I. Major Accomplishments

A. Strategic Milestones

- Developed/launched International Student Guide and office hours at INTO and started teaching a session in all American Survival classes. Goal 2.3 - Target specific student populations and University performance outcomes where we will have the greatest impact.
- Successfully proposed two U-Engage courses for Fall 2013. Goal 2.1 - Develop new curricular offerings that expand our educational impact.

B. Major Accomplishments

- Shared governance: Collaboratively planned and implemented a departmental retreat: articulated goals for 2013-2014; brainstormed ideas for 2014-2015; identified a strategic direction for a new librarian position and discussed departmental organization.
- Instruction: The OSU Libraries and Press Instruction Program reached 2,547 students in Winter 2013 in course-integrated instruction sessions and standalone workshops. TED librarians taught 84% of these students (2,133), and coordinated WR 121 (795 students) and the Graduate Student workshop series (162 students).

II. Summary of Departmental Operations and Activities

A. Outreach

There are only a few outreach events that take place in the winter. Most outreach work in this period involved planning for Fall events, and coordinating with JoLynn and Rhonda to gather resources and track workflows for these events.

Events:

- New Faculty Reception
- Coordinated the Honors College Information Fair (28 February 2013) and implemented minor improvements to the delivery. This event requires participation from CDSS, SMS, SCARC and CRSD. 85 students participated in this hour long event.

B. Instruction

TED librarians taught, or co-taught, 2,131 students in workshops and one-shot course integrated sessions in Winter 2013. In addition, we co-taught two sections of ENG 200, reaching 45 students. TED librarians were also engaged in curriculum development, library assessment projects and the transition to LibGuides.

Statistics reported were collected from January 1, 2013 through March 30, 2013 using two forms: course-integrated instruction, and workshops-seminar instruction. Some courses were co-taught by librarians from TED in partnership with librarians from other units.
1. Successful Innovation
   a. Hannah successfully used a Zotero-based assignment in a new class, BRR 499, Special Topics - Bioenergy. Students were excited to incorporate this tool into their group projects and I have since been able to re-use elements of this exercise for other graded library assignments.
   b. Uta worked with H312 instructor to revamp course assignment for 1 section and developed a graded library assignment to support the course assignment. Instructor reported much better writing and relevant research cited for the new assignment. Tweaking a bit further for Spring term.
   c. Laurie adapted a workshop format previously used with First-Year students to an International Student audience.

2. Assessment
   a. Anne-Marie and Hannah analyzed data gathered during Winter 2013 to determine if WR 121 library instruction should shift to out-of-class workshops. While the data suggested that there would be no net gain in learning, and that the workshop model would not allow the library to use fewer resources to deliver this instruction, it did suggest some curriculum changes that might benefit student learning. Hannah and Anne-Marie used this data to design another pilot program, which will be conducted with 5 WR 121 sections in Spring 2013.
   b. Regular WR 121 data was gathered and complied including: pre- and post- tests; tutorial quiz scores.

C. Reference/ Learning Commons

1. Statistics

Statistics reported were collected during the regular term, January 7 through March 22, 2013. Intersession statistics are not included in this report.

4,965 total questions (combining Information desk and chat reference) were asked during Winter 2013 term; 2,133 were coded as “reference” (43% of the total). To break this down by service:

- Chat (faculty) librarians answered 124 of these reference questions, out of the 152 total chat interactions (this is 82% of all questions in chat). Percentage of total reference questions answered by chat librarians: 5.8%
- Chat service includes the Reference email questions also; only 20 email questions were recorded by chat librarians during Winter term.
- Info Desk staff (PTLs and students, primarily) answered 2,009 reference questions, which was 42% of the total number of questions asked at that desk (4,813 total)
- Patron type at the Desk are overwhelmingly student patrons, as would be expected (2,930, or 76%)
- Chat service could identify only 77 (51%) as student patrons. Info Desk staff have visual cues to follow, but unless the patron tells the librarian what his/her status is in a chat environment it is often impossible to know.
D. Classrooms

1. Usage Statistics

<table>
<thead>
<tr>
<th>Library</th>
<th>Autzen-Library</th>
<th>Autzen-Other</th>
<th>Willamette East-Library</th>
<th>Willamette East-Other</th>
<th>Barnard-Library</th>
<th>Barnard-Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>116</td>
<td>9</td>
<td>25</td>
<td>76</td>
<td>19</td>
<td>65</td>
</tr>
</tbody>
</table>

Library sessions include Instruction + Meetings booked by library staff

2. Projects

a. Stefanie and Uta submitted a TRF proposal to initiate visibility improvements in the Autzen classroom, specifically to improve sight lines to visual display boards (currently two small SmartBoards). The $137,000 proposal called for the addition of six large-screen (80") LED displays to the walls of the Autzen classroom to improve students' sight-lines to content displayed from the instructor station. A funding decision is expected in May.

b. Stefanie and Uta tested out SmartSync, a software-based classroom control system developed by Smart Technologies, as a replacement for the hardware-based classroom control system used in both the Autzen and Barnard classrooms. The primary advantage of a software solution is cost-avoidance for the dedicated wiring upgrades needed if the current hardware-based system was upgraded from analog to digital. Unfortunately the software solution tested cannot display to both Mac and Windows operating systems simultaneously which renders it useless with the dual-boot Mac Mini machines currently in use.

F. Professional Development

1. Launched the new Skill Share professional development series. Librarians are asked to share a database or other tool that we pay for or produce. The Skill Shares are generally aimed at teaching librarians and PTLs so we can use the resources that we have more effectively and make better recommendations to our users. We record the Skill Shares and then make them available on the MediaSpace so our librarians can view them at any time. There were 4 Skill Shares this quarter (LexisNexis, PsycINFO, Medline/PubMed, Standards)

2. Hosted two workshops: Improving PowerPoint design (Kimmy Hescock, TAC), Training and Organizational effectiveness (Paul Biwan).

3. Organized the Writing Boot camp attended by 15 people.

G. Innovative Projects/ New Services/ Cross-Departmental Projects

1. Uta worked with Jane (project lead), Kelly, Lori and Ryan O. on launching the Nexus tablet lending service. All 14 tablets circulated out in first few hours. Currently we have 100+ on hold list. Uta took lead on development of the tablet guide: http://ica.library.oregonstate.edu/sujet-guide/1756-Tablets-at-Valley-Library

2. Laurie and Uta held Office Hours 4 hrs/week at the INTO Learning Center (18 consultations).

3. Anne-Marie attended SCARC instruction meetings throughout the term, discussions focused on assessment and campus-wide learning initiatives.

4. Margaret joined the Libraries’ and Press Usability Team.

III. Challenges
Recruitment, training and retention of part-time librarians who staff the Information Desk remains problematic. Two PTLs resigned in Winter 2013 (one moved out of state, one accepted a permanent position with CBCPL). One of these librarians had only been working for OSUL&P for 6 months when she moved. Victoria hired and trained three new PTLs in winter 2013. Training is time-intensive. In Winter 2013, it required approximately 40 hours of Victoria's time to deliver face-to-face traditional training, which was followed by approximately 60 hours of shadowing. In addition, Kristin provided another 6 hours of face-to-face traditional training.

TED has been charged with implementing many of the actions in strategic goal 2 related to curriculum development and implementation, even though many decisions (such as defining what our curriculum should include and how it should be structured and managed) must be made collaboratively and include all faculty. Right now, OSUL&P does not have cross-faculty structures in place to support this process, which is a challenge.

IV. Goals/Activities Planned for Spring 2013

A. Strategic

- Hire a new librarian to focus on outreach and engagement initiatives for targeted student populations. (Goal 2.4)
- Submit a proposal for a library-related course designator to the OSU Curriculum Committee. (Goal 2.1)
- Create a proposal for a OSU Libraries & Press Curriculum Council (Goal 2.1)
- Design and implement a plan to gather student input to inform decisions about what to do with the space opened up by the 2nd floor desk consolidation. (Goal 1.3)

B. Ongoing

- Design and implement a pilot project to inform WR 121 curriculum changes, to inform discussions with the new Director of Writing, who will start in Fall 2013.

V. Personnel

Summary of Service Activities

Presentations at Workshops & Other Professional Development Events


Committees, Workgroups & Taskforces (OSUL&P)

Laurie Bridges
- Strategic Planning Team
- Assessment Team

Stefanie Buck
- LFA (Mentoring Coordinator)
- Assessment Team

Anne-Marie Deitering:
- Strategic Planning Team
• P&T Committee (Chair): Promotion review for Sr. Faculty Research assistant completed.  
  • LFA (President)

Victoria Heiduschke
• 2nd floor desk merge

Uta Hussong-Christian:
• LFA (Seminar Series chair): Co-hosted/promoted two LFA Seminars;
  • LFA: Implemented Poster Gallery with Task Force members

Valery King
• Maps Task Force: produced 2 reports for LAMP
• Library Technician 2 Search Committee (Chair)
• OSUL&P Awards Committee (Chair)
• Messenger (editorial team)
• P&T Committee, member.

Margaret Mellinger
• P&T Committee, Senior Review Panel: Promotion review for Sr. Faculty Research assistant completed.

Hannah Gascho Rempel
• LALC/LibGuides Transition Task Force: Tested Libguides, troubleshooting content migration; investigated tutorial creation alternatives.

Committees, Workgroups & Taskforces (OSU)

Laurie Bridges:
• Accepted as a member of the 2013 Global Faculty Learning Community, sponsored by the Global Learning Initiative and the Center for Teaching and Learning
• College Student Services Administration Faculty Advisor, Major Professor & Member of the College of Education faculty: Serving as major professor for two students working on portfolios.
• OSU Intercultural Initiative

Stefanie Buck
• Computer Resource Committee (Chair): Implementation of SafeAssign Plagiarism tool; presented to Faculty Senate & Exec Council on SafeAssign (with Lynn Greenough)
• Distance Education Committee (Ex-Officio)
• ITCC (representing CRC)
• Qualtrics Implementation Team: Coordinating training sessions & some marketing efforts.

Anne-Marie Deitering:
• Classroom Committee: Completed prioritization list, gathered data in advance of Strand going off-line in Fall 2013.
• USCEE Undergraduate Research Subcommittee: developed call for Mentor of the Year/ Undergraduate Researcher of the Year Awards
• U-Engage Steering Committee: call for instructors, reviewed applications & made selections.

Victoria Heiduschke
• Student Conduct & Community Standards

Uta Hussong-Christian:
• Baccalaureate Core Committee: completed 2 course proposal reviews

Margaret Mellinger:
• Library liaison to Disability Access Services.
• Institutional Review Board (member)
• Faculty Senate (Representative, OSUL&P)
• Performance Coach, OSU Human Resources: Coaching 1 person this term.

Hannah Gascho Rempel:
• Faculty Recognition and Awards Committee

Committees, Workshops & Taskforces (State & National)
Laurie Bridges:
- ALA, RUSA, BRASS (Academic Business Reference Committee, member), LITA

Stefanie Buck
- Orbis-Cascade Shared ILS Discovery Group: attended kick-off meeting, monthly conference calls & participated in online training
- ACRL Distance Library Services Section, Strategic Planning Committee (chair)
- ACET Training and Performance Division (Past-Present): Managing award & advisory board.

Anne-Marie Deitering:
- OLA Executive Board (Academic representative)
- ACRL-OR Board (President)
- ACRL Liaison to the National Resource Center for the First-Year Experience: Attended FYE conference, met with NRCFYE Executive Board.
- ALA, ACRL Instruction Section (member)

Uta Hussong-Christian:
- ALA ACRL Science & Technology Section: sought/accepted appointment to ALA STS Continuing Education Committee
- ACRL-OR Board (Member at Large): Helped promote ACRL reception at OLA/WA Joint Conference
- SLA PAM (member)
- SLA-OR, Board (Valley Liaison): Planned/hosted ORSLA Gov Doc webinar

Valery King
- OLA: DIGOR (past chair)
- LNET representative
- ALA, RUSA, GODORT (member); ACRL ANSS, LPSS (member)

Margaret Mellinger
- ASEE, Engineering Library division (member)
- ALA, LITA (member)
- ACRL Science & Technology Division, Science resources, Discovery & Access Committee (Co-Chair)
- ACRL Science & Technology Division, Awards Committee (member)
- OLA Library Technology Round Table (Co-Chair)
- University of Tennessee, School of Information Sciences, Advisory Board member
- Planning Committee, Science Boot Camp for Librarians - West.

Hannah Gascho Rempel:
- OLA Executive Board (ALA Representative): member of the Virtual Communications Task Force.
- ACRL Science & Technology Section, Assessment Committee (member)
- ALA Council (member)

Summary of Research/Scholarship Activities

Journal Articles & Book Chapters


Conference Presentations & Posters


Accepted
