gould Library has one of the best liberal arts college collections in the nation, with more than 555,500 books, more than 800 current journal subscriptions, 13,700 rare books, more than 340,000 government documents, and 11,200 media, as well as digital access to the contents of more than 34,000 electronic journals, 485,000 e-books, 7500 streamed audio and video titles, and hundreds of bibliographic and primary source databases. These collections are augmented by access to an additional 822,000 items in the St. Olaf College Libraries.

Recently recognized with the Association of College and Research Libraries’ 2008 Excellence in Academic Libraries Award, the Gould Library has earned a national reputation for fulfilling its mission as a liberal arts teaching library in support of the College’s aspiration to prepare students to lead meaningful lives of learning.

A Brief History of the Library at Carleton College

The library has had several previous locations on campus. In the 1870’s, the library was located in Willis and Williams Halls until being permanently located in Scoville Hall from 1896 to 1956. From photographs, Scoville was classical in nature with columns, busts and portraits of people important to Carleton’s history.

In 1956, a new library was built on the north rim of the campus. The new library was sleek and modern. The building took advantage of the beautiful north view towards the Arb by lining the entire north side of the building with windows. The design embraced the premise of modern architecture – bringing the outside in. Photos from this era reflect a modern aesthetic with sleek, low furnishings, colored panels dividing different areas of the reference room, and the still-existing luminous ceiling of concealed light. Interestingly, very little of the previous library was carried over into the 1956 building (aside from the books which were handed down a line of volunteer students from the old library to the new). It appears that the new library stood in direct contrast with the old.
In 1979 a new College Librarian, John Metz, was appointed. Having successfully completed a building project at the University of Wisconsin Green Bay, Metz was hired to plan an addition to the current building.

Programmatically, it was important to the College in the 1984 plan to give the library a greater profile. This was accomplished by a front addition that brings the entrance of the building into alignment with two major campus buildings on either side. An additional story was added on the front to give the building a “height” that was comparable to the campus buildings on either side.

From the early stages of planning, it was clear that the building committee and the chief officers of Carleton, including the president, were interested in expanding the role of this new building from that of a repository for books and spaces for study, to include a visual dimension by designing spaces appropriate for works of art.

The building committee insisted on lofty two story spaces in the front lobby by the circulation desk. At either end of this space, are large walls suited for large works of art. Throughout the library spaces were designed to showcase treasures from the college art collection as well as student/faculty exhibits, and traveling exhibitions.

Metz retired as College Librarian in December, 1997. In August, 1998, Sam Demas succeeded him as College Librarian, and remained in this position until July 31, 2011.

During Demas’ tenure, areas of the building were updated. Demas created the Athenaeum, a reading room which hosts literary readings, learning and teaching session panels, faculty talks, and many other scholarly events. The reference area was completely remodeled in the mid-2000’s with state-of-the-art furnishings for collaboration. In 2010, the East Wing was remodeled with furnishings that provided more ways for students to collaborate, including flat screen monitors with computer hookups for working on documents together.

One of the major structural changes initiated during Demas’ tenure was the creation of the Bridge—a joint catalog and consortium with neighboring St. Olaf College. Launched in 2004, the Bridge built on a decade of cooperation in which the two campus communities were able to check out materials from each others’ libraries. The level of cooperation was taken to an even deeper level when, in 2005, the Bridge was awarded a grant by the Mellon Foundation to formulate a collection development policy where the Carleton and St. Olaf library collections are “two collections that function as one.”

In the last five years, the two organizations have continued to look for ways to strengthen the consortium to mutual benefit. Bridge activities for 2011-12 include making changes or customizations to VuFind and the Bridge portal that were implemented during the summer, 2011; evaluating and selecting a web-scale discovery tool; and forming a new Bridge
governance structure charged with developing new and creative projects and continuing to explore ways to cooperate and collaborate with each other.

Compact shelving has been installed in almost every location on a ground floor area to maximize stack space. After the addition in 1984, the library’s gross area was 111,220 square feet. Seventy-nine percent of the gross area was deemed assignable at 87,815 square feet, which does not include walls, lobby, hallways, etc.

The library is core to the student experience on campus, given its definition as a small residential college. The daily gate counts show that between 700-1000 people enter the library daily. Carleton students have an ethos of “studying at the libe.” On any given night, the library is usually a busy destination. In short, the space has animated the vision articulated by President Gould that “more than any other building [the library] should be the heart of an institution like this.”

Gould Library: Mission, Vision, and Strategic Plan
The following three sections are excerpts of the Gould Library’s Mission, Vision, and most recent Strategic Plan. All three documents can be found in their entirety at http://apps.carleton.edu/campus/library/about/mission/

Mission (Adopted 2001)
The Gould Library serves Carleton by collecting, preserving, and building connections to the record of human knowledge. By creating a setting conducive to learning, discovery, and cultural excitement, we help faculty, students and staff meet academic and personal goals that extend knowledge and promote achievement in the individual and in the community.

Vision (Adopted 2006)
Over the next 10 years, the library will:
• **Collaborate** with other campus academic service units to coordinate our collective support of learning, teaching and research at Carleton.

• **Develop** relationships with other departments, libraries and cultural institutions that aid us in providing cost-effective access to a broader range of information resources and developing innovative services.

• **Partner** with faculty to integrate information literacy and research skills more fully in the curriculum and support student and faculty scholarship.

• **Transform** into an organization encompassing the full range of information resources and services needed to support learning and teaching. We will continue to expand our expertise in the management of text, visual and sound resources, data and other genres as needed.

• **Experiment** with new service models in response to changes in scholarly communication and faculty and student needs. We will adapt our services to meet new user needs, take advantage of emerging technologies, support changes in pedagogy, and contain costs.

• **Advise** the campus community on information-related issues. We will contribute our expertise on topics such as interface design, intellectual property, research skills, and the evaluation, acquisition, organization, production, and archiving of information.

• **Support** a college-wide effort to create an institutional repository to archive and disseminate the college’s unique digital assets. We will provide leadership to ensure perpetual access to the college’s unique scholarly output and other digital assets related to academic and cultural programs documenting the intellectual history of the college.

• **Unify** disparate information resources into a single system with an intuitive search interface. We will implement a system that allows users to search for books, journal articles, images, archives, data, and other resources from a single search page.

• **Expand** the library building to connect with the CMC, creating spaces for quiet reading and research, group work, technology-rich classrooms, and new services. We will work closely with faculty, staff and students to design spaces where learning and teaching takes place across disciplinary boundaries and the organizational structure of the college.

• **Create** a dynamic learning environment offering students an easy to navigate configuration of resources, services and tools in a single location. We will explore creating a joint service program among academic service units in the expanded library.

• **Enhance** intellectual life on campus through a lively program of interdisciplinary discourse that celebrates books and ideas, nourishes intellectual curiosity, and provokes a sense of wonder in the liberal arts. We will focus our programs of art, cultural events, and exhibits to contribute to learning and teaching in specific courses, to the visual literacy and aesthetic development of students, and to fostering a “consciously creative community.”
Strategic Plan: 2009-2012
To advance the mission and vision of the library and the College, the library’s strategic plan sets forth key strategic priorities.

Highlights of the strategic plan:

- Creatively engaging with the development of a campus model for coordinated curricular support.
- Participating in the implementation of the new graduation requirements and support of new and ongoing curricular initiatives.
- Managing of the growth of electronic resources, including paid and free web resources, media resources, data, images, sound, and other emerging information genres.
- Optimizing the use of space in the library, particularly in response to changing student use patterns (e.g. uses of technology and collaborative work and accommodating collection growth).
- Increasing our capacity to develop unique and Carleton-specific digital collections.
- Merging the archives and library and strengthening Carleton’s capacity to properly steward its print and digital records.

Public Service Statistics, 2010-11
The below statistics are a snapshot of some of the quantifiable ways students, faculty, and staff use the Gould Library. These statistics from 2010-11 reflect circulation activity, the annual gate count total, borrowing and lending through interlibrary loan, questions and classes handled by the Reference and Instruction librarians, use of special collections, Athenaeum events (public lectures and cultural events held in the library Athenaeum), and exhibits curated by the Curator of Library Art and Exhibitions.
These activities reflect the richness of what the Library offers by answering patron questions, instructing students in the use of library resources, providing needed resources through the Carleton and St. Olaf collections and interlibrary loan, and showcasing library treasures.

**Circulation**
Total items checked out: 75,628
Areas with greatest number of checkouts:
  - Total books: 45,664
  - Total periodicals: 1,685
  - Total reserves (paper, media): 10,183
  - Total media: 12,618
  - Total special collections: 3,504
Total number of items borrowed from St. Olaf: 7,085
Total number of items checked out to St. Olaf: 10,585
Total hits for e-reserve documents: 94,957
Total patron count: 336,932

**Interlibrary Loan**
Borrowing – total loans: 5,415
Borrowing – total articles: 6,914
Lending – total loans: 1,326
Lending – total articles: 345

**Reference**
Reference/IT Desk questions: 2,200
Individual appointments with Reference Librarians: 1,080
Number of classes taught by Reference Librarians: 166 classes

**Special Collections**
Number of classes or groups using Special Collections: 117
Total number of visits by individuals to Special Collections: 125
Total number of students in classes: 1,346

**Athenaeum**
Number of events: 109
Average attendance: 35
Total attendees: 4,200

**Exhibitions**
Total number of exhibits: 18
Technology
Providing technological resources and support for Carleton faculty, staff, and students is a high priority for the library. The library maintains a very close working relationship with Information Technology Services (ITS) to provide both hardware and software support and knowledge. The library Research/IT desk is staffed with a reference and instruction librarian and an ITS student worker so both research and technology support is available in the library. The Reference and Instruction team is well versed in technology currently used in the library as well as emerging technologies. The library has specialized equipment for working with digital images and for large scale scanning projects. Areas of growth include finding a balance between electronic and physical resources and integrating resources in our online catalog (media repository, archives, etc.).

Library and Archives Staff Profile
Currently, there are 23 women and nine men on staff. The average number of years working at the Gould Library is 13 and the average age is 52.

To glean a bit more about the people behind the books, enjoy the following light-hearted Q&A: http://www.carleton.edu/departments/LIBR/Library_Archives_Staff_Fun_Facts.pdf.

The College Librarian
The College Librarian reports to the Dean of the College, and works closely with faculty, Information Technology Services, and other academic support departments to develop information policies, resources, and services in support of the mission of the College.

Working with multiple constituencies, the College Librarian identifies the information needs of the campus, provides leadership in stimulating program development to meet those needs, articulates the needs and services of the library, and advocates for the library’s efforts to serve the community.

Valuable relationships exist with the Minnesota Oberlin Group Libraries, the national Oberlin Group Libraries, and other libraries in the state. Notably, the College Librarian co-leads the Bridge Consortium, which serves as an integrated library system and cooperates to achieve two collections that operate as one with nearby St. Olaf College (http://www.stolaf.edu/library/index.cfm).
Finances
The College Librarian will manage an estimated budget for the Gould Library of roughly $4.6 million: $2.2 million in acquisitions, $2 million in staff salaries, $200,000 in library operations, and $195,000 in student work. The following graphs illustrate acquisitions expenditures by content and medium, 2001-2011.
Responsibilities
Specifically, responsibilities for the College Librarian include, but are not limited, to:

- Managing a staff (27 FTE) and programs of the College library with and through a variety of management and consultative groups (e.g., the Library Planning and Coordinating Group, the Bridge Leadership Group, Department Heads);
- Coordinating the work of the library management team (Department Heads and Library Leadership Group) and contributing to goal setting, developing new services, and evaluating library programs;
- Providing leadership in library-wide planning, goal setting, and development of policies, new services, and initiatives;
- Advocating and providing resources and leadership for the continual professional development of the library staff and for continual organizational growth and development;
- Supervising Department Heads, the College Archivist, the Curator of Library Art and Exhibitions, and Administrative Assistants, including ongoing communication, performance appraisal, and individual goal-setting.
- Establishing performance measures, evaluating staff, and providing annual performance appraisals for staff;
- Commissioning staff investigations and feasibility studies for contemplated projects or changes;
- Managing the library budget and keeping the college informed about anticipated budgetary needs;
- Working closely with the Library Committee and other campus governance entities to represent the library;
- Working closely with the library staff, monitoring and evaluating trends and developments relevant to academic libraries, particularly in the areas of scholarly communication, networked information, library systems, assessment, information literacy, and digital collections;
- Serving as co-leader, with the St. Olaf College Librarian, of the Bridge Consortium, for consortium decision-making, planning, and implementing programs that support operating two collections as one, and sharing resources and services to the extent practicable and cost-effective;
- Participating in college and collaborative committees, events, etc.; and,
- Representing the library in regional and national professional activities.

Qualifications
The next College Librarian will be expected to possess:

- An understanding of the mission, values, goals and pedagogical approaches employed in liberal arts colleges;
- The ability to provide leadership within the library and in the College, to coach others, and to foster individual and departmental development;
• A deep understanding of current issues and trends in scholarly communication and academic library management and operations;
• The ability to view issues from a college-wide perspective, foster teamwork across college departments and divisions, and stimulate cross-functional collaboration within the library;
• Outstanding organizational and project management skills, and the ability to deal with complex problems in a changing environment;
• Strong interpersonal skills including excellent oral and written communication skills and the ability to communicate effectively with other library staff members, as well as with students, faculty and college staff; and,
• A demonstrated ability and desire to contribute to the profession nationally.

Minimum additional qualifications include an ALA-accredited master's degree in library or information science, a minimum of ten years of relevant and progressively responsible experience in library administration, and demonstrated effective leadership and management experience in high-level positions in an academic library setting.
**ADDITIONAL LINKS OF INTEREST**

**Library Organizational Chart**
http://apps.carleton.edu/campus/doc/organizational_chart/

**Library Maps**
http://apps.carleton.edu/campus/library/about/maps/

**Library Staff Presentations and Publications**
https://apps.carleton.edu/campus/library/about/presentations_and_publications/

**Library Programs/Events**
Athenaeum: http://apps.carleton.edu/campus/library/about/athenaeum/
Library Exhibits: http://apps.carleton.edu/campus/library/now/exhibits/

**Fun Links Demonstrating the “Personality” of the Gould Library**
Silent Dance Party (started by a student several years ago):
http://www.youtube.com/watch?v=Qa1bU5Pn6Zo

Love, Live, Libe (Carleton students profess their love for the library):
https://apps.carleton.edu/campus/library/about/orientation/?item_id=234868

Librarian Trading Cards (The Gould was the first library to use trading cards; many others have since followed their lead): http://apps.carleton.edu/campus/library/help/help/liaisons/cards/

Facebook: http://www.facebook.com/#!/GouldLibrary

**CONTACT**
The position is a 12-month appointment with an anticipated starting date of July 1, 2012. For best consideration, please send all nominations and applications electronically by November 1, 2011 to: carleton@storbeckpimentel.com

Carleton College is committed to attracting and retaining a diverse group of faculty and staff and offers a comprehensive benefits package. Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability, or age in providing employment or access to its educational facilities and activities.