### Statistical Snapshot:

<table>
<thead>
<tr>
<th></th>
<th>2018/19</th>
<th>2017/18</th>
<th>2016/17</th>
<th>2015/16</th>
<th>2014/15</th>
<th>1 Year Change</th>
<th>5 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research Help</td>
<td>696</td>
<td>757</td>
<td>602</td>
<td>524</td>
<td>514</td>
<td>-8%</td>
<td>+35%</td>
</tr>
<tr>
<td>Number of class sessions</td>
<td>52</td>
<td>79</td>
<td>82</td>
<td>93</td>
<td>85</td>
<td>-34%</td>
<td>-39%</td>
</tr>
<tr>
<td>Number of participants in class sessions</td>
<td>1353</td>
<td>1677</td>
<td>1854</td>
<td>2411</td>
<td>1622</td>
<td>-19%</td>
<td>-17%</td>
</tr>
<tr>
<td>Number of workshops</td>
<td>19</td>
<td>53</td>
<td>17</td>
<td>16</td>
<td>22</td>
<td>-64%</td>
<td>-14%</td>
</tr>
<tr>
<td>Number of participants at workshops</td>
<td>113</td>
<td>287</td>
<td>140</td>
<td>31</td>
<td>60</td>
<td>-60%</td>
<td>+88%</td>
</tr>
<tr>
<td>Number of student orientation sessions</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>0%</td>
<td>+225%</td>
</tr>
<tr>
<td>Number of participants in student orientations</td>
<td>382</td>
<td>292</td>
<td>292</td>
<td>273</td>
<td>185</td>
<td>+31%</td>
<td>+107%</td>
</tr>
<tr>
<td>Number of library cultural &amp; social events</td>
<td>26</td>
<td>31</td>
<td>36</td>
<td>30</td>
<td>38</td>
<td>-16%</td>
<td>-32%</td>
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<tr>
<td>Total Sessions (instruction, workshops, and events)</td>
<td>108</td>
<td>176</td>
<td>147</td>
<td>146</td>
<td>149</td>
<td>-39%</td>
<td>-28%</td>
</tr>
<tr>
<td>Total Participants (individual, instruction, and events)</td>
<td>3,523</td>
<td>3,942</td>
<td>4,389</td>
<td>4,435</td>
<td>3,586</td>
<td>-11%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

### Departmental Overview:

The Library Research and Instruction Department is responsible for providing research assistance, library instruction, and outreach efforts for the students and faculty of the University of South Florida St. Petersburg. At various periods, the department had 6 librarians (Gary Austin, Theresa Burress, Camielle Crampsie, Emily Mann, Tina Neville, and Kaya van Beynen) and 2 library assistant (Alex Flores succeeded by Jenny Tolbert).

That said, the 2018/2019 academic year was one of deep transition for the Research & Instruction Department. The department held 2 searches for new R&I Librarians, and for much of the year, the department was down a librarian. The position for Student Success Librarian was open for 7 month; Emily Mann, the new Student Success Librarian was hired and began working at NPML in late January 2019. Librarian Tina Neville, retired in May 2019 after a long and distinguished career here at USFSP. A search for a Scholarly Communications Librarian was conducted during the Spring 2019 semester; librarian Allison Symulevich was hired and was scheduled to begin in July 2019. In addition, the R&I department hosted a graduate field work student, Meagan Megee, from the MLIS USF Tampa program during the spring 2019 semester. Meagan worked on 2 projects that crossed the Research & Instruction, Special Collections & Archives, and Collection Development & Technical Services Departments.
Awards, Honors, and Distinctions

- A traveling exhibition, created by Sonia Labrador-Rodríguez, Theresa Burress, & López Rodriguez in 2016, won the 2018 Southeastern Library Association’s Outstanding Program Award.
- Tina Neville won the Chancellors Award for Excellence in Academic Services at University of South Florida St. Petersburg

Research Services

Librarian research assistance to individual USFSP students and faculty declined moderately from last year, but continued its overall 5 year increase. We attribute the moderate decline to:

1) The continuing trend of less and less research questions from walk-ins at the front service desk,
2) 2 Vacant Librarian positions for part of the year: the Student Success Librarian position was vacant for 7 months and the Scholarly Communications Librarian vacant for 3 months
3) A popular, highly engaging, Management course with a heavy library research component was not offered in the 2018/19 year.

The level of research support that the librarians provide to students is something that we will continue to monitor. However, we expect that this decline is a one year aberration now that all the Librarian positions in the Research & Instruction Department are filled.

<table>
<thead>
<tr>
<th>Research Help</th>
<th>2018/19</th>
<th>2017/18</th>
<th>2016/17</th>
<th>2015/16</th>
<th>2014/15</th>
<th>1 year change</th>
<th>5 year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Desk Research Questions</td>
<td>187</td>
<td>249</td>
<td>256</td>
<td>243</td>
<td>306</td>
<td>-25%</td>
<td>-39%</td>
</tr>
<tr>
<td>Individual Research Consultations</td>
<td>402</td>
<td>405</td>
<td>277</td>
<td>219</td>
<td>160</td>
<td>-1%</td>
<td>+151%</td>
</tr>
<tr>
<td>Chat</td>
<td>107</td>
<td>103</td>
<td>69</td>
<td>62</td>
<td>48</td>
<td>+4%</td>
<td>+123%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>696</strong></td>
<td><strong>757</strong></td>
<td><strong>602</strong></td>
<td><strong>524</strong></td>
<td><strong>514</strong></td>
<td><strong>-8%</strong></td>
<td><strong>+35%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Research Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
</tr>
<tr>
<td>Burress</td>
</tr>
<tr>
<td>Crampsie</td>
</tr>
<tr>
<td>Mann</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Personal Librarian Program for Transfer Students

A new Personal Librarian Program for Transfer Students began in 2018/19. Liaison librarians sent out short and interactive emails to new transfer students each month of the semester to introduce themselves, library programs, as well as fun and helpful study and research tips. Emails were sent out using the Constant Contact platform, thus we were able to see the numbers of students who opened the emails and clicked through to our library links. 490 students were emailed in the Fall semester and 392 were emailed in the Spring Semester. Thirty-six percent of the students opened these emails. At least
33 students reported using library programs (either by contacting their liaison librarians, attending the transfer student event, or in response to an email survey). Designing and introducing this program involved a small amount of initial librarian time and organization, but once the templates were created and email lists generated, this program became a very easy and smooth way of directly reaching out to new students who would higher need for library and research assistance.

Faculty Learning Communities
Theresa Burress, Tina Neville, and Emily Mann lead a USFSP Faculty Learning Community titled *Data Literacy Across the Curriculum*. This FLC brought librarians and faculty together from different disciplines to examine data literacy instruction across the curriculum, with the intention of finding common threads across disciplines and identifying discipline-specific needs for data analysis tools, techniques, and instruction. The group collaborated to develop campus-wide data literacy competencies and is developing a teaching toolkit that will help faculty integrate data literacy into their teaching by providing sample activities that can be adapted to courses in a variety of disciplines and levels.

Visiting Chinese Scholars
The NPML hosted a visiting group of Chinese Scholars from Changzhi University in July 2018. Tina Neville and Kaya van Beynen created a workshop presentation with an overview of library services, database searches, open access resources and held open lab hours for the scholars to further their research and David Shedden gave a tour of the USFSP Special Collections. We are proud to say that the Chinese Scholars reported to their study abroad coordinators that their visit to the library was a top highlight of their trip.

NPML Brown Bag Lunch Series
The NPML continued to hold a monthly Brown Bag lunch series featuring various NPML staff giving informal talks about their job, a conference they attended, a recent presentation, a personal interest or hobby, etc. Emily Mann spoke on her *Storytelling and Statistics* project and Kaya van Beynen gave an intro to rock climbing.

Library Instruction Services
The library’s skills based and information literacy classes continued to its decline from both last year and over the past 5 years. The number of library classes dropped sharply (34%) from last year, while the number of participants dropped at a smaller scale (-19%). Thus the classes that we do teach have on average a higher number of students.

The number of workshops and workshop participants declined from last year; but last year represented an unusually high level of workshop participation based on the CITL funded Faculty Textbook and OER Workshop series. As this series was not repeated in 2018/19, our number of workshop classes and participants declined.

<table>
<thead>
<tr>
<th></th>
<th>52</th>
<th>79</th>
<th>82</th>
<th>93</th>
<th>85</th>
<th>-34%</th>
<th>-39%</th>
</tr>
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<td>-17%</td>
</tr>
<tr>
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<td>16</td>
<td>22</td>
<td>-64%</td>
<td>-14%</td>
</tr>
<tr>
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<td>113</td>
<td>287</td>
<td>140</td>
<td>31</td>
<td>60</td>
<td>-60%</td>
<td>+88%</td>
</tr>
</tbody>
</table>
A pilot Library Instruction Peer Observation program was developed in the 2018 summer by Theresa Burress and Camielle Crampsie and then approved by all NPML librarians for the Fall 2018 semester. The purpose of this program was to assist current NPML librarians, library assistants doing their MLIS degree, and library science field work students in developing collaborative relationships to support their professional development in the area of teaching and learning. The observation process, included four components:

1. Pre-observation meeting: Observer interviewed observed librarian to learn about the upcoming session and particular areas in which observed librarian would like feedback.
2. Teaching observation: Observing librarian completed rubric including some ratings using scale and some open ended questions plus narrative log.
3. Post-observation meeting
4. Self-reflection

In total 11 current and future librarians participated in this program, either as observers, instructors or both. Preliminary feedback from this experience focused on a recognition of teaching opportunities and constraints that each librarian faced. With the hiring of 2 new librarians, the R&I department will discuss repeating this program in the Fall 2019 semester.

NPML YouTube Channel

- At the end of the 2018/19 academic year, the NPML YouTube Channel had 54 videos that were viewed a total of 4,476 times. Among these, 38 videos were either for library instruction or library orientations. During the 2018/19 year, these specific videos had been watched 2,082 times during the 2018/19 year. The most popular videos in 2018/19 were: 1) RefWorks: Creating an Annotated Bibliography (viewed 546 times) and 2) APA: Research Paper Structure, Format, & Style (viewed 451 times).

Library Information Literacy Online Tutorials.

- The library Information Literacy modules were completed 1028 times in the 2018/19 semester and were assigned by 19 different USFSP instructors.
Student Success Librarian Emily Mann revamped the Data Literacy online module to better integrate it into library instruction for the University Success Courses.

Research Guides
Overall, student use of the library’s subject and course online research guide has stayed pretty consistent in terms of overall number of guides and views since last year:

<table>
<thead>
<tr>
<th></th>
<th>2018/19</th>
<th>2017/18</th>
<th>2016/17</th>
<th>1 Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Guides</td>
<td>105</td>
<td>105</td>
<td>121</td>
<td>0%</td>
</tr>
<tr>
<td>Research Guides Views</td>
<td>52,804</td>
<td>52,945</td>
<td>27,634</td>
<td>92%</td>
</tr>
</tbody>
</table>

However, when you look more closely at what guides are now used most frequently, you can see that these changes reflect the hiring of new librarians at NPML. David Shedden, the liaison to Journalism and History, has 2 guides, The Weekly Challenger Chronology and the subject guide for Journalism and Media Studies are were heavily used in the 2018/19 academic year.

<table>
<thead>
<tr>
<th>Comparison of the 20 most heavily used guides in 2017-2018</th>
<th>Total views 2018/19</th>
<th>Total views 2017-2018</th>
<th>Total views 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Instruction LibGuides home page</td>
<td>7712</td>
<td>9427</td>
<td>4885</td>
</tr>
<tr>
<td>PSY 3213: Research Methods in Psychology</td>
<td>4938</td>
<td>6148</td>
<td>4829</td>
</tr>
<tr>
<td>Business Resources at Poynter Library</td>
<td>3765</td>
<td>4051</td>
<td>2430</td>
</tr>
<tr>
<td>Psychology</td>
<td>3140</td>
<td>3186</td>
<td>1751</td>
</tr>
<tr>
<td>Education</td>
<td>2418</td>
<td>2558</td>
<td>2606</td>
</tr>
<tr>
<td>Research Posters: Best Practices &amp; Templates</td>
<td>2105</td>
<td>1071</td>
<td>437</td>
</tr>
<tr>
<td>ENC 1101 &amp; 1102: English Composition 1 &amp; 2</td>
<td>1871</td>
<td>2107</td>
<td>1035</td>
</tr>
<tr>
<td>Children's Literature Portraying Religious Diversity in the US</td>
<td>1635</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Biology</td>
<td>1461</td>
<td>696</td>
<td>490</td>
</tr>
<tr>
<td>Weekly Challenger Chronology/ Research Guide</td>
<td>1380</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Journalism &amp; Media Studies</td>
<td>1335</td>
<td>498</td>
<td>225</td>
</tr>
<tr>
<td>English</td>
<td>1256</td>
<td>1579</td>
<td>898</td>
</tr>
<tr>
<td>Business Resources A to Z list.</td>
<td>1033</td>
<td>781</td>
<td>38</td>
</tr>
<tr>
<td>Citations and RefWorks</td>
<td>993</td>
<td>1264</td>
<td>693</td>
</tr>
<tr>
<td>Florida Teacher Certification Examinations (FTEC) Resources</td>
<td>817</td>
<td>256</td>
<td>--</td>
</tr>
<tr>
<td>Multidisciplinary Resources</td>
<td>786</td>
<td>788</td>
<td>461</td>
</tr>
<tr>
<td>EDF 6481: Foundations of Educational Research</td>
<td>723</td>
<td>859</td>
<td>771</td>
</tr>
<tr>
<td>Fake News, Propaganda, and Information Literacy</td>
<td>675</td>
<td>435</td>
<td>218</td>
</tr>
<tr>
<td>EXP 4680: Cognitive Psychology</td>
<td>673</td>
<td>1760</td>
<td>1262</td>
</tr>
</tbody>
</table>

Student Textbook Affordability
The NPML assessed its textbook affordability activities in the following ways:

1) Textbooks on Reserve Collection: The textbook on reserve collection continues to grow in size thanks to additional library purchases and faculty donations. Librarians in the R&I department continued their efforts managing a library guide listing the semesters textbook availability. This
page is highlighted on the library home page, through social media, and promoted in many orientation and instruction sessions.

2) Coordinating USFSP efforts to ensure Textbook Compliance: Working in collaboration with the college coordinators, the bookstore textbook manager, and the teaching faculty, the R&I librarians helped ensure that faculty were instructed in using the system, and aided them in compiling their textbook information submissions into the Follett Discovery system. Due to these efforts, the USFSP campus had the highest textbook compliance rates within the USF system for the Fall, Spring, and Summer semesters.

3) Helping faculty identify lower cost textbook options: Librarians helped faculty identify, find, and order ebooks available through the USF Libraries, open educational resources, or finding other resources and formats that provided lower cost options for the students.

4) Calculating student cost savings: Student textbook use were tracked and calculated using the textbook reserve collection numbers, their circulation rates, and estimated student savings. Based on these variables, in the Summer, Fall, and Spring semesters of 2018/19 we estimate that students saved $150,300.85 from using books on reserve and $189,972 from using the kits on reserve, for a total potential savings of $340,272.85 from materials available on reserve at the library.

As part of this effort, College of Education Faculty member AnnMarie Gunn worked with R&I librarian Kaya van Beynen to completely revamp the online Children’s Literature course to ensure sufficient access to children’s books in both ebooks and print formats through the USF Libraries system and at the USFSP library reserve collection. This course requires students to read a large number of children’s books and is one of USFSP’s largest courses in terms of student credit hours. Since it recently received General Education status, its popularity and enrollment is only expected to increase in the 2019/20 academic year. Thus ensuring access to affordable print and electronic copies of the children’s books was a deeply important undertaking.

Other Instruction Related Activities

R&I Librarians participated in the CITL Week of Teaching by 1) organizing workshops on library services and resources, 2) Speaking at and participating in the New Faculty Orientation, 3) open office hours for impromptu faculty meetings.

The R&I librarians participate in a variety of USFSP orientations including, the new Graduate student orientations in Fall and Spring semesters, the FTIC and Transfer Student orientations during the summer and Fall semesters, and the new faculty orientation during the CITL Week of Teaching.

Assessment

LibCal study room reservation system

Starting in the Spring 2019 semester, all library study rooms could be reserved in advance using the LibCal reservation system. To assess this new program, the library tracked the total number of times the study rooms were: reserved, checked out, number of unique users, and occupancy rate overall, by month, day, and time.

As a result of this analysis, we found that during busy times frequently all the study rooms were booked. Conversely, there were low times of the day and week where the study rooms were empty and under-utilized. By marketing the low occupancy times, the library may be able to increase student usage of this finite resource by steering students to the non-peak times.
Digital Scholarship Environmental Scan
Several R&I Librarians conducted an environmental scan of USFSP faculty with digital scholarship projects. The following themes emerged:

- Faculty motivations are immediate and practical (i.e. data analysis, data visualization, open publishing, etc.)
- Projects are often long term and ideological (i.e. democratize access and sharing of information, create projects that students can access after they graduate, etc.),
- Research and instruction are intimately linked,
- Digital projects are used for instruction, and
- Faculty experience multiple challenges and need support in areas such as project maintenance and sustainability.

In response, the following recommendations were made:

1) Promote ongoing faculty projects and open-source digital tools via Library e-newsletter & web pages, Digital USFSP Collections, campus forums such as CITL Week of Teaching;
2) Create or host faculty development programs on topics such as Podcasting, StoryMaps, and possibly a digital scholarship Faculty Learning Community;
3) Provide resources/support for USFSP faculty & student digital research through a Library Guide Listing pedagogy-related scholarly publications and freely available digital scholarship tools

Research Appointments
In the Fall 2018 semester 54 students who met individually with a Research & Instructions librarian were asked about their research experience:

- Their reasons for requesting a research appointment
- How they learned about this service
- What they learned during the appointment
- Their rating of the value of this program to their academic needs, and
- How this service could be improved.

30% of these students responded as follows:

- The vast majority of these respondents (93%) were undergraduate students. Additionally, many of these students were 1st year students in Compass or English Comp.
- As such, most had not yet been assigned any research projects (50%), or only 1-3 papers (44%)
- The majority of the students learned about this library program from their instructor (69%), but others (25%) also learned about the Research Assistance Program from their orientation or a library instruction session
- All of the students rated the research meeting as valuable. Because they were mostly 1st year students they reported being happy to learn about the services at the start of their university career and to know that their subject librarian was friendly and approachable.

While the R&I librarians were happy to hear that their services were valued, meeting individually with first year students without a research assignment, was not the best use of librarian time. Instead, the Research Assistance Program is intended to provide in-depth and customized help to students with research assignments. In response to this assessment:
1. The new Student Success Librarian was directed to work with the FYE Compass courses and Comprehensive English courses to redesign the library section so that the students were not required to meet one-on-one with a librarian, but rather complete a library instruction class with curriculum related activity.

2. During the 2019 Summer session, the Marketing Librarian will design 2 library marketing campaigns, for:
   a. USFSP Students: *Top 10 USFSP Library Resources*. This includes reference to the Research Assistance Program.
   b. USFSP Faculty: Library Instruction Awareness Campaign (library F2F classes, online videos, online tutorials, guides, student research assistance). As most students learn about the library research assistance program from their faculty, outreach to faculty to make sure that they are aware of this service is an ongoing task.

Other:
In addition to these assessments, the Assessment Librarian helped other departments conduct their assessments on 1) The Weekly Challenger Archive Collection and Research Guide and 2) The collaboration and referral practices between Access Services front information desk and the Student Technology Center. All of these assessments were submitted to the USFSP Institutional Effectiveness to document campus efforts for continuous evaluation and improvement.

**Displays**
A major new initiative of the NPML in the 2018/19 year was the development of the Library Gallery in collaboration with the USFSP Places, Spaces, and Art Coordinator, Ann Wykell. The Library Gallery exhibit space is designed to:

- Exhibit materials that highlight the core mission of the library: inclusion, creativity, and collaboration between the USFSP community and the local community.
- Provide visual art experiences of excellent quality and educational value worthy of a pre-eminent university located in a culturally rich city.
- Provide a venue to share products of art and design programs of USF and USFSP
- Expand awareness and appreciation of a wide range of art styles, approaches, methods and media
- Initiate a gallery program that is a professional addition to the St. Petersburg visual arts array of art destinations.

Exhibits in the Library Gallery in the 2018/2019 year included:

- **Veteran’s Portraits Exhibit**: featuring the black and white portraits of USFSP veterans by noted combat photographer Stacey Pearsall
- **Paths of Consumption**: a mixed medium exhibit with photographs and recovered natural objects by local St. Petersburg artist Kenny Jensen
- **After the Oil Spill: Life Below the Surface**: photographs of deep-sea creatures photographed as part of the DEEPEND and C-IMAGE research after the Deepwater Horizon Oil Spill
- **After the Oil Spill: Visions of Local Artists**: featuring the paintings of three St. Petersburg artists, Tessa Wilson, Teresa Navajo and Curtis Whitwam, and their interpretations of the value and meaning of the Gulf environment.
In addition to the gallery space, the library hosted and/or organized 35 displays throughout the year. Some of these displays included:

- Diversity related topics such as: Immigration, Hispanic Heritage, Banned Books, Black History Month, The Weekly Challenger Newspaper, LGBTQ Pride, Social Justice, and Sexual Assault and Wellness Resources
- Environmental related topics: Jack Davis and the Gulf of Mexico, Underwater Archaeology, the science of Oil Spills

Events:
The library hosted 26 events with 979 attendees during the 2018/19 academic year. This represented a decline in the number of events but an increase in the overall number of participants. Notable annual events included our Living Library in November, the Faculty Lightning Talks in April during USF Research Month, as well as our ever popular therapy dog petting events during midterm and exam periods. Other significant events included *The Weekly Challenger* celebration, Dr. Arsenault book talk on *Arthur Ashe*.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/16/2019</td>
<td>Researcher Profiles Pop up Table</td>
<td>10</td>
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<tr>
<td>8/8/2018</td>
<td>Emergency Planning Activity</td>
<td>20</td>
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<tr>
<td>8/22/2018</td>
<td>DIY Bookmarks</td>
<td>25</td>
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<tr>
<td>8/28/2018</td>
<td>Harry Potter Trivia</td>
<td>17</td>
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<tr>
<td>9/5/2018</td>
<td>Project PUP</td>
<td>100</td>
</tr>
<tr>
<td>9/5/2018</td>
<td>“Florida Man” Poems Book Talk</td>
<td>60</td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Transfer Student Meet &amp; Greet</td>
<td>15</td>
</tr>
<tr>
<td>9/12/2018</td>
<td>Rock Painting</td>
<td>25</td>
</tr>
<tr>
<td>9/25/2018</td>
<td>Disney Trivia</td>
<td>15</td>
</tr>
<tr>
<td>10/1/2018</td>
<td>USFSP Veterans Display Reception</td>
<td>50</td>
</tr>
<tr>
<td>10/10/2018</td>
<td>Arthur Ashe: Dr. Ray Arsenault</td>
<td>80</td>
</tr>
<tr>
<td>10/11/2018</td>
<td>Supernatural Trivia</td>
<td>15</td>
</tr>
<tr>
<td>10/13/2018</td>
<td>Study Abroad Colloquium</td>
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</tr>
<tr>
<td>10/13/2018</td>
<td>Internship Colloquium</td>
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</tr>
<tr>
<td>10/31/2018</td>
<td>Halloween Costume Contest</td>
<td>50</td>
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<tr>
<td>12/4/2018</td>
<td>Project PUP</td>
<td>75</td>
</tr>
<tr>
<td>1/28/2019</td>
<td>Advancement - Thank you to Donors</td>
<td>100</td>
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<tr>
<td>2/18/2019</td>
<td>USFSP Fac / Staff Campaign Limerick Showdown</td>
<td>20</td>
</tr>
<tr>
<td>4/2/2019</td>
<td>Faculty Lightning Talks</td>
<td>35</td>
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<tr>
<td>11/17/2018</td>
<td>Living Library</td>
<td>30</td>
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<tr>
<td>11/9/2018</td>
<td>Weekly Challenger Celebration</td>
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<tr>
<td>1/30/2019</td>
<td>Project PUP</td>
<td>75</td>
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<td>4/8/2012</td>
<td>READ Posters</td>
<td>12</td>
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<tr>
<td>4/18/2019</td>
<td>Deepwater Horizon Research Talks and Reception</td>
<td>50</td>
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<tr>
<td>4/23/2019</td>
<td>Project PUP</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Total Attendance</strong></td>
<td><strong>979</strong></td>
</tr>
</tbody>
</table>
The library also provided space to other units on campus to hold 33 events in the library atrium and the Poynter Corner. Important collaborations included the FAFSA Fridays in the Library with the Office of Financial Aid, various events with the USFSP Office of Global Initiatives, and the USFSP Department of History and Politics Lecture Series.

Service
Research & Instruction Librarians were members of many USFSP committees and initiatives. These partnerships help the librarians stay informed on current programs and events on campus, as well as promote the library’s research and services within the various Academic Affairs and Student Affairs Departments. In addition, all R&I Librarians are members of the Poynter Library Leadership Team and the Library Faculty Council. These committees are only mentioned below if the librarian played a leadership role. The Library Research & Instruction faculty continue to enhance the campus and the profession through their service activities as detailed below:

**Gary Austin**
Library Service:
- Strategic Goal 1: Services, Resources, & Usability Committee
- Strategic Goal 2: Poynter Library Digital Archive
- Webpage Subcommittee
- Emergency Subcommittee
- Search Committee Scholarly Communications Librarian, Chair
University Service:
- USFSP Emergency Management Team
- USFSP Graduate Council, Vice-Chair
- USFSP International Student Recruitment and Success Committee

**Theresa Burress**
Library Service:
- Strategic Goal 1: Services, Resources, & Usability Committee
- Search Committee Undergraduate Engagement Librarian, Chair
University Service
- USFSP Undergraduate Council
- USFSP Global Initiatives Education Abroad Committee
Professional Service:
- ALA/ACRL Digital Scholarship Section Professional Development Committee
- Science Festival, Co-Chair and Program Chair

**Camielle Crampsie**
Library Service:
- NPML Strategic Goal 4: Poynter Library Diversity Committee
- NPML Strategic Goal 5: Poynter Library Marketing Committee
- Exhibits Subcommittee, Chair
- Events subcommittee, Chair
- Poynter Library Faculty Annual Review Committee
Professional Service:
- FLA Marketing Committee, Chair
University Service
- USFSP Undergraduate Council
- USFSP General Education Council
- USFSP Programming and Events Committee
- USFSP Student Scholarship Committee, reviewer
- USFSP Transfer Advisory Committee

**Emily Mann**

Library Service:
- NPML Strategic Goal 3: Space Committee
- NPML Strategic Goal 4: Poynter Library Diversity Committee

University Service:
- USFSP Academic/Student Affairs Community Response Team

Professional Service:
- ALA-LLAMA- Buddy Program Team member

**Tina Neville**

Library Service:
- Poynter Library Digital Archive Team

University Service:
- USFSP Awards committee
- USFSP Faculty & Staff Campaign, Library co-Chair

Professional Service:
- FLA, Executive Board, Secretary

**Kaya van Beynen**

Library Service:
- NPML Strategic Goal 1: Services, Resources, & Usability Committee, Chair
- NPML Strategic Goal 2: Digital Collections Committee
- NPML Strategic Goal 3: Space Committee, Chair
- Search Committee Student Success Librarian
- Search Committee Scholarly Communications Librarian

University Service:
- USFSP Dean’s Council
- USFSP Researchers Advisory Group
- USFSP Capital Improvements Trust Fund Committee

Professional Service:
- ACRL/EBSS, Nominating Committee, Chair
- External Reviewer: Jill Morningstar, Education and Children’s Literature Librarian, Michigan State University Libraries

Community Service:
- Science Festival, Evaluation Committee, Chair
- Science Festival, Steering Committee
Research and Creative Activities:
The Library Research and Instruction faculty are active in library science scholarship at the national, state, and local levels as evidenced below.

Peer Reviewed Articles

Non-Peer Reviewed Articles

National & International Presentations
**Austin, G.** (2018). Examining Student’ Use of the Libguides Search Box as Part of a Website Usability Study. Georgia International Conference on Information Literacy. Savannah, GA.


**Mann, E.** (2019, April) Getting Emotional: Emotional Intelligence vs. Emotional Labor in a Pink Collar Position. [Roundtable]. ACRL 2019, Cleveland, OH.

**van Beynen, K., Burress, T.,** DeChow, D., & Riehman-Murphy, C. (2019, April) "Journey Beyond the Stacks: Cultivating Unconventional Librarian Research Collaborations," [Roundtable]. ACRL 2019, Cleveland, OH.

Local Presentations


Department Goals for 2018-2019:
1. Assess Research Consultation Program for students: Completed
2. Implement Personal Librarian Program for Transfer Students: Completed and ongoing.
4. Hire an Undergraduate Student Success Librarian: Completed
5. Hire a Diversity Resident Librarian: Deferred
6. Integrate liaison librarians with Faculty SelectedWorks collection management: Completed and ongoing.
7. Implement a library Instruction Peer Observation program: Completed and ongoing.
9. Explore the needs, availability, and models of liaison librarians as subject and functional specialists: Ongoing.
10. Monitor and plan for expanded research support for USFSP faculty under purview of consolidation: Ongoing.
11. Develop a proposal to reconfigure FTIC and Transfer orientation programs. Completed and ongoing.