Discovering and Leveraging Connections: The roles of library faculty in engaging with the OSU Campus

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Project Summary:

The liaison role has evolved, yet we continue to seek the right balance for ourselves within the context of new strategic directions, emerging service models and the broader academic library landscape. The 2013 ARL report, *New Roles for New Times: Transforming Liaison Roles in Research Libraries*, suggests three roles for librarians involved with engagement:

- **Advocates** who are “a research library’s “sales force,” speaking on a wide range of topics and trends in higher education, influencing and persuading campus stakeholders on important issues, and serving as ambassadors of change.”
- **Consultants** who “identify faculty needs and then make referrals to colleagues with more specialized, often technical, expertise.”
- **Specialists** who provide deeper expertise in areas that transcend disciplinary boundaries, such as instruction, digital publishing, or data management.

Over the past eight months, the tenure-track library faculty and library archivists worked in teams to investigate the colleges and other relevant academic units to identify our connections with campus units that leverage our expertise and our strategic goals. We considered the three roles proposed by ARL as well as three specific strategies from the OSULP 2013 Strategic Plan to help direct our work:

- Promoting information literacy
- Developing research collaborations
- Facilitating scholarly communication

Major outputs and trends were examined for each strategy including:

- Curriculum trends, student learning outcomes, student experience programs, unique degree programs, and degree trends;
- Types of data generated, funding sources and their requirements, results of a recent data curation survey, research centers of excellence, and signature research programs;
- Definition and patterns of scholarly outputs, departmental promotion and tenure guidelines for scholarship, and open access trends in the disciplines.

Each group collected data and information on the OSULP wiki, synthesized that into a summary report and proposed engagement strategies. These strategies ranged from specific actions, continuation of current practices and new approaches. The following sections briefly summarize a group’s finding, list engagement strategies, and for some, present general recommendations for moving forward with campus engagement roles.

We met three times as a group:

- A kickoff meeting to explain the project and consider approaches (December 20, 2013)
- A check-in meeting to see what challenges were emerging (March 28, 2014)
- A reporting of group findings (April 25, 2014)

An additional meeting was planned to review strategies, but it seemed redundant. A draft of this summary report was shared and additional feedback from the project participants incorporated.

Several themes emerged in the reports.
• Additional faculty lines are needed to effectively engage with the OSU campus. As vacancies or new position opportunities arise and new needs emerge, we usually address those when hiring rather integrate the new with our foundation. For example, we hired an assessment librarian rather than a librarian with science or natural resources expertise. Our instructional design librarian develops services for E-campus and asynchronous teaching rather than dispersing that duty throughout the existing library faculty.

• Some library faculty have haphazard or too wide a range of engagement expectations. This leads to a sense of not doing enough, not being able to set priorities and not succeeding as well as we could.

• Colleges are increasing their focus on preparing students for the world rather than a continued existence in academia. Service learning, internships and applied projects indicate an expectation that students will be prepared as informed and skilled people as they enter the work force and their communities.

• Teaching and learning are going asynchronous. The classroom and lab experience are still important. However, the growth of E-Campus and hybrid courses suggest student demand for more options.

• Relationships are important. The OSULP faculty members have developed significant relationships with faculty across campus. These are varied given the personalities and expertise of our faculty and their audience.

• The division structure of OSU Colleges does not resonate consistently across campus. Some divisions make more sense than others such as Earth Systems and Health. Yet even these two have elements that prevent them from being truly integrated. Earth Systems has three colleges of varying size (COF being one of the smallest and CAS being large), teaching commitment (CEAOS have few undergraduates while CAS has many), and dependence on research funds. The Health Division combines the two professional degree colleges with PHHS with its strong undergraduate programs.

• There is incredible variety among the colleges in terms of the teaching versus research focus. Additionally, the College of Liberal Arts and College of Science have roles as service providers for other programs in terms of the BACC core and other requirements.

Several models emerged from the exploration and discussion:

• Use our current teaching focus and proposed curriculum to create engagement teams;

• Use our services to create teams;

• Build on existing foundation of responsibilities and assignments by adding librarians and reallocating responsibilities;

• Add engagement teams on top of the current liaison model, which would build upon our current strengths in subject expertise and personal relationships across campus without the added stress, uncertainty and destabilizing effect of a reorganization;

• Create engagement teams with expertise tailored to work with each division. Teams would include faculty with expertise in data management, teaching, archives, and open access. This would work best in those divisions where there is cohesion and was proposed for Earth Systems in particular;

• Assign primary contacts using the structures OSU has already recognized and accepted - colleges and center/institute, "3 Healthies" plus outliers or the six clusters identified for this project. The primary contact would develop and provide high-level understanding
and tracking of trends of the assigned larger unit more easily then if assigned across units. Strengthen internal collaboration and communication.

All groups recognized the need for change, some more radical than others. The first schematic shows the current situation. It may be useful to refer to the general organizational chart at the end of this report indicating how tenure track/tenured faculty, instructors and archivists are currently assigned. The second illustrates a curriculum based approach and the third a service approach that focuses on the OSULP’s expertise. Finally, the fourth schematic presents one approach to the layering or team approach that builds on current relationships.

**The current situation** is based on a traditional liaison model that has been revised over time to split instruction from collections and cover subjects/departments/colleges as librarians retire or leave the position. Some librarians have responsibilities in more than one college. As the OSULP responds to new needs such as data services and digital publishing, the librarians with existing instruction and collection responsibilities do not have clear direction on how to accommodate new expectations while maintaining current relationships with faculty. Responsibilities beyond traditional liaison work are primarily supported by Special Collections and Archives Research Center (SCARC) and the Center for Digital Scholarship and Services (CDSS). These include archival curation, scholarly research services, data management and curation, and digital publishing. There appears to be a disconnect between these roles and the current model, whether intentional or not.

The colors indicate the library faculty’s major department.

Additional liaison responsibilities are currently defined by audiences.
The Curriculum Model uses our current teaching focus and proposed curriculum to create engagement teams. This could evolve as our LIS program develops. It would place people by their expertise and current instructional efforts. Its focus is instructional.
The Services Model builds teams around current and developing services. These teams would serve all colleges. Also, it is difficult to maintain subject expertise across multiple disciplines. Service teams could more easily provide service to cross-disciplinary research. All library faculty members would serve on at least one team. The coordinator would help set priorities around existing relationships, new trends and leverage points identified in this report.

The other models proposed emphasized building on the existing foundation, recognizing expertise, valuing relationships, and adding capacity. The Cluster Model assigns a primary contact to the colleges and key audiences. The colleges are clustered by the logic that emerged from the report rather than strictly by division as defined by OSU Administration. Each cluster has a ‘support’ group that would expand the expertise and provide a small team that could draw on each other’s expertise and time to engage with the colleges or audiences.
The next step in this process of developing a new model is sharing this report with the Associate University Librarians for input focused on staffing and definitions of priorities and expectations. Our intention is to have a new way of describing our engagement strategy that acknowledges existing relationships and involves the broader expertise of all library faculty.

As the project facilitator, I thank all involved for the time, effort and thought put into this project. Rethinking who we are as librarians is challenging. Some of us have defined ourselves around collecting and organizing resources, or answering questions – the time-honored roles of a librarian. We recognize that times change, the academic landscape is changing and our audience is changing. Change requires us to evolve.
Overview:
The three colleges, College of Agricultural Sciences, College of Forestry (COF) and College of Earth, Oceanic and Atmospheric Sciences (CEOAS) do not operate as a division. However, significant overlap occurs among the colleges in terms of curriculum, interdisciplinary and multidisciplinary degrees and research. Consequently, the recommendations for engagement apply across the three colleges.

The College of Agricultural Sciences (CAS) is complicated because of its numerous academic departments, cross-department degree programs, and the Agricultural Extension Program. CAS wants to expand from a traditional view of agricultural sciences as a discipline to better exploit its role in creating a healthy society and healthy economy, particularly in Oregon, through evidence based research. In Spring of 2014, CAS Administration produced a Strategic Intent document that outlines research goals and identifies two specific challenges: the increased burden of administering compliance and permitting and aging research facilities. There are approximately 254 CAS faculty with an apparent student/faculty ratio of 11.23. Yet many faculty are research, extension and experiment station staff. FY13 research grants totaled $53,013,750 – nearly a quarter of all OSU grants. Much of this relates to the land grant status.

In 2011, the College of Earth, Oceans and Atmospheric Sciences (CEOAS) merged with the Department of Geosciences expanding its focus on research and graduate level programs to include a robust undergraduate program in the form of the environmental sciences. CEOAS is making more of an effort to increase its public face with engagement around scientific literacy and outreach to various audiences. The planned Marine Studies Campus portend increased faculty and more students. There are 270 faculty, more than double since the merger, 219 graduate students and 511 undergraduates with a student/faculty ratio of 2.7. This ratio as with CAS is the product of a primarily research focused faculty. CEOAS research funding is critical to its health and in FY13 totaled $40,136,000 with the bulk coming from NSF.

The College of Forestry (COF) is ranked seventh out of 200 international centers in agriculture and forestry and aspires for number one. The College participates in a robust forestry and natural Resources extension program, has strong interdisciplinary programs, and actively engages in international research and outreach. Over the past two years, there has been significant restructuring and influx of new leadership, with a new Dean, two new associate dean positions, one for Graduate programs and one for Undergraduate studies and new heads have been appointed for each department. In addition there have been significant retirements. The College has also restructured its undergraduate Forestry degree to a professional program that requires admittance at the junior year. There are 49 tenure/tenure track faculty and a variety of adjunct, affiliate and courtesy faculty given the strong ties to federal and state agencies. The student/faculty ratio is 20.6. Research grants average around $11,500,000 for the past six years.

The OSU Extension Service engages the people of Oregon with research-based knowledge and education that strengthen communities and economies, sustain natural resources, and promote healthy families and individuals. There are five major signature Extension education program areas: Agricultural Sciences and Natural Resources, Family and Community Health, Forestry and
Natural Resources, Sea Grant Program, and 4-H Youth Development. Extension has 184 staff statewide, 16% fewer than five years ago, yet the budget has increased to $36,000,000, 23% higher. Extension reached 1.4 million Oreganians in FY 13 and recruits and trains over 14,000 volunteers. The thirteen Experiment Stations conduct applied research on commodities and products important to Oregon’s economy and communities. Their budgets and staffing are separate from Extension and closely aligned with various departments in CAS. The research funding for FY13 was $4,611,589.

**Significant Trends and Indicators:**

- CAS has seen steady growth in the past five years with the most popular programs being Animal Science, Fisheries and Wildlife with its extensive online presence and Food Science and Technology.

- OSULP’s support for CAS has waned, yet there are a few pockets of strong engagement with teaching and research (Fisheries and Wildlife, Bioresource Research and Food Science and Technology.)

- OSULP has shifted the mode of teaching in both COF and parts of CAS from face-to-face sessions to tailored class pages designed to be used by faculty and students and supplemented with research consultations. Thirty plus COF class pages are available.

- There is interest from CAS faculty for help with research data management.

- The top three OA journals for CAS faculty are *PLOS One, Biogeosciences* and *BMC Genomics*. The top ones for CEOAS at *Oceanography, PLOS One* and *Tellus, Series B: Chemical and Physical Meteorology*. The top two OA journals for COF are *Ecological Applications, Tellus, Series B: Chemical and Physical Meteorology*. Faculty members in all three departments publish much more frequently in non-OA journals.

- While COF and CEAOS have been early supporters of open access, CAS has spotty participation. COF also has strong representation in SCARC collections given the OSULP focus on documenting natural resources.

- CEOAS enrollment has been flat for years, only taking a jump with the merger with the Department of Geosciences as that significantly increased undergraduate credit hours.
• COF is the second smallest OSU college and has had a flat enrollment. This may change as programs rebuild under new leadership.

• Extension Services and the Experiment Stations are OSU’s presences throughout the state and are adapting to the changes in Oregon’s natural resources, demographics and economy.

Opportunities for Engagement

• Talk with key faculty to determine how well current classroom and workshop instruction and online instruction (through course guides) are working. Begin with those currently using an OSULP course guides.
• Maintain the current LibGuide pages based on contacts with faculty.
• Promote general and tailored library workshops at both the upper division undergraduate and graduate level. Tailored workshops may be aimed at specific department or more broadly at a college or colleges (such as CAS and COF).
• Heavily promote the services we currently offer.
• Reach more undergraduates through targeted instruction, starting with appropriate use of LibGuides for the WIC courses (16 in CAS, 15 in COF, 4 in CEOAS).
• Create a CAS specific description of library services for the graduate student handbooks and share out with the departments (one department still refers to us as Kerr Library).
• Continue the trend of developing class pages rather than teaching face-to-face, and using research consultations for more in-depth research requests, particularly at the graduate level.
• Use EESC publications in classes to show how science is created and disseminated, as well as how it changes over time.

All three colleges receive significant grant funding that justifies a more concerted effort to deliver research management services.

• Engage with the colleges on aspects of research that are time consuming and potentially burdensome and where the library has the expertise;
  o Developing better workflows or strategies such as literature reviews and use of citation managers;
  o Conducting systematic reviews;
  o Data management.
• Acquire archival departmental records and faculty archival papers in order to document the three colleges’ research history and that of Extension and the Experiment Stations.
• Assist retiring faculty retire, in scanning or uploading and “narrating” their research reports to save the stories for the future researchers. Audio narration can be embedded in PDFs. In addition to providing a personal narrative, this would also offer a chance to reflect on lessons learned or research not published.

All three colleges have a strong presence in Scholars Archive and some research areas are publishing more in OA journals.

• Support the trend towards OA publishing through support for OA fees, incentives, and promotion of OA to new faculty.
• Increase awareness of/interest in gold OA to geosciences and environmental sciences faculty since they have published fewer articles in OA journals compared to the other CEOAS groups.
• Expand COF contribution to ScholarsArchive to Wood Science and Engineering
• Expand beyond EESC to capture more items from Extension and the Experiment Stations.
• Provide consistent statistics on downloads of items from ScholarsArchive.
• Work with CAS on scholarly communication aspects that resonate with them as well as covering the basics of authors’ rights, the OA Policy, support for OA fees, and other connections that may not have been explored as thoroughly has they have with other Earth Systems division colleges. Extension publications are well represented in ScholarsArchive and this success may serve as an inroad to conversations with CAS faculty about works beyond those produced in the capacity of Extension.
• Leverage Extension’s statewide presence to promote OSULP resources through social media. For example, Sue Kunda is working with AES to write tweets that use the EESC documents in ScholarsArchive.

General Recommendations:

CAS and COF in recent years have suffered from a lack of attention due to loss of extensive subject level expertise and long-term familiarity with the colleges (Avery, Bobal, Chau). While CEOAS is well supported by the two librarians who liaise with the programs, one of these librarians is getting closer to retirement.

We propose creation of a cross-functional team of liaisons with various expertise such as data management, teaching, archives, and open access to work with these colleges. The team would
be cross-trained, share information sharing, coordinate services and communicate about the colleges' needs rather than relying on individual liaisons from separate functional areas to keep each other informed. A division-wide team is only feasible if additional library faculty are assigned to the three colleges. These combined areas are too overwhelming for the current allotment.

- Commit library faculty who have or are interested in developing a broad level of subject knowledge across a reasonable number of CAS, COF and CEOAS disciplines.
- Conduct a needs assessment including administrative level conversations with the colleges that would help set a path for realistic, productive, and effective engagement.
- Support mentoring of the team by those currently involved with the colleges.
- ‘Assign’ a library faculty member to support Extension’s outreach and engagement mission.
College of Business and College of Engineering

Full Report and Additional Information:
https://wiki.library.oregonstate.edu/confluence/pages/viewpage.action?pageId=28806853

Overview:
The College of Business (COB) while relatively small is focused and productive. In the area of student learning and engagement, the COB is impressive in its ability to stay on-message. Experiential education and an entrepreneurial focus come up in the mission/vision and also in COB’s strategic initiatives. When the College articulated their key fundraising areas as part of the recent capital campaign, experiential learning was one of a short list. COB has 63 full-time faculty and a student/faculty ratio of 26.66. FY13 research funds for COB totaled around $1,666,000. These numbers includes the School of Design and the Human Environment (DHE) that moved from the College of Education to COB in FY12.

The College of Engineering (COE) has established a similarly strong focus on hands-on, real-world and experiential education. Many COE departments require students to engage in an experiential learning activity to graduate. COE has articulated a strong emphasis on multidisciplinary collaboration and on producing graduates who are able to work with diverse groups of people. They are actively seeking out opportunities to establish multidisciplinary research centers. COE students continue to navigate one of the least flexible schedules at OSU, with a significant number of required credits. COE has 153 full-time faculty and a student/faculty ratio of 37.6. COE research grants totaled $29,659,000 for FY13.

Significant Trends and Indicators:
• There has been steady growth in credit hours offered by COB, and a smaller but still significant increase in majors. Undergraduate enrollment has increased 62% in ten years to 3500 students. Part of this reflects the incorporation of DHE. Part of this reflects the incorporation of The COB has articulated a focus on high-achieving students as their primary recruitment target.

• COE has also seen strong growth. The number of undergraduates has doubled to 5618 since FY04 and graduates students have also doubled to 1037. COE is focused on
continued growth as well as targeting underrepresented groups in their recruitment and retention efforts.

- Undergraduate learning efforts and resources are impressively focused on experiential, hands-on and entrepreneurial education.
- Both colleges partner with INTO and see a significant number of new students coming from INTO pathways.

**Opportunities for Engagement:**

**Student Learning**

- Target guest lectures and workshops on professionally relevant tools that students will likely encounter in their professional lives.
- Seek out ways to partner with both Colleges in the area of experiential education. As a large, complex, organization, OSULP offers the opportunity for students to engage in real-world projects that include the focus on evidence-based, organizational decision making articulated in the College’s learning outcomes.
- Examine how OSULP could engage with COB students who are involved in entrepreneurial activities. There are a number of public libraries providing support for small businesses - these programs could provide some ideas for information literacy instruction with real-world implications for students who are not planning to work for institutions with proprietary resources.
- Support COE’s efforts to bring more students from underrepresented groups.
- Explore a possible role in bridge-building given COE’s emphasis on multidisciplinary work.
- Continue to build its partnership with the INTO program, to help ensure that students entering these colleges through the Pathways do so with adequate information skills.

**Curriculum**

If the OSULP decided to create an Information Studies minor or some kind of certificate program in partnership with other units, there are several possibilities in the COB.

- Business Information Systems would be a natural partner for courses in a minor or certificate, though they are not currently offering courses under a separate
designator. BA 370: Business Information Systems Overview is currently the only course specific to this major. Faculty in this program are currently working on research related to privacy issues and cloud computing; information diffusion in online networks, and more.

- Faculty in the Global Business Analysis Department are researching privacy and consumer data, information diffusion and search behavior. There are also faculty in the Management department looking at privacy and business law, and knowledge sharing within organizations.

**Scholarly Communication**

- Develop Open Education lower-division resources for both COE and COB foundational courses and labs. Opportunities include:
  - COE students take foundational classes from the COS.
  - COB and COE students are strongly encouraged to take Technical Writing 327.
  - COE may be interested in moving to electronic lab manuals.

- Continue to support the *Journal of the Transportation Research Forum*. This partnership could lead to other journals, especially to support grad or undergrad work.

- Explore partnerships around policy development for Open Data. Open Course is the other avenue.
College of Education and College of Liberal Arts

Full Report and Additional Information:
https://wiki.library.oregonstate.edu/confluence/pages/viewpage.action?pageId=28806868

Overview:

The College of Education (COEd) is one of the oldest at OSU founded in 1909 and one of the smallest. It has undergone many changes and iterations, and but is focused on teacher education with an emphasis on STEM and cultural and linguistic diversity. The OSULP are most heavily involved with the COEd through instruction, one on one consultations and Ecampus instructional activities. The MAT program is located at the Cascades campus. The 18 tenure/tenure-track faculty work with 15 instructors to teach and mentor 500 undergraduates and 300 graduate students for a student/faculty ratio of 24.24. The recent move of the Math and Science Education Department from Science reinforces the STEM emphasis and expands the research presence through the free-choice learning program. The FY13 research funding totaled $1,124,000.

The College of Liberal Arts (CLA) has undergone major reorganization into six schools over the past three years and these are spread out across campus. It is the second largest college in terms of faculty, and they have higher teaching loads and lower research expectations that most other faculty. Along with COS, CLA provides the bulk of the BACC Core Curriculum along with program in the arts, humanities and social sciences. There are approximately 300 tenure/tenure track faculty and instructors. Undergraduate majors were 3,798 in Fall 2013 and graduates students numbered 208. Research funding total are contradictory between the Research Office and CLA’s annual report; the Research Office report $624,049 for FY13, and CLA’s 2012/2013 annual reports lists, at a minimum, $6.5 million. The six CLA schools are showing signs of growth after adjusting to the structural changes.

Significant Trends and Indicators:

• Undergraduate enrollment has declined while graduate enrollment has remained relatively steady at over the last ten years. There are approximately 1100 students enrolled in Ecampus education programs.

![COEd Credit Hours](image)

• COEd’s dual degree program allows undergraduates to earn a BA in education and the discipline of their choice.
• COEd is working with Stanford University and the Oregon Department of Education to deliver cutting-edge online instruction to expand teacher proficiencies in working with English-language. This joint project will produce a collaborative Massive Open Online Course in Fall 2014 in support of the state’s education agenda.
• Many of the collaborations between COEd and other institution focus primarily on K-12 districts.
• COEd is currently not well represented in Scholars Archive but they do publish in some open-access journals.
• CLA credit hours have remained relatively stable with fluctuations reflecting restructuring.

• CLA’s School of Public Policy has increased enrollment 19% and is actively recruiting non-traditional masters students.
• Psychology is CLA’s most popular undergraduate major with 726 declared in Fall 2013.
• Global Learning, Social Justice, Environmental Humanities and Medical Humanities emerge as areas of increased interest within CLA. Signature research programs and centers of excellence include the Policy Analysis Laboratory, the Spring Creek Project and the Center for Humanities. These present a potential means to focus OSULP interactions.
• The CLA faculty publish in diverse journals. CLA faculty tend to cite and publish in one of two Open Access Journals: Journal of Ethnobiology and Ethnomedicine (JOEE) and Journal of Vision. Given the size of the faculty, their presence in ScholarsArchive is limited (121 items).

Opportunities for Engagement:

Information Literacy
• Create a competitive instructional design seminar that helps instructors integrate library resources/ digital collections into their courses AND/OR create a classroom space with tools and resources for those faculty who go through the course.
• Assign faculty to a contact librarian.
• Develop instructional tools such as LibGuides to not only guide students to appropriate resources but to also provide instructors with materials (assignments, activities) and information about those so they can integrate these sources into their classes. Look for ways to promote special topics though LibGuides that promote the use of various part of
the collection (e.g. Monuments Men - the movie, books in the collection related to the topic, related digital/archival collections).

- Integrate critical thinking activities into any instructional activity. The new Information Literacy standards emphasize threshold concepts and should be included in any instruction session.
  - Provide instruments based on the new ACRL Information literacy standards for faculty to assess research readiness in different disciplines
- Expand instructional support for faculty and instructors
  - New teachers would benefit from access to OER materials and Open textbooks or at least an understanding of how these work. Work with Ecampus to develop a COE internship to work on projects related to OER and open textbooks.
  - Future teachers need to be versed in the use of copyrighted material in the classroom and, as online education continues to grow, how to deal ethically with online materials and the proper interpretation of fair use. This could be a Grad workshop or colloquium.
- Focus undergraduate instruction on small groups (e.g., instead of 50 minutes 1 shot have small groups make appointment and come in).
- Meet students at the undergraduate and graduate research project level. Students could be required to take a library workshop before starting research project.

**Research Collaboration**

- Develop a library space for CLA faculty input to help them with their instruction and scholarship needs.
- Articulate a research need (space, ebooks, study science, information transfer) each year and seek out faculty who have expertise (usability, ethnographic, free-choice, etc).
- Select a topic regularly with a big picture research agenda that would intrigue and involve CLA faculty.

**Scholarly Communication**

- Expand use of ScholarsArchive for CLA and COEd.
  - Improve available statistics to include alt-metrics so we can optimize this information and demonstrate value.
  - Conduct a study to prove that IR really improves and does not hinder impact factor.
  - Expand content to include syllabi, posters, survey instruments, student research, best teaching practices.
  - Advocate for Free-choice learning data, Research in Mathematics Leader Learning data to go into ScholarsArchive.
- Target pre-tenure faculty and help them gather the data for their dossiers.
- Create a student driven institutional repository that introduces them to scholarly process and community and creates evidence for assessment.

**General Recommendations: Possible Engagement Models**

The group brainstormed several models. All attempt to draw on expertise throughout the OSULP and relate to internal and/or external strategic directions. More details can be found at https://wiki.library.oregonstate.edu/confluence/pages/viewpage.action?pageId=31393843

- Engagement through Relationship Building
• STEM
• Social Justice
• Natural Resources
• Business
• Arts and Humanities
• Undergraduate

• Engagement through High Impact Educational Practices
  • FYE Librarian
  • Learning Community Librarian
  • Information Literacy Librarian
  • Undergraduate Research Librarian
  • Global Learning / Multicultural Librarian
  • Service Learning Librarian
  • Library Experience Librarian
  • Graduate Research Librarian

• Engagement through Library Curriculum
  • Digital Humanities
  • E-Science
  • Academic Publishing
  • Information Literacy
  • Academic Research
  • Academic Success

• Engagement through the OSU Strategic Plan – Three Healthies
  • Advancing the Science of Earth Ecosystems
  • Improving Human Health and Wellness
  • Promoting Innovation and Economic Prosperity
College of Pharmacy, College of Public Health and Human Sciences and College of Veterinary Medicine

Full Report and Additional Information:
https://wiki.library.oregonstate.edu/confluence/display/RTC/Health+Sciences

Overview:

This is the most coherent of the four divisions. The Division of Health Sciences is the primary "implementer" of the "improving human health and wellness" part of OSU’s vision. All three Colleges are practice-oriented. The College of Pharmacy (Pharmacy) and the College of Veterinary Medicine (Vet Med) providing professional degrees. These two do not have undergraduate programs. Pharmacy has 39 faculty members and 290 students for a student/faculty ratio of 7.3. This requires two years at OSU, one year at OHSU and one year at practice sites. Vet Med has 73 academic faculty split between Biomedical Sciences and Clinical Sciences and 242 students for a student/faculty ratio of 3.3. Students have a four year program to earn the DVM. Research funds for Pharmacy totaled $900,000 in FY13 and $1,681,000 for Vet Med. Vet Med and Pharmacy have defined needs and appear to be basically satisfied with the status quo although there is agitation from Vet Med for access to OHSU resources.

The College of Public Health and Human Science (PHHS) offers many BACC core courses so touches students beyond those in the College. PHHS uses a wide variety of information resources and there is a strong interest in teaching research methods. There has been dramatic increase (~50-80%) in undergraduate majors from 2004 to 2013 in Exercise and Sport Science, Human Development and Family Science, and Nutrition; however, graduate student enrollment in those departments has been flat (or declined) in the same period. In Public Health, there has been increase in undergraduates and graduate students, 130% and 140% respectively. Interest is anticipated to remain strong given job prospects and an aging demographic. PHHS has 177 faculty, 3166 undergraduates and 293 graduate students as of Fall 2013 for a student/faculty ratio of 19.54. Research funds totaled $13,925,172 in FY13, down from previous years reflecting increased competition for funding.

Significant Trends and Indicators:

- PHHS offers three of the most popular undergraduate degrees – Exercise and Sport Science, Human Development and Family Science, and Public Health.
• PPHS expects to be the first accredited college of public health in Oregon (pending for 2014).

• One third of library instruction in PHHS is directed towards one lower-division nutrition course involving 200 students annually.

• Vet Med had an increase in credit hours in 2005 reflecting the switch to a four year curriculum. Prior to the increased funding from the Oregon Legislature, OSU Vet Med students completed their small animal studies at Washington State University.

• Pharmacy faculty and students require access to a broader range of medical information than available through OSULP. Access to OHSU resources was negotiated for this College. As research grows in human health and animal health studies cross over into human health, other faculty will put pressure on OSULP to provide more access to medical information.

• Pharmacy and Vet Med have enrollment limits and do not offer non-majors access to courses. Pre-Pharmacy students take required pre-requisites through COS.

• Research funding for Pharmacy and Vet Med comes predominately from NIH. PHHS has significant Department of Education funding.

• All have some items in ScholarsArchive and there is an attempt at open access publishing from PHHS and Pharmacy. Publishing output is steady for Vet Med and Pharmacy at around 50 to 60 articles annually. PHHS output is slowly increasing.

Opportunities for Engagement:

• Develop and market a process for identifying and ingesting NIH funded research publications. NIH is starting to crack down on OA requirements.
• Develop life-long tools that students will need in the field.
• Consider putting more resources into PHHS. Because of the professional of these degrees, we could focus our information literacy efforts in a more targeted way that promotes life long learning for these types of health professionals. Pharmacy uses some teaching resources as well.
• Promote library instruction to more departments within PHHS.

General Recommendations:

It is important for the OSULP to have a high-level engagement model for interactions with the campus. Is it possible to do this on a human scale rather are the unit level? Day-to-day engagement doesn’t happen with a college, department, or unit. It happens personally between individual library administrators, faculty, and staff on the one-hand and college/department administrators, faculty, graduate and undergraduate students, staff, donors, alumni and campus visitors on the other. We suggest building on existing relationships to develop the new model.

To do this successfully requires additional librarians assigned to building those relationships. PHHS is an especially challenging college with a mix of social and health science disciplines, and a growing undergraduate population. OSULP has invested significant energy into instruction in parts of PHHS with successful results. Additionally, if NIH funding continues, OSULP could assist PHHS faculty address reporting and compliance issues with data. Pharmacy and Vet Med require less emphasis on instruction, but continued monitoring of research and information resource needs. Additional librarians with a coherent scope of responsibilities and audience can build the relationships needed for successful engagement in instruction and research support.
College of Science

Full Report and Additional Information:
https://wiki.library.oregonstate.edu/confluence/display/RTC/Science

Overview:
The College of Science's (COS) broad mission is the creation, sharing, preservation, and application of knowledge. The seven degree-issuing departments jointly support the General Science major, the related Health Professions and Interdisciplinary Studies options, and the general science education of undergraduates across the University. The 110 tenure/tenure track faculty and 45 instructors work with approximately 3000 undergraduates and 400 graduate student for a student/faculty ratio of 21.9. FY13 research funding was $10,176,043 with Integrative Biology, Biophysics & Biochemistry and Chemistry being the most successful departments.

Significant Trends and Indicators:

- COS usually has the largest number of Ph.D. students, Honors College and Undergraduate Research, Innovation and Scholarship students.
- Integrative Biology is the largest department with 885 undergraduate students and Statistics the smallest with 47 graduate students.
- While credit hours have not increased as dramatically as in other colleges, the shear number is slightly more than CLA and almost double that of COE.

- Research funding was reduced by half in FY13, reflecting increased competition for scarcer research dollars and move of Geosciences to CEOAS.
- COS has a strong history of developing signature research programs, centers and institutes.
- Participation in ScholarsArchive is good except for Integrative Biology, a department newly formed from existing departments and programs.
• Faculty publish in both open access and traditional journals. In the top four titles for COS, *BioTechniques* and *PLOS ONE*, are number one and four and are open access.

**Opportunities for Engagement:**

**Information Literacy**

• Promote library instruction to Integrative Biology, the department with the largest undergraduate enrollment, as well as more broadly to other departments in COS.
• Focus on creating robust LibGuides to support the 54 Ecampus courses offered in COS.
• Promote graduate workshops more heavily to COS, and solicit workshops suggestions from the college.
• Assess if there is demand for upper division undergraduate workshops that highlight practical skills and knowledge in COS signature research areas (or areas of strong undergraduate research).

**Scholarly Communication**

• Promote ScholarsArchive to Integrative Biology.
• Target COS faculty participating in the nine Signature Research Programs and Centers of Excellence for submissions to ScholarsArchive.

**Research Collaboration**

• Target COS faculty participating in the nine Signature Research Programs and Centers of Excellence for data management training and increased utilization of ScholarsArchive for data preservation and sharing.

**General Recommendations:**

Nothing in our COS review indicated that we should dramatically rework how outreach is done with COS or other academic units on campus. We propose to draw heavily on the strengths of the current liaison model and the subject knowledge and relationship-forming that has been accomplished by the current liaisons. We feel that improving our own internal communication will help all more effectively engage with campus units. The current liaisons are not expected to be the only library faculty members that interact with campus unit faculty, but they would be the main point of contact. The liaisons would most likely (but not necessarily) be the faculty members who bring the instruction expertise and are expected to refer to other library faculty members’ expertise when needed (e.g. scholarly communication, copyright, metadata, data management, collections). For example, increased collaboration between the Teaching and Engagement Department and Center for Digital Scholarship and Services would facilitate higher quality interactions with campus faculty by drawing on subject- and cultural knowledge of liaisons in combination with the technical and applied knowledge of a technology specialist (data, metadata, copyright, ontologies, software development, etc.). We propose that it is possible to layer interdisciplinary library teams on top of the current liaison model, which would build upon our current strengths in subject expertise and personal relationships across campus without the added stress, uncertainty and destabilizing effect of a reorganization.

We believe that the engaged librarian must have *more* subject understanding and engagement with faculty than current liaisons, not merely a shifting of priorities (e.g. from collection development expertise to scholarly communication expertise). Current liaison librarians cannot be expected to
be experts in all areas of library services. To achieve this puts an unreasonable burden on them in terms of time, expectations for maintaining current duties and ability to succeed in all new areas. A potential solution lies in strengthening internal collaborations and identifying new intra-library faculty/staff collaboration methods.

For this layered approach to succeed, the duties, expectations and areas of responsibility need to be clarified. Flexibility also needs to be built in to respond to changes in research and teaching emphasis, and transitions in library staffing.

Recommendations include the following:

- Provide scope for any group or individual responsibilities to help with time management and focus. Scoping of duties in important in helping individuals prioritize efforts (daily, expertise development, research agendas, environmental scanning). We propose that liaisons be assigned in a way that places some natural boundaries on the areas they are expected to engage with.
- Assign primary liaisons using the structures OSU has already recognized and accepted: college (CLA will likely need several) and center/institutes; by "3 Healthies" plus outliers; or, by the 6 divisions identified for this project. The liaison can develop and provide high-level understanding and tracking of trends of the assigned larger unit more easily then if assigned across units.
- Approach faculty as collaborative pairs, featuring a liaison with existing subject- and cultural knowledge and a technology specialist with the technical and applied knowledge of data, metadata, ontologies, software development, etc. This would leverage the OSULP expertise to address the increased responsibilities faculty within heavily grant-funded centers and institutes have to meet funder and publisher requirements to effectively manage and share data.
- Improve internal communication to utilize subject and functional expertise in engagement;
- When teaching "liaison" leaves, replace with teaching "liaison" who has same subject expertise as upper division teaching, in particular, requires subject or discipline knowledge. The “plug and play” model of teaching (subjects being switched every few years) doesn’t work.
Student Focused Programs

Full Report and Additional Information:
https://wiki.library.oregonstate.edu/confluence/pages/viewpage.action?pageId=28806877

Overview:

The OSULP is currently involved on some level with all three components of the First Year Experience – START, CONNECT Week and U-Engage. The most involved library faculty tend to be within TED and SCARC, with Anne-Marie Deitering as the top level contact. The START and CONNECT Week library activities tend to be very basic introductions to the library and its services while the U-Engage classes range in depth depending on the topic.

Internationalization is a buzzword on campus. However, the sole means for internationalizing OSU appears to be the recruitment and enrollment of international students. The international numbers have jumped from 992 in 2008 to 3,407 in 2013. Currently ISAS and INTO OSU are responsible for both recruitment and retention of these students. Once a student "graduates" out of the undergraduate or graduate INTO OSU Pathways program, and is taking only OSU classes, they are no longer served by INTO OSU. INTO OSU has a large staff that includes instructors, student affairs professionals, and academic support personnel; they are tied to both the campus and the private INTO Partnerships corporation. Although their organizational structure is large and somewhat complicated, they have a clear mission and have obviously executed what they came to OSU to do, recruit and enroll international students into an intensive English language program and usher many/most of those students into full-time undergraduate and graduate programs at OSU.

The OSU Honors College offers an honors curriculum for high-potential undergraduates, featuring “small class sizes and engaged learning taught by OSU faculty; a residential experience and co-curricular programming, which provide global, leadership, and service opportunities; and a meaningful and impactful undergraduate research/scholarship experience.” The college includes about 1,000 students, offers courses taught by approximately 60 faculty each term. Guided by a faculty mentor, Honors College students conduct original research and complete an honors thesis prior to graduation. A large proportion of the students are engineering (42% in FW13) and science majors (28% in FY13). The new director, Rebecca Williams, is hoping to attract more humanities students to the HC.

The Graduate School seeks to frame itself as a force for innovation, a player in OSU’s continued efforts to internationalize, and the source at OSU of “leadership in all aspects” and “core centralized services” to the graduate community. The Graduate School offers 13 credits of coursework in six different classes that are part of the Holistic Graduate Education Program. The Graduate School also offers 10 credits in 3 classes through the Graduate Certificate in College and University Teaching program. Graduate student enrollment has increased around 38% in the past ten years to 4,170 students.

Opportunities for Engagement: First Year Experience

- START:
  - Include library related question on the START pre-college surveys
• Become more involved with parents to have them more aware of the college library resources.

• CONNECT Week:
  o Continue to be imbedded in pre-existing and structured activities may be more effective than creating stand-alone library activities.

• U-Engage:
  o Develop and teach U-Engage classes as they can be a good testing ground for potential future library designated courses and offer a great opportunity to introduce students early on in their college careers to the variety of services the library offers.

Opportunities for Engagement: International Students

• Maintain and grow relationships with INTO OSU.
• Participate in the search for a new VP of International Programs. The person in this position will head up strategic decision making related to internationalizing the OSU campus, which may have significant impact on the OSU library.

Opportunities for Engagement: Honors College

• Promote grant-writing workshops and IRB training.
• Support student reach through discipline specific workshops or a general research class.
• Serve on student committees as well as serving as mentors for HC students.
• Informing students of publishing options and pitfalls would be useful.

Opportunities for Engagement: Graduate School

• Assess of effectiveness of the current training workshops (software tool use, thesis copyright, and data management).
• Gather more information about specific assignments from the various GRAD courses being offered would also be of help in designing new approaches for outreach.
• Establish effective communication. One library faculty member commented that communication with the Graduate School is most effective when it comes from library administration. Thus, any conversation about expanding opportunities between the Library and the Graduate School should be delivered from a library administrator to the graduate school.
# By The Numbers

## OSU Colleges

<table>
<thead>
<tr>
<th>College</th>
<th># Faculty</th>
<th># Undergraduates</th>
<th># Graduates</th>
<th>FY13 Credits Hours</th>
<th>Fall13 E-Campus Credit Hours</th>
<th>FY13 Research Funds</th>
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<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>254</td>
<td>2161</td>
<td>346</td>
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<td>6,352</td>
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<td>Earth, Ocean, Atmosphere</td>
<td>270</td>
<td>511</td>
<td>219</td>
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<td>Forestry</td>
<td>49</td>
<td>820</td>
<td>191</td>
<td>13,609</td>
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<td>756</td>
<td>87,739</td>
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<td>189,803</td>
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<tr>
<td>Education</td>
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<td>Business</td>
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<tr>
<td>Engineering</td>
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<td>5682</td>
<td>1076</td>
<td>114,783</td>
<td>3,970</td>
<td>$29,659,000</td>
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<tr>
<td>Division Total</td>
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<td>1385</td>
<td>196,401</td>
<td>5,431</td>
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<td>Pharmacy</td>
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<td>0</td>
<td>290</td>
<td>18,166</td>
<td>80</td>
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<td>Public Health &amp; Human Sciences</td>
<td>177</td>
<td>3082</td>
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<td>Veterinary Medicine</td>
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* Numbers are not verified as it depends on who are counted.
Top Ten Undergraduate Programs

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<th>Program</th>
<th>FY03 Fall</th>
</tr>
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<td>Business Administration</td>
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<td>General Science</td>
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<td>Exercise and Sport Science</td>
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<td>Human Development and Family Science</td>
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<tr>
<td>Human Development &amp; Family Science</td>
<td>1034</td>
<td>Mechanical Engineering</td>
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<tr>
<td>Biology</td>
<td>886</td>
<td>Biology</td>
<td>519</td>
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<tr>
<td>General Science</td>
<td>803</td>
<td>Computer Science</td>
<td>509</td>
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<tr>
<td>Psychology</td>
<td>726</td>
<td>Liberal Studies</td>
<td>502</td>
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<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>719</td>
<td>Psychology</td>
<td>445</td>
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<tr>
<td>Public Health</td>
<td>519</td>
<td>Electrical &amp; Computer Engineering</td>
<td>336</td>
</tr>
</tbody>
</table>

Top Ten Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>FY13 Fall</th>
<th>Program</th>
<th>FY03 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>233</td>
<td>Electrical &amp; Computer Engineering</td>
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<tr>
<td>Public Health</td>
<td>189</td>
<td>Education</td>
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<td>Business Administration</td>
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<td>Civil Engineering</td>
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<tr>
<td>Mechanical Engineering</td>
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<td>Interdisciplinary Studies</td>
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<td>Chemistry</td>
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<td>Counseling</td>
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<td>99</td>
<td>Exercise &amp; Sport Science</td>
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<tr>
<td>Pre-MBA</td>
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<td>Civil Engineering</td>
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<tr>
<td>Chemical Engineering</td>
<td>89</td>
<td>Chemistry</td>
<td>64</td>
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</table>
Organization Chart – June 2014