Programmatic Achievements

1. Key Initiatives and Noteworthy Outcomes

a. Student Engagement and Success

Library Instruction


The 2012-2017 Strategic Plan calls on OSUL&P to develop new curricular offerings that expand our curricular impact (Goal 2.1). In response to this, a small group of library faculty, chaired by a TED librarian and including an additional representative from the department have been working to develop significant pieces of this curriculum. Key accomplishments include:

- Defining the content scope of the curriculum.
- Defining programmatic learning outcomes.
- Developing a workflow for the development and continued review of credit courses.

- Alliance MOOC project (November 2013- present).

Two members of the Teaching and Engagement department initiated and led this project, examining the potential of Massively Open Online Courses (MOOCs) to deliver research instruction. Working with a project team made up of librarians at academic libraries around the Pacific Northwest, this team developed a proof of concept to show that MOOC platforms can be used by academic librarians to:

- Provide course-length learning opportunities for self-directed learners anywhere, anytime.
- Provide a set of open educational resources for librarians and faculty on any campus to use.
- Collaboratively develop high-quality learning resources, instead of reinventing the wheel on every campus.

- LibGuides migration (Summer 2013)

TED librarians chaired a multi-departmental group charged with migrating library course and subject guides from Library a la Carte to LibGuides. This group planned the migration, provided technical support and expertise, developed workflows, conducted staff trainings and provided ongoing administrative support. The migration was successful:

- There are currently 533 guides on the library website with 182,675 views.
- The project team developed a set of best practices for multiple uses, including course guides, subject guides and tutorials.
- They are used for research instruction and to share information about library services. Top guides as of July 2014 are:
  - 3D printing at the Valley Library: 12,649 views.
  - WR 121 Course Guide: 11,962 views.
  - Academic Integrity for OSU Students: 6,342 views.

- Course-integrated instruction:

  - Statistics (July 2013 – June 2014)
    - 227 sessions.
    - 4,761 students.
  - Curriculum development, assignment design, and special projects.
    - Margaret graded MIME 497/498 Senior Design Reports
    - Anne-Marie Deitering and Hannah Rempel made significant ongoing revisions to the WR 121 curriculum:
      - Developed a curiosity-based segment to provide support to students during topic selection.
      - Developed a model that will allow us to continue providing instruction and an information literacy component to every WR 121 section, without delivering mandatory face to face sections.
      - Hannah Gascho Rempel graded research assignments in BRR 100 and BRR 450.
      - TED librarians co-taught scaffolded learning sessions in multiple courses, including MB 511, and CSSA Transitions.
      - Uta Hussong-Christian developed a strategy for providing scaffolded instruction for Public Health students in H225 and H476. This expanded on instruction that has been provided in H476 for several terms. In 2013-2014, students in H225, a Bacc Core course that is also required for all students in both Public Health majors received instruction and worked on an assignment that introduced some of the basic skills that would then be reinforced in H476. Uta Hussong-Christian collaboratively developed the assignments in both classes, and also graded assignments.
  - Workshops
Graduate Student Workshop Series.
- 942 students.
- New workshops delivered: Qualtrics
- The Graduate Student coordinator piloted a new format to provide workshops for new graduate students: one full day during summer orientation. It was very successful, with 436 total attendees.

Library Learning Spaces
- Classroom renovation project. The TED classroom committee is participating in a significant technology upgrade of the Valley Library Autzen Classroom, the library’s most significant teaching space.
- Makerspaces Exploration Group. Led by a librarian with a joint appointment in TED and ETS, this group’s initial activities were funded by the McEdward Endowment for Undergraduate Learning Initiatives. Significant accomplishments included:
  - Group members attended several maker events and toured maker spaces around Oregon.
  - A 3-D printer was purchased for the Valley Library. The group developed policies and marketing materials for a soft launch in Spring 2014.
  - The group identified individuals and groups working on maker projects around campus and brought these people together into collaborative conversations. One result of those conversations was A Community of Makers. This event was headlined by OSU alumnus Travis Good, contributing editor of Make Magazine and also included a Micro Maker Faire, which featured projects happening across OSU, and in the surrounding community.
  - Supported a Mechanical, Industrial and Manufacturing Engineering Senior Design Project that resulted in a mobile outreach cart suitable for bringing 3-D printing and other learning activities outside the library.

Advising and mentoring:
- Laurie Bridges is a faculty advisor and Major Professor for the College of Education. In 2013-2014, she served as the Major Professor for two portfolio students and chaired one thesis committee. In addition, she is serving on a committee for a second thesis student.
- Margaret Mellinger served as the faculty mentor/client for a group of College of Engineering (MIME) Senior Design students. These students designed and built the library outreach cart.
- Margaret Mellinger served as the faculty advisor for the student awarded one of OSUL&P’s paid internships: the Ellie’s Log intern.
- Stefanie Buck presented her research about Ecampus students’ study habits at the Ecampus Faculty Forum in April 2014, and also moderated a discussion board for Ecampus faculty in Online Teaching Success for Ecampus Instructors.

Information Desk, Learning Commons and Reference Services
- Statistics
  - Consultations (July 2013-June 2014). TED librarians provided 227 consultations with faculty, students and community members; 120 hours.
  - Information Desk services (July 2013 – June 2014)

- Projects. Library Space Utilization Committee. Two TED librarians served on a small committee charged with gathering student feedback about potential changes to the Learning Commons space. In addition, this group gathered data about current use of library spaces around the building.

Engagement Projects
- U-Engage.
  - TED librarians offered 2 courses in Fall 2014:
    - Margaret Mellinger taught Finding Bigfoot. This course used the Bigfoot myth to explore how people find, use, evaluate and communicate with information. In Fall 2014, students developed a library display to showcase their work.
    - Hannah Gascho Rempel and Uta Hussong-Christian taught The Critical Edge to Success: Learning to Think Like a Scholar. This course targeted students who want to participate in undergraduate research at OSU, giving them a head start on finding a mentor and jumping into scholarly research.
  - Anne-Marie Deitering served on the U-Engage Steering committee. This group developed a set of new inquiry-based learning
outcomes for the course. In addition, they reviewed faculty applications and selected courses to be delivered in Fall 2014.

- Anne-Marie Deitering and Hannah Gascho Rempel presented their research on curiosity and its relationship to inquiry and first-year student research projects as the kickoff for U-Engage faculty training sessions.

- Library Ambassadors. A TED librarian sitting on the UCSEE worked with colleagues from the Academic Success Center and Housing and Dining to integrate information literacy, research instruction and the Valley Library into the Academic Learning Assistants program to be launched in Fall 2014 in all OSU residence halls.

- TED librarians delivered two workshops as part of the CONNECT New Student Scholar Symposium:
  - Mobile Strategies for Student Success;
  - and The Valley Library: Your Home at the Heart of Campus
b. Research and its impact

Projects

**Photo-Elicitation Study of Ecampus Students’ Study Habits.**
- Stefanie Buck is working on this qualitative study, using photo-elicitation to build our understanding of the environment in which distance education students study and access university resources.
- Data has been gathered and initial analysis is complete. Preliminary findings have been presented to faculty groups at OSU and at professional conferences.

**The Impact of Curiosity Rating and Type on Student and Instructor Engagement with Research-Based Assignments**
- Anne-Marie Deitering and Hannah Rempel are working on this qualitative, exploratory study of first-year composition students. They are analyzing data gathered from interviews and student course work to examine how curiosity affects undergraduate research processes, and how classroom activities and assignments spark and stifle student creativity.
- Data has been gathered and initial analysis is underway. Preliminary findings have been presented to faculty groups at OSU and at professional conferences.

**Whiteboard study**
- Uta Hussong-Christian and Rick Stoddart photographed whiteboards in the learning commons on a regular schedule, and then analyzed the contents to.
- Data has been gathered and initial analysis is underway. Preliminary findings have been presented at professional conferences.

**Mobile Site Usability**
- Laurie Bridges and Hannah Gascho Rempel analyzed usage statistics on the OSU L&P Mobile Site.
- Data has been gathered and analysis is complete. Results have been published and presented at professional conferences.

**Bibliographic Adoption and Management**
- Hannah Gascho Rempel and Margaret Mellinger completed this qualitative study examining graduate students’ use and adoption of bibliographic management tools like Zotero and Endnote.
• Data has been gathered, analysis is complete and an article draft is currently under review.

Grants

• Stefanie Buck. Photo-Elicitation Study of Ecampus Students’ Study Habits. $1,500 awarded by OSU Ecampus. August 2013.
• Anne-Marie Deitering & Hannah Gascho Rempel. Alliance MOOC Exploratory Project.
  • $2,500 Professional Development Grant. Awarded by the Orbis Cascade Alliance Executive Board. November 2013.
  • $2,200 Faculty Development Fund. Awarded by the OSU Center for Teaching and Learning. December 2013.
• Anne-Marie Deitering. Curiosity and the First-Year Experience. $1,600 awarded by ACRL to support attendance at the 2014 FYE Conference.

Appointments

Hannah Gascho Rempel was named Editor of The Journal of Web Librarianship.

Professional Publications

http://commons.pacificu.edu/cgi/viewcontent.cgi?article=1014&context=olaq (editorial review)


Academic Publications


Conference Presentations


Posters

Buck, Stefanie (2014). *In Their Own Voices: The Study Habits of Distance Education Students.* Posters presented at:

- April 17-18, 2014. Oregon Library Association Annual Conference, (Salem, OR)

**c. Outreach and engagement, including international-level activities**

**Student Outreach**

- TED librarians and staff participated in several outreach events around campus in 2014. These included:
  - RA Information Fair
  - Graduate Student Resource Fair
  - Graduate Teaching Assistant Resource Fair
  - UHDS Move-in
  - OSU CONNECT
  - International Student Information Fair
  - Academic Success Center Open House
  - Beaver Fair
  - Mi Familia
  - New Student Picnic

- Responding to information that OSU international students find it challenging to meet and interact with non-international students, Laurie Bridges partnered with INTO-OSU to offer two “speed friending” events in the Valley Library. In these events, international and domestic students participated in a structured meet-and-greet activity, and then they stayed in the library to participate in small group discussions and eat pizza. The program was first offered in Winter 2014, and repeated in Spring 2014. Both iterations were very successful.

**Faculty outreach**

- New Faculty Orientation was held in January 2014. Approximately 30 new faculty attended. This event was coordinated by a cross-departmental team of librarians, including representatives from CRSD and SCARC in addition to the two TED librarians.
- Laurie Bridges played a leadership role in OSU’s Intercultural Initiative. She chaired a committee tasked with developing resources for OSU faculty to help them better address the unique needs of international students. This committee’s work resulted in *OSU International Students: A Guide for Faculty*, a brochure that was sent to 4,600 OSU faculty and staff.

**K-12 outreach**

- TED Librarians provided a variety of orientation activities and instruction for K-12 students. These included: Engineering courses from Crescent Valley High School; Wilson Elementary School student tours, AP courses from Corvallis High School, Crescent Valley High School, West Albany High School and East Linn Christian High School.
Community outreach

- Margaret Mellinger was the driving force behind the A Community of Makers event, which included a Micro Maker Faire that brought together maker groups from around campus and around the community. In addition, TED librarians and staff represented the Libraries at the maker faire, showcasing our 3-D printing and the outreach cart.

d. Community and diversity

- We successfully hired Kelly McElroy as the Student Engagement and Community Outreach Librarian. This position is relatively unique in academic libraries. The SECO librarian is charged with developing innovative services and learning experiences for students from traditionally underserved populations.
- Uta Hussong-Christian and Amanda Whitmire conducted a series of workshops for the Advocates for Women in Science, Engineering and Math (AWSEM) program, focused on bringing STEM learning to middle school girls. Amanda and Uta offered workshops on information evaluation and visualization.
- Valery King delivered an outreach workshop for the Women Returning to Higher Education (WORTH) program, in partnership with the Women’s Center.

2. Brief assessment: what worked, areas that need improvement, major barriers

The primary barrier TED faced in 2013-2014 was the empty SECO position, combined with the time and energy it took to run two separate searches. While that was a point of stress, for the department and for Hannah Rempel, who chaired both committees, we are confident that the decision to repeat the search was the correct one. We were able to make some important changes to the position description and recruitment announcement, and we made additional changes to the process that significantly improved the information we received from the candidates. All agreed that the pool of candidates who interviewed in the second round were superior, and we are excited to start the new school year with this position filled.

The significant growth OSU has experienced since 2008 has had a major impact on the Teaching and Engagement Department. Many of the required undergraduate courses we have targeted for instruction in the past have grown significantly in that time, making it difficult for us to maintain our existing strategic partnerships. We have not added any teaching positions in that time, and in fact we gave up a position to create the Assessment Librarian position three years ago. We are continuing to search for ways to adapt to the new student landscape with existing resources. For example, in 2013-2014 we:

- Started a significant revision of the WR 121 curriculum which will be fully implemented by Fall 2014. This will take librarians out of the WR 121 classrooms, eliminating the need for librarians to teach face to face sessions. We anticipate that this will give TED librarians the time and space to develop new instructional offerings and courses.
- Began exploring online delivery of content with the Alliance MOOC project.

It is important to note that the WR 121 curriculum revisions depend on TED getting support for two major projects from ETS: The Library DIY implementation, and Guide on the Side/Adobe Presenter tutorial packages. Library DIY must be in place by September 2014. The tutorial packages must be functional by that date, and there must be a process for uploading and providing access to that content. Given the demands that will undoubtedly be placed on ETS during the SILS migration, this is a concern.

TED has been working on finding an effective and efficient way to deliver instruction to undergraduates outside the guest-lecture, course-integrated structure. In 2012-2013, the Research Skills workshops series was revised and reformatted. The new drop-in structure was piloted in 2013-2014. It was not successful. Students had indicated that the new format would be helpful, but they still have difficulty attending workshops outside of class. In 2014-2015, these workshops are being integrated into the U-Engage Student Success series, and online versions are being created.

In 2014, TED librarians investigated and recommended the purchase of a new software package, LibAnalytics, to collect and report instruction assessment data. This package will also be used to collect data from the Information Desk. It is currently being configured.

3. Brief summary of major faculty and student awards

4. Brief summary of key initiatives to leverage E&G and other base resources to improve administrative efficiencies

5. Faculty development and mentoring

a. Faculty mentoring.

- Anne-Marie Deitering and Margaret Mellinger formally served as faculty mentors in the Library Faculty Association mentoring program.
- Hannah Gascho Rempel coordinated the LFA faculty mentoring program in 2013-2014.
- Margaret Mellinger co-coordinated the LFA Research and Writing group. With Jane Nichols, she developed a variety of programs and discussions focused on skill development.
- Stefanie Buck and the TED professional development team also coordinates the Research and Writing Bootcamp, a day that provides resources and support to OSUL&P faculty working on research and writing projects.
b. Professional Development – OSUL&P

TED librarians take on the responsibility of designing and delivering professional development events for all library faculty in the area of teaching and learning. In 2013-2014, TED librarians provided the following professional development events:

- Instruction Boot Camp. January 2014. 9 librarians attended and collaboratively worked on assignment design and lesson planning.
- Instruction Roundup. Summer 2013. This event was a new experiment in 2013-2014. In the past, professional development workshops were evenly spread throughout the year. Responding to feedback from attendees, the planning group decided to provide several workshops over the course of one week, and to hold that event during the summer when attendance might be higher. The first event, Instruction Round-up, piloted in Summer 2013. It was well received and will be repeated with a new theme as Instruction Wizardry in August 2014.
- Library SkillShares. These are monthly events. Librarians provide short demonstrations of useful tools. The presentations are recorded and can be accessed for training after the event. In 2013-2014, the TED team responsible for these events expanded them to include librarians from the University of Oregon and Western Oregon University – adding expertise to the presenter pool and expanding the impact of these events.

c. Professional Development – OSU

- Anne-Marie Deitering developed a workshop called Effective Research Assignments for the Center for Teaching and Learning, and also created two companion websites: a guide to the assignment-design services that OSU librarians can provide, and the Effective Research Assignments blog, which serves as a clearinghouse for assignments and learning activities that faculty members can adapt for their own use.
- Stefanie Buck coordinated a Qualtrics Training Day for the OSU Community. This was a full-day professional development event.
- Anne-Marie Deitering and Hannah Rempel presented their research on curiosity and student research to WIC faculty; new WR 121 GTA’s, and incoming U-Engage faculty.