EVALUATION OF LIBRARIAN
JANUARY 1, 2011 – DECEMBER 31, 2011

Librarian's Name ___________________________________________

January 1, 2011 -- December 31, 2011
Review Period

Anne C. Barnhart
Supervisor

Reference Coordinator ______________________________
Title

Additional Evaluator *

6 March 2012
Date

* This would be a person with a substantive role in a supervisory or associate capacity for the librarian under evaluation, to be chosen with the agreement of both the librarian being evaluated and his/her supervisor.

__________________________________________
3/14/12

__________________________________________
14 Mar 2012

SIGNATURES:

Librarian Date

Supervisor Date

Additional Evaluator Date

Additional Evaluator Date

After the librarian and supervisor(s) have signed this document, it should be reviewed and signed by the Associate Dean and Dean of Libraries.

__________________________________________
6-12-2012

Associate Dean Date

__________________________________________
6-15-2012

Dean of Libraries Date

* Librarian acknowledgement:
I have reviewed this document with my supervisor. My signature indicates that I have read it and participated in these discussions, but does not necessarily imply my agreement. Any areas of disagreement are noted in my comments below (or in the attached document). I understand that I am entitled to receive a copy of the final completed form and attachments, bearing all required signatures.
Evaluator's Assessment

The evaluator will briefly describe below the Librarian's performance for the period of January 1, 2011 – December 31, 2011 in his/her own words including job performance, professional growth, service, academic achievement and future goals:

Ms. is very reflective about her teaching. In 2011 she made changes to the way she teaches the credit-bearing course in order to correct problems that she had seen. She teaches online and typically online sections of LIBR 1101 have higher DFW rates. Ms. has made conscious efforts to connect with and engage her students and has improved her own DFW rates as a result.

As Ms. supervisor, I greatly appreciate her willingness to step up and get the job done. Even when circumstances are less than ideal (added work caused by the renovation or other outside forces), Ms. rarely complains and just stoically contributes. I have grown to count on the fact that she will pragmatically assess a situation and do what needs to be done. Sometimes I need to be careful that I do not give Ms. too high a percentage of these unpleasant or just annoying tasks just because I know that she will do them without complaining.

Also, as Ms. direct supervisor I occasionally have to make sure that she does not take on too much work. In her narrative she notes that she taught 2 sections of LIBR 1101 in the summer of 2011. Due to the number of students who wanted to get in that class before HOPE changed, Ms. wanted to teach 3 sections. I would not allow it since I knew that the interviews would be time-consuming. In the end, she was glad that she hadn't taught 3. However her empathy with our students could have easily caused her to have an entirely sleepless month due to the workload she tried to take on.

Ms. ' hires, trains, schedules, and supervises more than twenty reference student assistants. She manages a delicate schedule and when 1 student quits or has a schedule change, Ms. has to struggle to rearrange everything so that we still have consistent coverage. I wish that we had a budget with some slack in it so that she would not have to drop everything else and work on that schedule so often. Perhaps if IS were to get a full-time administrative assistant Ms. could pass along the scheduling to that staff person. The training Ms. provides is equivalent to teaching and the selection of and training of the students is faculty work. The scheduling problems and the hours Ms. spends every month battling the whims of ADP could be assigned to an administrative assistant.

The renovation was stressful for everyone and while we all enjoy the new space, it was not exactly how many of us had imagined it and workflows and service point functionally had to be rethought. As the Reference Coordinator, Ms. confronted this reality head-on and immediately. She had to rethink the reference service points, the collection size and location, and even the number of student
on those areas is quite broad.

Goals for 2012

I would like to see Ms. present at a statewide conference and at a national conference.

I look forward to Ms. teaching LIBR1101 face-to-face. Since she will go to Immersion in July, I do not know if she'll teach face-to-face in Fall 2012 or Spring 2013. I want to make sure she feels she has enough time to redesign her course and prepare for the change in format. I will work with her to make sure we time it well.

I hope that as the Nursing program on the Newnan Campus expands, Ms. will be willing to travel to that campus and work with the students and faculty there.

Ms. has expressed strong interest in trying to make our library website more user-friendly. I understand that much of this is beyond her control as ITS oversees the website. However, I would like her to have as a goal to work with the Systems Librarian and student focus groups to see how we can improve discoverability of our resources.

Ms. genuinely enjoys spending time with students. Perhaps she could be a faculty advisor for a student organization. Again, I realize that achievement of this goal is not entirely up to her since an appropriate organization would need to be looking for a new advisor but perhaps she could explore these opportunities.

For Cohort 13 of the EdD in School Improvement, the Library will be making an online orientation module to be put into CourseDen. I will ask Ms. to help create these with the target date of May.

Ms. is considering joining the Academic Policies committee of the Faculty Senate. This group is looking at designing a mandatory plagiarism mini-course for all UWG students. I encourage Ms. to take a leading role in this project so that the Library is well-represented.

Ms. has continued to grow and mature in her position. She has worked with colleagues on collaborative projects. I would like to see her set a concrete project goal for 2012 that involves at least 1 other IS faculty member.
LIBRARIAN ANNUAL SELF-EVALUATION

REVIEW PERIOD: JANUARY 1, 2011 – DECEMBER 31, 2011

Name: 

Division: Instruction Services

Date completed/submitted to evaluator: 2/15/2012

Signature

THIS FORM IS TO BE COMPLETED BY THE LIBRARIAN TO DESCRIBE HIS/HER PERFORMANCE FOR THE ABOVE STATED REVIEW PERIOD.

I. Job Performance (Please describe your efforts during the past year regarding your professional, managerial and assignment-specific responsibilities included in your job performance criteria and/or job description)

2011 was a tumultuous year for the library. For the first half of the year, the majority of the library was closed for renovations. During summer 2011, the library faculty took ownership of the new building, moving into all four floors. Small scale renovations and work-arounds continued into Fall 2011. Much of the fall semester was dedicated to reconfiguring our workflow to the new spaces. Literally every book and volume in the library was moved at some point during the year, as was every library faculty and staff member. Procedures for contacting library faculty, scheduling instruction, handling reference, and even mundane tasks like ordering supplies were worked out on-the-fly.

In addition to the building issues, the instructional services (IS) department also changed drastically during this time. We received funding for our first IS graduate assistants. We lost two faculty members and spent much of the summer hiring their replacements. The interview process for these librarians was quite time and effort intensive. While I was initially only on the search committee for the new First Year Librarian, I did participate in the interviews with the candidates for both positions. After the search for the two positions was combined, I spent a great deal of time on the search process, reading resumes, helping conduct the interviews, and contributing to committee deliberations. During Fall 2011, the department trained the new faculty and, with them, began a series of pilot programs to systematically reach out to common freshman level courses. In this environment, I completed the following.
Instruction
During 2011, I taught two classes a semester for the spring, summer, and fall semesters, reaching 145 students.

During Spring 2011, I began to use the discussion boards more heavily in my 100% online course to get students interacting with the material more frequently throughout the semester. I changed the grading structure so that students could earn points toward their final grade earlier in the semester. This led to students being more engaged and invested in the course. As a result, I only had 2 people withdraw from this course during the semester (out of 49). This trend continued throughout the year. To help combat D and F grades, as well as give students who are struggling a chance to recover, I began giving extra credit for students who go beyond the basic requirements for these discussion board assignments. While there are still some students who fail the course, this is usually limited to those who don't turn in assignments or take tests. Those who make the effort can succeed.

In Spring 2011, the library was asked to deliver the academic portion of the parent's sessions during freshman orientation. The department as a whole worked to create and refine the content for these sessions. We delivered about 25 lectures throughout the summer. Personally, I reached over 700 parents through these orientations.

I was initially scheduled to teach one section during the July semester, but I opened a second section. There was a large demand for the course since it was taught asynchronously online and the HOPE scholarship benefits were changing in the Fall semester. Shortly after I opened the second summer section, I was added to the search committee for the new Outreach Librarian, which had combined with the search for a new First Year Librarian. As a result, in July 2011, I was teaching two completely full sections of the course as well as serving on the search committee for two new librarians. This culminated in week of 7/12 through 7/19, when the IS department of the library had five day long interviews in seven days. While this was exhausting and time-consuming for all involved, I was also reconditioning the normal 15 week course into a 4 week delivery and so had two major assignments due from my students during this period. It was a hard, but ultimately rewarding month.

In Fall 2011, I again taught two sections of LIBR1101. In addition to this, I participated the department wide pilot programs to offer a standard library curriculum to incoming freshman through the three most common courses these students take: UWG1101, ENGL1101, and COMM1110. For UWG1101 and ENGL1101, I helped design the curriculum and instructional materials that every librarian teaching these sessions would use. The learning objectives and activities for these classes were designed to complement each other without a great deal of overlap. That way, students who see librarians in multiple classes would always learn something new. I taught multiple sections of each of these lesson plans.

Reference:
In Fall 2010, I officially took over the supervision and management of the reference desk workers. These workers cover the reference desk for all the hours we are open, providing technical help and basic reference assistance to students in the library. Each student is trained on using campus technology and networks, including common operations and basic troubleshooting. In addition, the students were trained to help students find things in the catalog and locate materials physically in the library. This was especially important during the renovation, when so much of the library was closed to the public. Workers would help students as best they were able, then forward the complex questions to a librarian. During Spring and Summer 2011, I was supervising 8 reference assistants who worked from 7:30 in the morning to 2:30 at night during weekdays and covered the desk during our week-end hours.
The reference workers are paid for by tech fee money, which must be petitioned for each Spring. In Spring 2011, I wrote the proposal to fund reference assistants to work all of the hours the library is open during FY2012. This proposal was approved. The library was given $60,368 to hire two students to work the new 24/5 hours during the next school year. In December of 2011, I wrote a preliminary proposal to hire two students to work 24/7 for the FY2013 year. This preliminary proposal was accepted and I will defend it in Spring 2012.

At the same time, I submitted another preliminary proposal to update the Visual Lab, a computer lab reserved for students with disabilities. This lab’s equipment had not been replaced since 2003. I worked with Disability Services to come up with a proposal that included new computers and the latest in assistive technology. In addition, I petitioned Disability Services and the Library Administration to do some minor renovations to the lab that would greatly improve its utility, including removing some out-dated analog machines and removing a large obstructive counter. This work was approved and completed before the start of Spring 2012’s semester.

In Summer 2011, I was officially named reference coordinator for the library, extending my official duties to the management of the reference collection, all reference workers (students, staff, and faculty), and all reference services.

Immediately I was faced with a number of challenges. The first challenge was making the new reference desks on the main floor functional. When we first tried out the new space in July, it was quickly apparent that there were serious ergonomic and effectiveness issues. I worked with the reference workers, librarians, and architects to determine the best placement of service points around the new library. Risk management and the library administration worked with me to identify the stress points of the new desks and come up with workable, ergonomic solutions. In the end, we changed the entire workflow of the reference desk. Librarians were no longer the first responders to questions. Instead, the student workers would triage questions and refer students with complicated research questions to either a local librarian or the 24/7 chat service.

The second challenge was in supervising and training the new reference workers. Because of our new 24/5 hours, and the need for two reference workers to cover the lab, the number of workers I directly supervised almost tripled (from 8 in Spring 2011 to 22 in Fall 2011). Only four of the students were returning from the previous school year. Because students were now the designated first-responders, they received much more intensive training than the previous school year. By the end of Fall Semester, the reference assistants could quickly triage questions (and refer them to the appropriate party), find any physical item in the library, find any journal citation in our databases or print collection (or refer that patron to ILL), recommend a likely database or research guide, and handle the most frequent copier, printer, scanner, and network issues on campus. In essence, it was the equivalent and more of teaching another full section of LIBR 1101. In Fall 2011, these students were handling between 1700 and 2500 questions a month.

The third challenge was completing the migration of the reference collection to the main floor. When the library was preparing for the renovation, I led efforts to reduce the reference collection to about two-thirds of its initial size. The new reference collection was to go on shelves lining the central wall of the new main floor and on several free-standing shelves that would be purchased after the renovation. However, once we moved onto the main floor, we realized that these shelves would seriously impede the flow of traffic and be quite expensive to customize with the rest of the floor’s décor. In the end, we decided to further reduce the size of the collection by about 25-30% by a combination of combing through the books
again for likely discards, moving books to the top two floors, and replacing series that take large amounts of shelf-space with their online counterparts. Using input from librarians from every department and working with various technical services staff and faculty, I was able to finally fit the reference collection onto the main floor.

The fourth challenge was taking over all administrative duties involved with our chat reference service, QuestionPoint. QuestionPoint is a consortia that allows our students to chat with an academic librarian 24/7. There is always someone on call to answer their questions about choosing keywords, picking a database, tracking a citation, using a source, or getting the password. To improve usage of this valuable service, and as part of our new strategy for reference, the department decided to activate a second tier of service offered by QuestionPoint, called the Qwidget. This is a live chat widget we can place on our main page, so that patrons can easily find help from a librarian. To keep this service active, there is no additional cost, but UWG librarians must answer 75% of the questions that are asked by our students each week. Since traffic went up considerably once the qwidget was placed on the main page in August 2011, this is not an insignificant duty. As reference coordinator, I closely monitored the number of chats UWG asked and answered each week. To help keep up our statistics, we changed the librarian's weekend reference shifts from sitting at an generally slow reference desk to covering the generally busy chat service each Sunday. I would log into the service throughout the week to answer questions (outside of my normal two hour shift). Every Saturday, I would log on, check our numbers for the week, and answer as many questions as were needed to meet the minimum. Depending on the week, this could be zero or it could be as much as ten to fifteen questions. It was a definite challenge at times, but I believe well worth it. The service is consistently well regarded by our surveyed users and it is one of the easiest ways to get in touch with an academic librarian. Since all librarians were now covering the chat service, I held a group training at the beginning of the Fall 2011 semester, and many individual trainings throughout the semester to accustom faculty to the technology. Other QuestionPoint administrative duties involve updating the library's policy page, forwarding suggestions for service and website updates to our systems librarian, and answering any questions that were forwarded to a local librarian by the service.

In addition to scheduling the reference students, I was assigned to organize the librarian reference desk shifts starting in Spring 2011. This meant coordinating the semester-long schedules of about fifteen library faculty and staff who would cover the desk during the library’s busiest hours. The schedule included the weekly reference desk shifts, the week-end reference coverage, and the weekly chat reference shifts. During Summer 2011, everyone’s schedule was so busy, that I had to create a new on-call schedule each week to accommodate the changing availability. In Fall 2011, we began adding library week-end and off-hours events that needed librarians to this schedule. Now all these schedules come under my purview as reference coordinator.

Finally, I do not just manage the reference desk; I also serve on it. In Spring 2011, I started with 3 and ½ hours a week of scheduled reference desk shifts and 1 hour a week of chat reference shifts. When one of the IS librarians left at the beginning of February, I reworked the schedule and took her chat shift. From then on, I covered 4 hours a week on the reference desk and 2 hours a week covering the chat service from my office. In Summer 2011, I served four hours a week as the on-call reference librarian and continued the two-hour weekly chat shifts. In Fall 2011, every librarian was assigned 2 hours of desk or chat reference shifts. I took on two hours of chat reference, but I would often cover the chat service outside of these hours to keep up our numbers. I would also cover reference desk shifts for other librarians as needed. This allowed me to see what was going on at the reference desk and how the reference assistants were doing.
Liaison:

This year, I officially took over the liaison duties to the Computer Science, Mathematics, and Geosciences departments. I was also assigned to help support the Nursing Department. I kept responsibility for the Physics Department. However, another librarian has taken over the Chemistry and Biology departments, but I will continue to help her with the instruction requests from them. I maintained my LibGuides for these departments until Miriam completed her new guides. Once they were ready, I took my LibGuides down to private level. That way they were not discoverable through the website, but if a student or faculty member had them linked through CourseDen or their web browser, the sites would still be accessible. I inherited LibGuides for Computer Science and Geosciences from other librarians. However, both guides had not been updated for years. I reformatted them to fit the new template designed by and made sure that all their links and recommended resources were still functional and current. I had to create a Mathematics guide from scratch.

For outreach, I contacted each department several times throughout the year about Ingram Library services and resources. I attended the science departments’ Research Day, as well as the Research Day for graduate students (which include students from Geoscience and Nursing). I attended the annual Computer Science honors celebration and induction ceremony for new Upsilon Pi Epsilon members. I made an effort to introduce myself to science faculty at faculty meetings like the Undergraduate Programs Committee. I worked with the Nursing department to report library usage and materials for their accreditation statistics and worked with the Computer Science department to update their collection of electronic books.

While I was not able to tackle weeding the science collection, due to construction and other more urgent priorities, I did budget most of the liaison funds for the year. In order to determine what to purchase, I created word clouds using the descriptions of the faculty research interests (found on their campus profiles) and filled gaps in the collection identified through various reference encounters. In total, I spent 85% of CS-L budget, 96% of the Geol-L budget, 80% of the Math-L budget, and 80% of physics budget.

There is not a large call for instruction sessions from the science departments (something I would like to change), so I help as much as I can with the other departments. I regularly teach low level freshman courses, like UWG 1101, ENGL 1101 and 1102, and COMM1110. My experience with online teaching comes in handy with the other librarians here. I worked with to create a series of introductory videos for the Education PhD students and created a series of videos introducing how to use the library website for my online courses. When appropriate, I share my materials (videos, powerpoints, and otherwise) with the other IS librarians to use in their classes.

II. Service (Describe the most significant service projects in which you have engaged during the past year)

In 2011, I was a member of the following:

- University of West Georgia Faculty Senate, senator
- UWG Undergraduate Programs Committee, member
- Search committee for the IS First-Year Librarian
- Search committee for the IS Outreach Librarian
- UWG General Education Committee, advisory member
- Ingram Library Website Design Committee, member
Prevent@UWG Library Liaison

UWG Graduation, library faculty representative

Atlanta Area Bibliographic Instruction Group, vice president, president-elect

- For this committee, I helped organized the AABIG annual meeting and conference, held June 10, 2011 at the Robert W. Woodruff Library in Atlanta. Organizing this meeting took most of the spring semester. We received over sixty proposals for sessions and had almost 150 attendees. In 2012, I will serve as president for this organization.

- EBSCO – NetLibrary Advisory Council, member

For community service, I served in the following:

- Georgia State Beta Club Quiz Bowl Competition, organizer and judge
- Helen Ruffin Reading Bowl, judge
- Georgia Academic Decathlon Super Quiz, judge
- Walton High School Academic Challenge, judge
- Brookwood Invitational Scholars Bowl, judge

III. Academic Achievement (Describe progress toward additional degrees, credit or non-credit courses completed, etc.)

In December 2010, I was awarded a Master of Science degree in Applied Computer Science after earning A's in every class of the program. This made me eligible to apply for promotion to the rank of Assistant Professor during 2011. I completed this process successfully. In February 2012, I received confirmation of the president's acceptance of my promotion, effective July 1, 2012.

While I did not complete any credit courses, I did attend trainings and professional conferences:

- LibAnswers (1/26)
- Campus Guides (1/26)
- Information Fluency Conference (3/9-3/11)
- Data Stewardship (4/12)
- Thumb Drive Encryption (4/14)
- GA Open Records Act (4/19)
- SmartThinking (4/29)
- Atlanta Area Bibliographic Instruction Group Annual Meeting (6/10)
- UWG 1101 ALE training (8/15)
- EBSCO Discovery (9/7)
- Georgia Conference On Information Literacy (9/22-9/21)
- IRB Social & Behavioral Research Investigators Training (10/11)
- IRB Social & Behavioral Responsible Conduct of Research Training (10/11)
- Web of Science (11/1)
- Section 508 webinar (11/18)
- Various archived GALILEO trainings (Using Advanced Database Features, Teaching GALILEO to Patrons, etc)
- Required Online Trainings: Ethics Training, Risk Management, Vehicle Risk & Safety, Ergonomics, Stacking, Right To Know
IV. Goals for 2011 (Describe your progress toward meeting your goals for the past year, results achieved and any extenuating circumstances which might apply if you were unable to achieve some of your goals.

- Decrease DFW rates for my LIBR 1101 classes.
  - Achieved. Adding in participation points for discussion boards that were awarded from the first week ensured that students were more engaged and invested in the class. While I am still working to improve the failure rate of my class, my withdrawal rate is done to one or two students per section.

- Improve interaction with liaison departments.
  - Achieved, to a limited degree. I have introduced myself in some way, shape, or form to every faculty member in each department. They know that I am the one to contact about issues with their classes or research needs. I would like to improve this further.

- Improve reference services.
  - Achieved, but this is hard to measure. The students who work the desk around the clock are much more capable of handling reference questions than they were in the past. They are also better able to know when and how to forward questions. Adding the chat widget to the library homepage made getting in contact with an academic librarian much easier than it had been previously. However, I believe it is now more difficult to get in contact with a local librarian, due to designs in the library architecture and website.

- Improve library web presence.
  - My abilities to change this are limited. The library hired a new systems librarian in Summer 2012 who is still learning our systems. The library website committee met only a few times during 2011. Most of us were handling more urgent crises and IT'S always has its hands full. I hope to work towards this more in the coming year.

- Weed science collection.
  - This didn't happen. The third floor was closed until September 2011. Then I was busy weeding the reference collection, which had a higher priority. I did however work with the Computer Science department to weed and refresh their e-book collection.

- Continue involvement with campus-wide committees, particularly in light of SACS and the new Core.
  - Achieved. I think is one of the most important functions I perform. It allows the department to remain abreast of campus developments early. We can be pro-active and not reactive.

- Continue professional development (successfully present and publish).
  - I did not manage to complete my article about LIBR 1101 graduation rates in 2011. I have completed all the analysis and written up the methodology. I am working on the literature review and hope to complete it early 2012. I did present at the following:
    - "Better Beginnings: the link between a library skills class and student success rates." Georgia International Conference on Information Literacy, Savannah, GA, 23 September 2011.
    - "An Information Literacy Course And Student Success." Presentation to the Senior Administration, First Year Programs Staff, and Library Faculty of Oglethorpe University, 11 August 2011.

- Complete Promotion and Tenure process successfully
  - Achieved. The confirmation letter from president was received in February 2012.
• Get an article accepted for publication in a peer-reviewed journal
  ° Not achieved. See above.
• Create an assessment strategy for evaluating reference services.
  ° Achieved to a limited degree. In my review of the literature, and communicating with other reference librarians via listservs and conferences, this is one of the hardest questions to nail down. How do you define a successful transaction? How do you measure that? What are the most effective surveying tools, and what do they really measure? Many libraries just keep counts of how many questions of how many reference questions they get and don’t go further. As far as statistics go, Ingram Library is better than most. We can see what types of questions we get at what times of the day via what forms of communication. This data has aided our decisions about reference in the past. Indeed, the new reference workflow was largely based on this data. I can read the questions people ask at the desk and review summaries of the answers. I can read transcripts of students interactions with the chat service. I take the feedback from these services to make changes to our webpage and chat policy page, but even then... is it really measuring the effectiveness of the transaction? I am still working on this.
• Teach library sessions for graduate students in the College of Sciences and Mathematics
  ° Not achieved. Instruction outreach during the renovation was deliberately limited. The library did not have the space or resources to adequately accommodate these students. In Fall 2011, our classroom was often busy. For many reasons, it just didn’t happen.
• Provide more ongoing training (X times/semester) for Reference Student Assistants
  ° In Fall 2011, each reference students received 12 hours of in-person training, spread throughout the semester. They also had several training programs assigned to them through courses, though. Training was somewhat limited by the fact that training was not specifically budgeted in the tech fee request. This has been added in the FY2013 proposal.
• Help orient the new IS librarians when they arrive
  ° Achieved. I was specifically responsible for introducing them to the various reference services, and indeed did so. I also helped them discover various UWG procedures and methodologies as needed.

VI. Goals for 2012 (Describe your plans/projects for the coming year)
• Successfully complete the Immersion Teacher Track
• Successfully complete Teaching With Primary Sources 5-week class
• Successfully serve as president and host of AABIG
• Create IS tutorial modules (for use in online course)
• Continue professional development (successfully present and publish).
• Refresh main floor reference collection.
• Improve liaison communication through targeted outreach.
• Teach LIBR 1101 Face-to-Face

VII. Supporting Documentation (attach a current copy of your vita, and a representative sample or summaries of teaching evaluations by students)