30 August 2004 – 1 December 2008
Tenure & Promotion Narrative
Robin L. Ewing

Criterion 1: Demonstrated ability to perform effectively in current assignments

A. Circulation Services
   I have been the coordinator of Circulation services since the start of my second year (August 29, 2005) at St. Cloud State University. During my first year as probationary faculty I was a Reference & Instruction Librarian. My position as Circulation Coordinator has many facets. I’ve included below a sampling of what I’ve done in those facets over my 3.5 years in the position.

1) Coordinate the development and implementation of services, goals, strategies, policies, and procedures for Circulation services.
   a) Hold weekly circulation staff meetings to address any issues in the department. At these meetings, we also progress on projects and identify future projects. In the spring, we especially focus on developing a list of summer projects since I work only a portion of the summer.
   b) Facilitate Circulation/Collections Meetings
      I facilitate meetings between my Circulation staff and the Collections Workgroup in the library. The Collections Workgroup is responsible for ordering and cataloging materials as well as managing our electronic resources. I started these meetings in spring 2008 and our plan is to have 1-2 meetings each semester.
   c) Respond to questions and comments about Circulation services from faculty, staff, students, and community patrons. I generally answer 1-2 questions a week. For example, students in a management class asked several questions about Circulation services for a class project.

2) Library supervision responsibilities
   Circulation staff open and close the library and frequently serve as the point of contact for building issues.
   a) Coordinate the schedule for opening and closing the library. I do this for each intersession and break as well as during the academic year. I also keep LR&TS informed about who is supervising the building.
   b) Arranged a meeting with Mike Gillilan, Associate Vice President for Student Life and Development, and members of the Circulation staff to discuss how the Miller Center can assist the Behavior Intervention Team.
   c) Coordinated the introduction of the Courtesy Corps. This group started in November 2005 and was a response to student concerns about cell phone usage as well as violations of the food and drink policy. The Courtesy Corps as a separate entity lasted for two semesters. Due to high turnover, the program was revised so that several service desks in the Miller Center are responsible for zones in the library.
d) I coordinated the Quiet Space Task Force. This group recommended the creation of quiet zones and group zones in the library. The pilot for this occurred during summer 2008 with the full roll out in fall 2008. Student response so far has been positive.

3) Electronic Reserves
Two different E-reserves Coordinators have worked for me since my move to Circulation, Katie Middendorf (9/2005 – 4/2006) and Megan Ballengee (4/2006 to present). During this period we’ve considered alternatives to our existing electronic reserves system such as using D2L or purchasing Docutek’s E-Res system. We continue to explore these options. Since I’ve coordinated Circulation, e-reserves processing has become quicker and more efficient through a revision of procedures and student worker staffing.

4) Student Workers
The Circulation department generally employs 40-50 student workers during the fall and spring semesters. The five Circulation supervisors are the direct supervisors of the student workers. While I do not directly supervise student workers, I do review training, scheduling, and hiring decisions.

a) Circulation Desk Lead students hiring
The lead students in Circulation serve as back-up to the building supervisors. Because of their importance, I work with the evening Circulation supervisors to interview and select new lead students. We’ve developed and refined interview questions and a desk lead worker expectations contract. We just selected a new lead for the spring 2009 semester and will be hiring another one later this spring. During my time in Circulation, we’ve increased the number of desk lead students from two to three to accommodate the increase in library hours that started in spring 2006.

b) Encouraged the creation of a new student worker position in Circulation, lead shelver. Megan Ballengee and Patricia Sauerer took the lead on developing and implementing this new position. This goal of this position was to increase our shelving efficiency. Lead shelvers worked with Megan and Pat to develop a training module to be used with the new student workers starting in the fall of 2007. The implementation went smoothly and dramatically increased our shelving efficiency. We also received positive feedback from our new student workers.

c) Worked with circulation staff to improve student worker training including the revision of the Circulation Student Employment Expectations contract and the development and delivery of customer service training.

d) Approved the creation of a blog to communicate with student workers. Megan Ballengee started this blog and all the Circulation supervisors regularly post items of interest.

5) Stack Maintenance
Circulation personnel ensure that the materials are shelved correctly and quickly and that shelves do not become too full. Megan Ballengee is the person currently responsible for this area of Circulation.
a) Directed Megan Ballengee & Patricia Sauerer to complete the shift of the Reference Collection after the collection was reduced in size. The shift enabled us to rearrange the shelves so that no books sit on top of bookcases in Reference. This shift was the first major one to be done since the opening of the Miller Center.

b) With Associate Dean J.C. Turner, worked with Haldeman-Homme to replace the handles on the compact shelves with buttons. This project was funded by the Provost and has made it easier for patrons to access materials in the basement.

6) Study rooms
   The Miller Center has 16 student study rooms. These rooms are scheduled and checked out at the Circulation Desk. Circulation personnel also do the initial troubleshooting of any technical issues with these rooms. The study rooms were checked out 16,526 times in FY08.

   a) Conducted a survey of study room users on April 2–7, 2006. I developed this survey in consultation with Chris Inkster, LR&TS Assessment Coordinator. I reported on the results of this survey in a poster session at the 2006 American Library Association Annual Conference. Based on the results of this survey and previous focus group comments, we revised the furniture configuration in a couple of rooms to maximize student use.

   b) Conducted a survey of the study room users on April 12-18, 2008 to assess student perceptions of changes we made to the study room equipment and furniture. The results of this survey are being compiled.

7) Audio-Visual equipment
   At the Circulation desk, faculty, students and staff can check out a variety of equipment including laptops, data projectors, digital camcorders, projection screens, tape recorders, etc.

   a) Laptops
      i. In fall 2005, I coordinated the introduction of a student laptop cart with Phil Thorson, Mark Kotcho, Hannah Topp-Schefers, and Dana Drazenovich. This cart was a response to student requests for hourly laptop checkout from the previous year’s focus group. In fall 2007, the Technology Fee Committee authorized the purchase of a new laptop cart.

      ii. During summer 2008, I convened a laptop summit with representatives from all the groups in LR&TS involved in providing the laptop service to students. Outcomes from this meeting included a new method for restoring laptops after each check-out, revised procedures for processing laptops at the Circulation Desk, and revised loan times for both short-term and long-term laptops. Previously, short-term laptops could be check out for four hours, now they are checked out overnight. Long-term laptops were available for three days and now students can
have them for a week. The student laptop policy is currently being revised to reflect these changes.

b) Equipment plan
   In 2006, I developed the first iteration of an equipment plan for the equipment that Circulation checks out to patrons. The intent of this plan was to allow us to more accurately predict equipment expenditures. In order to create this plan, I consulted with Randy Evans for ideas on to develop the plan. I then worked with Hannah Topp-Schefers, Audio Visual Library Technician, to flesh out the details of the plan. I’ve continued fine-tuning this plan each year. Because of this plan, the replacement of circulation check out equipment is treated similarly to staff computer replacement when the Equipment Committee identifies items for purchase each year. I presented a poster session on the equipment plan at the 2007 American Library Association Annual Conference.

c) Worked with Nicole Struck and Amy Schneider to discontinue check out of headphones at the Circulation desk. This proposal was approved by the Dean’s Advisory Council. We stopped checking out headphones during summer 2008.

8) Distance Learning Library Services
   As part of my circulation responsibilities, I work with appropriate Learning Resources & Technology Services (LR&TS) departments to provide services for distance learning students. Interlibrary Loan is the library department with the most responsibility for working with distance students.

   a) Each year I’ve assisted approximately 7-10 students with their questions regarding services through e-mail and by phone.

   b) I provide handouts to Continuing Studies for distance learning students’ packets as requested.

   c) I have worked with the LR&TS Communications Specialist to create a Library 101 handout for distance students. I revise this handout yearly and send the file to Continuing Studies for their packets.

   d) As needed, I revise the library web pages for distance students. I recently updated the Research Help page.

   e) In fall 2006, I delivered a library instruction session at the Anoka Ramsey Community College Coon Rapids campus.
9) Direct and evaluate circulation staff
When I first moved to Circulation, I supervised four library technicians. In January 2006, the library hours were extended in response to numerous student requests. This change necessitated hiring an additional employee for my area. I now supervise four library technicians (AFSCME) and one information technology specialist (MAPE).

a) As part of my supervisory duties, I complete yearly performance evaluations. Recently, I adapted a self-appraisal form from the materials I received at the Frontline Leadership: The Art of Supervision. I now ask each employee to complete this form before I do their evaluation. I have shared this form with other supervisors in the library.

b) In addition to our weekly staff meetings, I meet individually with each of my employees. I meet monthly with Angela Wortham, Patricia Sauerer, Amy Schneider, and Megan Ballengee. I meet every other week with Corey Schroeder because his schedule (5:45 p.m. to 2:15 a.m.) does not normally cross with mine. These meetings are a chance for the employees to share ideas with me and give me updates on their assigned projects.

c) Staffing changes
During my time in Circulation, several staff changes have occurred.

i. Electronic Reserves Library Technician. This position also has some building supervision responsibilities.
   i. September 2005, I hired Katie Middendorf as a temporary replacement for Greg Walz upon his resignation as E-reserve Technician and Evening Coordinator. Whenever a new employee starts in my area, I send a message to LR&TS.

ii. April 2006, I hired Megan Ballengee as a temporary replacement for Katie Middendorf.

iii. Spring 2007, worked with Patricia Post to review applications and conduct interviews of selected applicants for the Electronic Reserves Library Technician. As a result, Megan Ballengee was hired to fill the position permanently that she had been filling on a temporary basis.

ii. Extended Hours Supervisor. This position is responsible for closing the library and providing late night technical support.

i. January 2006, I worked with Randy Kolb to interview and hire the temporary evening supervisor position created to assist with the new extended hours. We selected Miyuru Seneviratne who left after two weeks to take another position. We then selected Corey Schroeder.

ii. Revised the position description for the late night supervisor in consultation with Human Resources and other interested parties in the Miller Center. I recommended to Dean Tornquist that Corey Schroeder should be converted to
a permanent employee. She agreed with the recommendation/request and it was approved in spring 2008.

iii. Audio-Visual Library Technician. This position handles the equipment and media collections.
   i. In January 2007, I hired Nicole Struck as a temporary replacement for Hannah Topp-Schefers. Hannah transferred to Interlibrary Loan.

   ii. Worked with Patricia Post to review the applications and select interviewees for the Audio Visual Library Technician position. The position was offered to one candidate who declined. We then hired Amy Schneider as the Audio Visual Library Technician.

d) Notify staff of training opportunities and encourage attendance at such events.
   For example, in 2008, Megan Ballengee attended the Minnesota Library Association’s Annual Conference while Corey Schroeder and Patricia Sauerer attended the Enhancing Quality Staff conference at the University of Minnesota.

B. Access Services

Since my move to Circulation in August 2005, I have also served as the Access Services workgroup coordinator. In this role I represent the workgroup (Circulation, Interlibrary Loan, Periodicals, and the Central Minnesota Libraries Exchange) as a member of the Dean’s Advisory Council and on various LR&TS committees. Prior to fall 2008, I met with Dean Tornquist regularly to discuss issues involving Access Services. I’ll now be meeting with Associate Dean Zietlow. My primary responsibility as workgroup coordinator is facilitating the flow of information to and from the workgroup and LR&TS administration.

1) Develop workgroup goals
   Each year, I coordinate the development of and progress toward workgroup goals.

2) Facilitate workgroup meetings
   We have biweekly Access Services workgroup meetings to exchange information and share ideas. I call other meetings as necessary such as to brainstorm ideas for LR&TS strategic initiatives.

3) Represent Access Services in meetings and on LR&TS committees and task forces
   a) Library Academic Plan
      I worked on the library’s academic plan with the LR&TS Assessment Coordinator and other library workgroup leaders.

   b) LR&TS Policies and Procedures Committee

   c) Service Desk Collaboration group.
      This group started in fall 2007 to collaborate on improving the customer service provided by student workers. We’ve created a document listing all service points in the Miller Center to help service desk workers to direct patrons to the correct service point.
d) Special Projects/Equipment Committee
This group evaluates purchase requests, prioritizes the requests, and makes purchase recommendations to the dean of LR&TS. As the Access Services representative on this group, I submit equipment requests for workgroup and follow-up on questions and concerns. A major project this year was the purchase of new microfilm machines for the Periodicals area. I also work with the other library coordinators to identify items for purchase that would benefit all library personnel. Examples include new phones with caller ID and speakerphone capability for all library faculty and staff, CallPilot for faculty librarians, and a color printer for the library.

e) Library Resources Web Sub-Committee
I am the person in Access with Contribute installed on my computer which enables to update Access Services web pages.

4) Access Services Open House
Hosted an Open House for the new faculty librarians on 17 October 2007. The goal was for the new faculty to learn what each person in Access Services does.

5) Enrichment Session
Hosted a traveling enrichment session in Access Services on October 21, 2008. This session was designed to explain the work of Access Services to the other workgroups in LR&TS.

C. Reference Services
I worked as a Reference & Instruction Librarian during my first year as probationary faculty and that focus is reflected in my activities from that year. I’ve also continued to have some involvement in Reference since then.

1) Acting Reference Workgroup Coordinator
I was asked by Dean Tornquist to serve as the acting Reference Workgroup Coordinator during the fall 2007 semester in addition to serving as the Access Services Workgroup Coordinator. Melissa Prescott, the Reference Coordinator, was on parental leave and worked a limited schedule upon her return to work. She resumed her Reference Coordinator duties at the beginning of the spring 2008 semester.

a) Sent an update on issues in Reference prior to fall 2007.
b) Facilitated meetings of the Reference Workgroup.
c) Hired adjuncts to staff reference desk during faculty and workgroup meetings, evenings, and weekends.
d) Developed and coordinated reference desk schedule for fall 2007. The schedule was based on the template prepared by Melissa before her leave.
e) Provided leadership in the prioritization of services and other responsibilities of the Reference Workgroup and facilitated the development of workgroup goals.
f) Provided leadership integrating four new Reference faculty librarians.

2) Serve on the reference desk as assigned
a) During my year in Reference I worked 14 hours a week on the reference desk during fall 2004, 10 hours during spring 2005, and 15 hours during Summer II 2005.

b) Since my move to Circulation, I’ve averaged two hours a week on the reference desk during the fall and spring semesters.

c) I’ve regularly participated in Reference survey weeks and I’ve consistently received positive evaluations of my service.

3) Library Instruction
   a) During the fall 2004 semester, I delivered 16 library instruction sessions, 14 during in spring 2005, and five during Summer II 2005.
   b) Since my move to Circulation, I’ve averaged two library instruction sessions a semester.
   c) I regularly conduct evaluations to gather feedback for improving my instruction. For example, during my first semester students frequently commented that I spoke and clicked too fast. I addressed this problem by enlisting students to help with operating the computer and by using more active learning techniques during instruction sessions. I have consistently received very positive evaluations of my instruction.

4) Participate in virtual/chat reference service
   I worked 1-2 hours of virtual reference each week during the semesters that the library offered the service. We’re now participating in a consortium (AskMN).

D. Other Library Service
1) LibData
   During part of my year in Reference, I was the LibData Coordinator. LibData is a web authoring tool for building subject guides, course-related pages, and general-purpose pages.
   In my brief time as LibData Coordinator (January 2005 – August 2005), I focused my efforts on the conversion of our old Research QuickStart (RQS) pages into the new LibData software. Research QuickStart pages are now called subject guides on the library’s Web site. I also trained the librarians that were Research QuickStart authors on the new system.

2) Liaison
   a) Previously, I was a liaison to the Herberger College of Business (HCOB). My main focus was providing collection development for business.
      
      ii. Spring 2005, I identified items for purchase to support the Entrepreneurship program when the library received additional money to order materials to support new programs.
      
      iii. Weeded the business section of the reference collection during the 2006 Summer Session II.

   b) Liaison Support Team
      We’ve recently revised our liaison concept. I am now serving on the liaison support team. This team supports the liaison teams that work directly with the colleges.
3) Information Literacy
   a) In 2007-2008, I participated in the Information Literacy Task Force. This task force worked on developing an information literacy statement. This group also worked on the course proposal to convert IM 196 to a regular course, IM 111: Research in the Information Age. IM 111 recently passed through the University Curriculum Committee.

   b) I’m currently a member of the Information Literacy Committee. We’re working on a information literacy plan which will be presented to the LR&TS Dean’s Advisory Council in March 2009. Cindy Gruwell is leading this group. As part of my work in this group, I’ve coordinated the development of a structure for an information literacy program.

E. Teaching
Like other librarians in LR&TS, I generally teach three credits one semester a year through the Center for Information Media. I’ve consistently received excellent evaluations from my students. Course evaluations for my classes are available on request. I have listed the courses I’ve taught in chronological order to demonstrate my growth as an instructor.

1) IM 204: Research Strategies
   a) Spring 2005
      i. To prepare for my first semester teaching, I observed Jeanne Anderson’s fall 2004 IM 204 section. Jeanne generously allowed me to present sessions on Internet searching, MnPALS, and image archives. I also assisted with student questions during the hands-on portions of class. This was invaluable preparation for my class.

      ii. I developed my first syllabus based on Jeanne’s IM 204 syllabus.

      iii. Whenever I teach, I solicit anonymous evaluations at the end of the course. My evaluations for my first class were very positive. Students especially appreciated my enthusiasm and my subject expertise.

         i. Some of their favorite/most useful parts of the class included:
            Always kept up to date by instructor
            Understanding the library
            How to find and use all the resources
            Whole class beneficial

         ii. Some of their least favorite/least useful parts of the class included:
            Group activities
            Lot of busy work
            Too many assignments
            A lot of research in the library
            Explaining things repeatedly
iii. Suggestions for improvement included:
   Less group activities/discussions
   More time for assignments
   Less homework

b) Fall 2005

   i. This semester I began using one minute papers to identify problems that my students might be having. I would then answer any questions during the next class period. I generally do these a couple of times each semester usually on a day where I’ve introduced a complex concept or topic.

   ii. Based on the evaluations from my spring 2005 class, I changed the length and point value of the weekly assignments. I also connected the assignments to the final project.

   iii. I substantially revised the syllabus from my spring 2005 class. I introduced topics in a different order, added short quizzes, and dropped the group presentation. I also used a Web site design developed by Bill Degenhard for his IM 104 class to present class information.

   iv. My course evaluations for this class were positive. Students appreciated my enthusiasm, availability, and subject expertise.

      i. Some of their favorite/most useful parts of the class included:
         The library website for reference work
         Learning how to cite properly
         That we did assignments that related to the final project and final exam
         Useful for further classes

      ii. Some of their least favorite/least useful parts of the class included:
         Using microfilm/microfiche
         Refworks was my least favorite and hard to use
         The final presentation
         The project was too large

      iii. Suggestions for improvement included:
         Not so much tedious work
         Less little assignments
         Adjust the speech criteria

c) Fall 2006

   i. This was the first semester that I used my Flickr Library Tour activity. I developed this activity to liven up the traditional library tour that I gave students at the beginning of the semester. I put the students in groups of 5-6 and gave each group a digital camera (from Circulation) and directed them to take pictures of anything they thought was important. I then uploaded the pictures to Flickr.
activity has been revised in subsequent classes and now students upload the pictures and then tag the photos the next class period.

ii. Another change this semester was the use of more readings outside of the textbook.

iii. Based on comments from my fall 2005 class, I decided to utilize Desire2Learn more fully during my fall 2006 class. In my fall 2005 class I used D2L only for the dropbox. Students especially wanted their grades available.

iv. Starting with this semester, my final course evaluations were done in D2L. My course evaluations for this class were positive. Students particularly appreciated my enthusiasm, preparation, and fairness.

i. Some of their favorite/most useful parts of the class included:
   - Getting to know how to use the University’s resources
   - Learned a lot about research strategies and citations
   - I learned a lot about researching how to evaluate information that I have found.
   - The most useful part was learning how to look up everything on-line.

ii. Some of their least favorite/least useful parts of the class included:
   - Papers
   - Call numbers
   - The reading from the text it was boring.
   - Randomness of information
   - I didn’t like the group project because it was hard to get together everyone and decide on the quality of our resources

iii. Suggestions for improvement included:
   - Everything was perfect. I did at times find it distracting with the computer in front of me – being able to access it whenever. And if I wasn’t on it, it is hard to concentrate with the rest of the students typing on the keyboards.
   - You might want enforce some kind of rule about computers.
   - Less homework and more in class activities
   - No midterm or final

  d) Fall 2007

i. In addition to using Flickr, I introduced other Web 2.0 tools to students by using short demonstrations and PowerPoint presentations at the end of several class periods. This method was first developed in the IM 196 class I co-taught with Melissa Prescott during spring 2007.

ii. I also asked students to complete a midterm course evaluation through D2L to see how the class was going. They suggested fewer assignments and less busy work.
iii. My final course evaluations for this class were positive. Students particularly appreciated my feedback, subject knowledge, and ability to explain the subject clearly.

i. What they liked best about the course included:
   - That we were able to use the assignments that we did in class on our final project.
   - Learning how to find scholarly articles instead of always resorting to Google.
   - A consistent and organized class.

ii. What they would like to see changed about the class included:
   - Not so pushy with diversity, I know we need to learn it, but it was rather pushy with the issue. (IM 204 is diversity class)
   - Not as many assignments.
   - Maybe more follow-up on how we are doing on the final annotated bibliography topic.
   - I did not like the assignments every week even though they did help.

   e) Fall 2008
   i. I made several substantive changes to the syllabus for this semester. One major change was the addition of the semester-long Web 2.0 assignment designed to introduce Web 2.0 tools and resources to students. Additionally, based on previous evaluations, I reduced the number of assignments and used the Vision software to control computer usage during my lectures.

   ii. I asked students to complete a midterm course evaluation through D2L to see how the class was going. They suggested I make the class more exciting by searching on fun topics. They liked my approachability and sense of humor.

   iii. I have not yet reviewed the final course evaluations for this semester. I will review them when I prepare to teach the course fall 2009. I have found that I need some time between when I teach the course and when I read the evaluations, in particular the comments, in order to fully process the evaluations.

2) IM 196: Research Beyond Google

   a) I co-taught this class with Melissa Prescott during spring 2007. This semester marked the first time this course has been taught. We shared the course content with Susan Motin as she taught this course during the spring 2008 semester. This course is now a new official course, IM 111: Research in the Information Age.

   b) Melissa and I spent 3-5 minutes at the end of each class introducing Web 2.0 tools. This went so well, we presented on the topic at the 2008 LOEX Conference and developed a semester-long assignment based on it.
c) Melissa and I asked the students to complete an anonymous midterm course evaluation in D2L. The overall comments were very positive. The students found us accessible and helpful. A couple of students did suggest making the in-class activities more interesting.

d) Our final course evaluations were positive.
   i. What they liked best about the course included:
      Liked the “extra” sources talked about at the end of every class…wikis, podcasts, etc. And Robin’s passion for television.
      I enjoyed learning about different ways to go about researching topics. It will definitely help me with future papers.
   
   ii. What they would like to see changed about the class included:
      More time on scholarly journals
      Not as many little assignments
      I thought the pathfinder assignment was very time consuming, so I would recommend shortening the assignment a little. Maybe cut 1 or 2 things out.

3) IM 452/552: Access to Information
   a) Summer 2008
      a. For my first semester teaching this course, I developed my syllabus based on Keith Ewing’s fall 2007 IM 452/552 course.
      
      iv. My final course evaluations for this class were positive. Students particularly appreciated my availability, subject knowledge, and ability to explain the subject clearly.

      i. What they liked best about the course included:
         I liked learning about such a wide variety of resources. It gave me a great set of sources to refer back to as I’m planning a classroom instruction.
         Discussion about all of the technological advancements in the past 15 years.
         The organization of the course.

      ii. What they would like to see changed about the class included:
         I would like to see more attention given to Web 2.0 and more demonstrations and examples of how to conduct more efficient researching.
         Some of the readings seemed to be repetitive, and evaluating such a large number of resources could be overwhelming (maybe limit it to two and three resources instead of three and four for each assignment)
         More time to complete assignments
         Reduce the number of readings. While valuable, it is hard to keep up with the readings and evaluations. I would recommend eliminating duplicate articles.

   b) Summer 2009
I’m scheduled to teach this course again next summer. I have a better grasp on the workload appropriate for a summer class and I will revise the course based on the student comments.

4) Teaching IM 204 Group
During fall 2007 and spring 2008, I facilitated meetings about teaching IM 204. We met bi-weekly to discuss concerns, strategies, tips, etc. Olivia Olivares is facilitating the group this year. This group has developed a common pretest and common final course evaluation that instructors are free to use or not use.
Criterion 2: Scholarly or creative achievement

1) Peer-Reviewed Article
   I co-authored this article with Justine Martin. Justine is an Assistant Professor and the Library Instruction Coordinator at Minnesota State University, Mankato.

2) Encyclopedia Article

3) Conference Proceedings
      I co-authored these proceedings with Melissa Prescott based on our presentation at the 2008 LOEX Conference. LOEX is considered the premier conference for instruction and information literacy librarians. Melissa is an Assistant Professor and the Reference Coordinator at St. Cloud State University.
      Ypsilanti, MI: LOEX.
      I co-authored these proceedings with Justine Martin based on our presentation at the 2006 LOEX Conference.

4) Book Reviews

5) Web Publications
This current issue digest was created for a discussion group that Justine and I facilitated at the 2007 American Library Association Midwinter Meeting in Seattle. The first version of the digest was posted to ILI-L, the discussion list for instruction librarians, in advance of the discussion and intended to prepare attendees for the discussion. After the conference, we updated the digest to reflect the discussion.


6) National Presentations


I co-presented this session with Melissa Prescott. Our presentation was based on activities from a class that we co-taught in spring 2007. The acceptance rate for this conference was 38%. We received very positive evaluations for our presentation. Attendees like our presenting style and enjoyed our approach to the topic. Our presentation reached a wider audience thanks to bloggers. Evaluations available upon request.

b) Ewing, R. L., & Prescott, M. K. (2008, May). *Teaching Web 2.0 to student 1.5: Effective methods for introducing new information tools*. Presented at the LOEX 2008 Encore Virtual Sessions. I co-presented this session with Melissa Prescott. Our session was one of three chosen from 45 sessions to be presented online after the conference. The LOEX 2008 committee chose the virtual sessions based on how much interest the session received in the survey attendees completed before the conference. The committee also considered which sessions would work the best online. We received positive evaluations of this presentation.


d) Ewing, R. L., & Martin, J. L. (2006, May). *Finding your inner gamer: Adapting instruction for digital natives*. Presented at the LOEX 2006 Conference, Adelphi, MD. The acceptance rate for proposals to this conference was 33% (30 accepted out of 92). We received positive evaluations for our presentation.
e) Peer-Reviewed Poster Sessions
   i. Ewing, R. L. (2007, June). *Laptops, cameras, iPods: Developing & implementing an equipment plan*. Poster session presented at the 2007 American Library Association Annual Conference, Washington, DC. This poster session was based on a project I led to standardize our equipment purchases. The acceptance rate for poster sessions at this conference was not quite 50%.

   ii. Ewing, R. L., & Prescott, M. K. (2007, March). *Mentoring ourselves: Facing the challenge of tenure collaboratively*. Poster session presented at the national conference of the Association of College and Research Libraries, Baltimore, MD. This poster session was based on the work Melissa and I did with our tenure support group. The acceptance rate for poster sessions at this conference was 47% (157 accepted out of 334).

   iii. Ewing, R. L. (2006, June). *What do they do in those study rooms anyway? Results of a survey at St. Cloud State University*. Poster session presented at the 2006 American Library Association Annual Conference, New Orleans, LA. This poster session was based on a survey done of study room users in April 2006. The acceptance rate for poster session proposals for this conference was 60% (120 accepted out of 200).

7) Regional Presentations

   b) Ewing, R. L. (2007, November). *Measure for measure: Developing an assessment plan for access services*. Presented at Brick & Click: An Academic Library Symposium, Maryville, MO. This presentation was based on a goal that my workgroup has worked on and continues to work on. The acceptance rate for this conference was 43%. I was contacted by a librarian who saw the abstract for my session. I sent her my handout and PowerPoint presentation.

   c) Ewing, R. L., & Forslund, L. J. (2007, October). *Pay it forward: Mentoring temporary & part-time employees*. Presented at the Minnesota Library Association Annual Conference, Mankato, MN. I co-presented this session with Lisa Forslund. At the time Lisa was a fixed-term librarian in LR&TS. She is now a librarian at North Hennepin Community College. This was presentation was based on our experiences as temporary
employees here and at other libraries. The acceptance rate for this conference was around 70%.


e) Ewing, R. L. (2006, April). *Online catalog training for students*. Invited presentation at the Spring 2006 MnPALS User Groups Meeting, St. Cloud, MN. MnPALS is a consortium of libraries that includes all of the libraries of the Minnesota State Colleges and Universities. I spoke about teaching students to use the library catalog (MnPALS).

8) Curriculum Development

a) IM 196: Research Beyond Google
In collaboration with Melissa Prescott, I developed the course content for IM 196: Research Beyond Google. We co-taught this class in spring 2007. IM 196 is a new one-credit information literacy course. Melissa and I developed the pretest, syllabus, course objectives, assignments, and in-class activities. As part of this class, Melissa and I introduced a different Web 2.0 tool to students each week in the last five minutes of class. These activities became the basis of our LOEX presentation. We shared this content with Susan Motin as she taught this course during the spring 2008 semester. This course is now a new official course, IM 111: Research in the Information Age. IM 111 plays a key role in the Information Literacy Program that’s being developed.

b) IM 204: Research Strategies
Based on our experience with introducing Web 2.0 tools in our IM 196 class, Melissa and I developed a semester-long Web 2.0 project for our fall 2008 sections of IM 204. Each section is doing the same assignments. The overall project is called Learning 2.0 at SCSU (http://learning2scsu.blogspot.com/) and is comprised of 10 activities that require students to explore Web 2.0 tools and blog about their experiences. These assignments are done outside of class. We recently submitted a proposal to present on this at an international conference.
Criterion 3: Evidence of continuing preparation and study

During my time at St. Cloud State University, I have sought out a variety of professional development experiences to keep current with the research in librarianship and to improve my job skills. These experiences include continuing education courses, workshops on supervising and teaching, and national and regional professional conferences. Additional supporting documentation for the events listed here is available on request.

1) Courses
   a) IM 504: Instructional Design I course, in fall 2004. This 3-credit course is offered by the SCSU Center for Information Media.

   b) U.S. Copyright Law Online, an online course offered by Copyrightlaws.com. I completed this course in November 2004.

   c) The Reference Interview, an online course offered by the Reference and User Services Association of the American Library Association. The course ran from 15 November to 10 December, 2004.

   d) TLT Group Workshop: Best Practices in Information Literacy in Undergraduate Education co-sponsored by the Association for College and Research Libraries. This course ran 8 – 22 February 2005.


2) Workshops and trainings
   a) Selected for and attended the first Minnesota Library Association Leadership Institute, a three-day workshop with the goal of building library leaders.

   b) Minnesota State Colleges and Universities Frontline Leadership: Supervisory Training
      I direct and evaluate the work of five staff members. I’ve attended MnSCU supervisory training that provides guidance on how to supervise in a union environment.


      iii) Effective Coaching Skills at St. Cloud State University, August 7, 2007.

   i) I received a Short-Term Faculty Development Grant to attend this preconference.

   i) I received a Short-Term Faculty Development Grant to attend this preconference.

f) How to Make Grading Fair, Time-Efficient, and Conducive to Learning, a weekend seminar from MnSCU’s The Center for Teaching and Learning at Century College, April 30, 2005.

g) SCSU Center for Excellence in Teaching and Learning Book Talks
      ii) Integrating Information Literacy into the Higher Education Curriculum on October 18, 2006.
      iv) What the Best College Teachers Do on November 7, 2007.


j) Writing for the Library Profession, a webinar from SirsiDynix Institute, July 10, 2007. SirsiDynix Institute is a free online seminar series on library issues.


3) National conferences
   I have attended at least one national conference each year. The American Library Association (ALA) has two major conferences each year, an Annual Conference during the summer and a Midwinter Meeting in January. The Association of College and Research Libraries (ACRL) is the academic division of ALA and they have a National Conference every other year. LOEX is a clearinghouse for library instruction and information literacy information. LOEX holds an Annual Conference in the spring. This conference is considered the premier conference for instruction librarians.

   a) American Library Association


b) Association of College and Research Libraries (ACRL)
   i) 12th National Conference in Minneapolis, April 7-10, 2005.


c) LOEX
   i) 34th Annual Conference in College Park, MD, May 4-6, 2006.

   ii) 36th Annual Conference in Oak Brook, IL, May 1-3, 2008.


e) 12th Public Library Association National Conference in Minneapolis, March 26-27, 2008. PLA is a division of the American Library Association.

4) Regional conferences
   a) Minnesota Library Association (MLA)
      i) 2004 Annual Conference in Duluth, October 6-8, 2004.


   b) Academic and Research Libraries Division (ARLD) of MLA


c) Classrooms of the Future, an annual symposium on teaching sponsored by five private colleges in the Twin Cities area.

d) University of Minnesota Collection Development Symposium: Digital Repositories, May 16, 2005. This symposium was jointly sponsored by the University of Minnesota Libraries and MINITEX Library Information Network.


f) 2005 MINERVA (Minnesota Electronic Resources in the Visual Arts) Symposium at the University of Minnesota, November 2, 2005. MINERVA is co-sponsored by the Weisman Art Museum, the College of Architecture and Landscape Architecture, the College of Liberal Arts and the University of Minnesota Libraries.


i) Library as Place: Physical Realms, Virtual Possibilities on May 15, 2006. This Reference Symposium was jointly sponsored by the University of Minnesota Libraries and MINITEX Library Information Network.

j) Attended eLearning Games and Simulations: Engaging the 21st Century Learner at Normandale Community College, May 24, 2007. This event was hosted by iSeek Solutions and the Minnesota Learning Innovations Council.

k) Attended Brick & Click: An Academic Library Symposium at Northwest Missouri State University, November 2, 2007.

5) Professional Memberships
   a) American Library Association (ALA)
      i) Association of College & Research Libraries (ACRL)
         i. College Libraries Section
ii. Distance Learning Section

iii. Instruction Section

ii) Reference and User Services Association (RUSA)
   i. Business Reference and Services Section (BRASS)
   ii. Machine-Assisted Reference Section (MARS)
   iii. Reference Services Section (RSS)

iii) Library Instruction Round Table (LIRT)

iv) New Members Round Table (NMRT)

b) Minnesota Library Association (MLA)
   i) Academic and Research Libraries Division (ARLD)
   ii) Legislative Committee

6) Keeping Current
   In addition to attending training and professional conferences, I read widely on the topics of instruction, teaching, management, and librarianship. What follows is a sampling of the resources that I regularly review.

   a) I track a wide range of professional journals by using journal alerts.
      Partial list of journals regularly reviewed:
      American Libraries
      College & Research Libraries
      College & Research Libraries News
      Harvard Business Review
      Journal of Academic Librarianship
      Library Journal
      Library Quarterly
      Library Trends
      Online
      Reference & User Services Quarterly
      Searcher

   b) I also follow several professional discussion lists, including:
      BUSLIB-L (Business library issues)
      CIRCPLUS (Library circulation issues)
      COLLIB-L (ACRL’s College Section)
      DIG_REF (Digital Reference)
      GLBTRT-L (ALA’s Gay, Lesbian, Bisexual, Transgendered Round Table)
ILI-L (Information Literacy Instruction Discussion List from ACRL’s Instruction Section)
JESSE (ALISE, Association of Library and Information Science Educators)
libadmin (Library Administration)
NMRT-L (ALA’s New Members Round Table)
OFFCAMP (Off-Campus Library Services List)
POD (Professional & Organization Development Network in Higher Education)
ULS-L (ACRL’s University Libraries Section)

c) Additionally, I read several blogs related to libraries including:
   Academic Librarian
   Annoyed Librarian
   Caveat Lector (Digital repositories)
   Circ and Serve (Circulation issues in academic libraries)
   The Distant Librarian
   Free Range Librarian
   iLibrarian (Library 2.0)
   Information Wants to Be Free (Using Web 2.0 and other technology to serve patrons)
   Research Quest (Gaming in libraries)
   Stephen’s Lighthouse (Stephen Abram, SirsiDynix Vice President of Innovation)
   Tame the Web: Libraries and Technology


Criterion 4: Contribution to student growth and development

1) Advising
I have been an advisor for undergraduate students since starting full-time at St. Cloud State University in the fall of 2004. To prepare for advising, I met one-on-one with Steve Klepetar to learn about the general education program here at SCSU. I also attend Center for Information Media advisor meetings when they occur. Since 2004 I have advised a total of 12 students. I work with my advisees through e-mail and in-person meetings. Documentation of my interactions with my advisees is available upon request.

   a. I have advised four Information Media majors or prospective majors. Two of these students are currently enrolled. Due to some complications with the transfer status of one of my current advisees, I met with Amy Haggerty in the Advising Center.

   b. I have advised six Information Media minors. I do not have any active minor advisees at this time.

   c. I have advised two General Education students. I do not have any active General Education advisees at this time.

2) Advisor for the St. Cloud State University chapter of the National Society of Collegiate Scholars
After the previous advisor for this group (Frankie Condon) left, I was asked by the chapter president to be the advisor in September 2007. The president had been a student in my IM 204 class. The National Society of Collegiate Scholars recognizes academic achievement by first and second year college students. This organization offers leadership development, scholarships, and service opportunities for members. For example, the SCSU chapter has volunteered at the Salvation Army this fall and has worked with high school students to prepare them to take the ACT.

   a. Attended the 2007 NSCS Induction Ceremony and gave a brief welcome to the new members.

   b. Attended the 2008 NSCS Induction Ceremony and gave a brief welcome to the new members. President Potter was our keynote speaker this year.

   c. Sign various documents as needed. As the advisor, I sign off on reimbursements for expenses.

   d. Worked with Records & Registration to get the list of students eligible for membership in NSCS.

   e. Serve as contact point for e-mails from national headquarters.
f. Serve as point of contact with the Center for Student Organizations and Leadership Development (CSOLD).

3) Information desk
The Information Desk is a service for new students that LR&TS offers during the first week or two of the fall and spring semesters. We staff a desk in the Miller Center lobby to answer questions from students about classroom locations, computer HelpDesk, bus schedules, campus offices, etc.

   b. Information Desk in fall 2006.
   e. Information Desk in fall 2008.

4) Central Minnesota Science Fair Research Paper judge
As a research paper judge, I generally read 5-7 papers and rank them in the two age groups. Students with excellent papers are invited to the fair and use the feedback I provide to improve their presentations.


5) GLBT Services
   a. During spring 2005, I volunteered for and was accepted as a member of the GLBT Services Advisory Board. I attended two meetings of the board this semester. This board became inactive when the GLBT Services director left the university that semester.

   b. I volunteered to serve as an interviewer for the Pride Awards.

6) Other student activities
   a. Helped with the 2006 Cookie Day for LR&TS student workers.
   b. Helped with the 2007 Cookie Day for LR&TS student workers.
   c. Worked the fall 2006 Main Street on September 6, 2006.
   d. Coordinated the schedule for library representation at the fall 2007 Main Street.
e. Worked the fall 2007 Main Street on September 6, 2007.

f. Coordinated the library’s participation in the New Student Orientation Program. Lisa Forslund and Corey Schroeder led tours of the building.

g. Gave a short presentation on library resources at the Graduate Assistantship Orientation.

h. Worked the fall 2008 Main Street on September 3, 2008.

i. Worked the fall 2008 Gear Up Days on October 15, 2008.
Criterion 5: Service to the university and community

A. National Service

1) Association of College & Research Libraries (ACRL). ACRL is a division of the American Library Association (ALA).
   a) Served as a volunteer at the 2005 ACRL National Conference. I worked the Internet Café.
   b) Member, Instruction Section Awards Committee, 2008 – My group is working on selecting the Ilene F. Rockman Instruction Publication of the Year Award which requires us to review recently published articles and books on information literacy and/or library instruction.

2) Library Instruction Round Table (LIRT). LIRT is a round table of ALA.
   a) Member, Transitions to College Committee, 2004-2006
      This committee works to assist students transitioning to college through a partnership of academic, public, and school librarians.

3) New Members Round Table (NMRT). NMRT is a round table of ALA.
   a) Member, Shirley Olofson Memorial Award Committee, 2004–2008
      This committee awards $1000 to a new member of ALA in order to attend the ALA Annual Conference. The winner of the award is selected in January of each year. Committee meetings were generally held virtually. During my four years on the committee we reviewed an average of 30 applications each year. Further documentation of my service on this committee is available upon request.
      b) Resume Review Service Booth
         NMRT offers resume reviewing at each ALA Annual Conference and Midwinter Meeting.
         i. Staffed the Resume Review Service Booth at the ALA Annual Conference 2005. I was a greeter at the booth.
         ii. Reviewed resumes at the 2006 Midwinter Meeting in San Antonio.
         iii. Reviewed resumes at the 2006 ALA Annual Conference in New Orleans.
4) Reference and User Services Association (RUSA), Business Reference and Services Section (BRASS). RUSA is a division of ALA.
   a) Member, Business Reference Resources Committee, 2005-2006
      This committee highlights outstanding business reference sources and works with the providers of business information to improve resources.
      i. This committee sponsored the Publishers Open Forum: Fee vs. Free Financial Information at the 2006 ALA Midwinter Meeting.
      ii. This committee annually contributes a column on “Outstanding Business Reference Sources” to Reference & User Services Quarterly. I was responsible for identifying reference books in economics and leadership to consider for this article.

B. State Service
   Since 2004, I have served in a variety of positions on the board of the Academic & Research Libraries Division of the Minnesota Library Association (MLA). ARLD has approximately 350 dues-paying members and also serves as the Minnesota Chapter of the Association of College and Research Libraries division of the American Library Association.

1) Legislative Liaison, 2004-2006
   Legislative liaison was a volunteer position at this time and was just recently converted to an elected position based on my recommendation. As the legislative liaison I joined and attended meetings of the Legislative Committee of the Minnesota Library Association.
   a) Sent periodic legislative updates to ARLD membership and reported on legislative issues at monthly board meetings and the annual conference business meeting.
   b) Participated in the MLA/MEMO Legislative Forum, 2004-2006. The Forum starts the process for creating the legislative platform for the next year.
   d) Served on the 2005 and 2006 platform committees. In 2005, I developed the “Libraries Strengthen Minnesota” slogan that is now used throughout MLA.

2) Vice-Chair/Chair-Elect of ARLD, 2007
   a) As the Vice-Chair, I coordinated ARLD’s participation in the 2007 MLA Annual Conference.
      i. Represented ARLD at the Conference Program Committee meetings.
      ii. Notified presenters that their programs were accepted. ARLD sponsored 11 programs at the conference.
      iii. Served as the point-of-contact for presenters.
iv. Arranged moderators for each session sponsored by ARLD.

b) Worked with the Chair of ARLD to revise the ARLD By-Laws. The by-laws revision was passed by the membership at the 2008 ARLD Day.

c) As the Vice-Chair, I chaired the Elections Committee. This committee recruited candidates for several positions and developed the ballot. We also managed the ballots and the notification of results.

3) Chair of ARLD, 2008
As Chair, my responsibilities including planning a variety of programs, coordinating budgeting, chairing Board meetings, coordinating the ARLD Web page, and supporting academic libraries and library staff in Minnesota.

   a) Serve on the Minnesota Library Association Board and attend monthly board meetings.

   b) Chaired the ARLD business meeting at 2008 MLA Annual Conference.

4) Past-chair of ARLD, 2009
As Past-Chair, my primary responsibility is the coordination of ARLD Day, an annual one-day conference sponsored by ARLD. Planning for the 2009 ARLD Day has begun.

   a) I’ve identified a keynote speaker. Katie Clark from the University of Rochester will speak on her chapters from *Studying Students: The Undergraduate Research Project at the University of Rochester*.

   b) I’ve arranged for the event to be held at the Minnesota Landscape Arboretum on Friday, May 1, 2009.

   c) Over the coming months, I’ll determine the agenda for the day, develop a call for proposals, and develop a budget for the event.

5) Moderation of ARLD-sponsored Conference Sessions

   a) “Why Do Emailingerers Surf and Blog? Collaborating with Faculty to Teach Information Literacy to Students Who Speak a Different Language,” presented by Erika Rux and Molly Flaspohler from Concordia College, Moorhead at the 2004 MLA Annual Conference.

   b) “What's a Penny Worth?” presented by Nick Dimassis and Cheryl Prentice from St. Mary’s University at the 2005 MLA Annual Conference.

   c) “Crossroads and Detours on the Path to Information Seeking,” presented by Michelle Twait from Gustavus Adolphus College at the 2007 ARLD Day on April 30, 2007.

   d) “Performing on the Library Instruction Stage,” presented Monika Antonelli from Minnesota State University, Mankato at the 2007 MLA Annual Conference.
e) “Undergrads in the Reference Stacks? Using Reference Universe for Composition 101 Topics,” presented by Pete McDonnell from Southwest Minnesota State University and Kellian Clink from Minnesota State University, Mankato at the 2008 MLA Annual Conference.

6) Additional ARLD service
   a) Member, Nominating Subcommittee, 2004.

   b) Created the bibliography distributed at the 2007 MLA Leadership Institute.

   c) Wrote a letter in support of Jim Newsome’s application for tenure at the College of St. Catherine Library.

C. St. Cloud State University Service
   1) Center for Excellence in Teaching and Learning Workshops


   3) Member, SCSU Strategic Planning Committee, 2006-
      a) As part of the Strategic Planning Committee, I was part of the Technology Sub Committee that developed a strategy map for the technology strategic theme of the strategic plan. The strategy maps for each theme were then combined to create the
The overall strategy map. The strategy maps were created using the Balanced Scorecard method.

b) During the fall 2007 semester, the Strategic Planning Committee developed a peer institution list as well as a list of aspirational peers.

c) During the spring 2008 semester, I was on a sub-committee reviewing a list of institutional measures. This group’s charge was to develop an easily-viewable list of measures that shows how St. Cloud State University is doing at a glance.

D. Learning Resources & Technology Services Service

1) LR&TS Search Committees
   i. Member, Search Committee for Serials Library Technician, 2004.

   ii. Member, Search Committee for Reference Librarian, 2005.

   iii. Member, Search Committee for Fixed-Term Reference Librarians (three positions), 2005.

   iv. Member, Search Committee for Copy Cataloger Library Technicians (two positions), 2006.

   v. Member, Search Committee for University Archivist, 2007.

   vi. Member, Search Committee for Catalog Librarian, 2007.


   ix. Member, Search Committee for Associate Dean for Library Services, 2007-2008.

2) Founding member, Tenure Support Group, 2005-
   I started this group with Melissa Prescott, Susan Schleper, Kate Peterson, and Darlene St. Clair in fall 2005. This group uses peer-mentoring to navigate the tenure process. At some meetings, we discuss an article that we had all read.

   a) Through spring 2008, I convened meetings approximately once a month. Melissa is now the convener.

   b) Melissa and I based our ACRL poster session on the work of this group.

   c) In 2007, I helped welcome our six new faculty librarians by taking each to lunch by myself or with others during their first week here.

During Susan Schleper’s maternity leave I served on the Web Oversight Committee in her place.

a) During my time on this committee, I was the chair of the Use & Enhancement Sub-Committee. This committee was tasked to meet twice before the February meeting of the larger committee. Our main tasks were to suggest small revisions to the current web page and to suggest possible future major revisions of the web page.

4) Member, CIM Marketing Committee, 2004-2005.

“The purpose of the committee is to evaluate and oversee the software request process in assembling the computer “image” for the upcoming semester for General Access Computing Labs, Miller Center Public computers and classrooms.”

6) Class Presentations
I have presented on Web 2.0 for several classes.

a) In spring 2008, I presented in classes taught by Melissa Prescott, Michael Gorman, and Cindy Gruwell.

b) In fall 2008, I presented in Tom Steman’s IM 204 class. For this presentation, I developed a new activity on evaluating podcasts.