Teaching, Learning, & Academic Support
Unit Annual Report

I   Unit Narrative

The Unit Narrative should be **no more than 5 pages** in length and should:

1. review the major activities and accomplishments of the unit in FY23 (July 1, 2022 to June 30, 2023)
   o Student Success:
     ▪ Created and supported the Orange Room, which has become a highly used space offering undergraduate-focused study and gathering space previously missing from the Main Library, including unique features, such as the family study space, food pantry, and Writers Workshop.
     ▪ Supported and expanded Library student success programs and collaborations including the Speaking Center, food pantry, research consultation service, workshops, and programming (details included under #4).
     ▪ Developed joint success programming partnerships with other unit libraries, including GELIC and the Funk ACES library, among others.
   o Teaching & Learning
     ▪ Ran the Composition I Library Instruction Program via course integrated instruction sessions for Rhetoric, Communication, and English as a Second Language (ESL) programs that fulfil the Composition I general education requirement (details included under #4).
     ▪ Taught 6 workshops for LAS General Studies 101
     ▪ Taught 19 instruction sessions for graduate ESL program.
     ▪ Planned, organized, and ran publicity for 153 Savvy Researcher workshops including 23 specific workshop requests (TLAS staff and GA's taught 56 of the workshops).
     ▪ Expanded support and development of Library e-learning, including creating the General Library Canvas Module, partnering with CITL to create a companion eText volume that will be used in several colleges 101 classes, building a collection of concise video tutorials focused on using the Library and its resources, and assisting Library units with their own work in Canvas and with the creation of video tutorials, such as one for systematic reviews created with SSHEL.
     ▪ Collaborated with Library IT and Facilities to upgrade the Main Library 314 classroom with technology that mirrors ACES 509.
   o Research
     ▪ Assisted patrons through Main Library Information Desk services in person and via phone, email, online chat, and SMS text ~74 hours per week.
     ▪ Provided centralized support for government information research support, as part of leading depository efforts.
     ▪ Provided support for the Office of Undergraduate Research, including running the Image of Research - UR Edition in conjunction with the campus-wide Undergraduate Research Symposium and working with discipline-focused student groups to produce and host numerous undergraduate research journals.

2. review the major challenges faced by the unit during that period;
   o The unit had many new and emerging spaces and services to manage. Our administrative model is still taking shape, including identifying the appropriate levels of staffing and support for physical service points (the Orange Room and Info Desk) and our large and evolving service portfolio. In particular, the rapid growth and campus uptake of student success and e-learning services have resulted in increasing demand for librarian, staff, and GA time to sustain existing programs and grow new campus partnerships.
   o The Orange Room space, while popular, has been an ongoing challenge to market. However, by Spring

of 2023 the room began being used more regularly, particularly in the afternoons and early evenings and through study room bookings throughout the day.

3. identify significant changes to unit operations, personnel, service profile, or service programs;
   o An entirely new administrative structure was created and implemented in the past year, and a brand-new student space (the Orange Room) was created on the first floor of the Main Library. A significant amount of effort was directed towards establishing both internal support (documentation, training, and a staffing model) as well as external support for students using the space (e.g., making technology-enhanced study rooms available, creating student-friendly space-usage policies, etc.).

4. articulate (with appropriate examples) the ways in which the unit and/or its members contributed to University and/or academic college goals, directly or through Library-wide programs:
   o Through our contributions to reference, research consultations and other information services, members of TLAS contributed to the Boldly Illinois goal #1 (foster scholarship, discovery, and innovation) as well as Library Strategic Framework SD1 (proactive and trusted partners in scholarship, discovery, and innovation) and SD3 (societal and global impact). Examples include:
     ▪ Fielded over 17,000 inquires through Main Library Information Desk services.
     ▪ Supported experiential learning through 200 research consultations with 790 students, most with teams from BUS 301 Business in Action (90 meetings), Illinois Business Consulting (41 meetings) and BADM 550 Business Practicum (33 meetings).
     ▪ Assisted with production and publication of four undergraduate research journals.
   o Through our contributions to student success, members of TLAS contributed to the Boldly Illinois goal #2 (provide transformative learning experiences) as well as Library Strategic Framework SD1 (proactive and trusted partners in scholarship, discovery, and innovation) and SD3 (societal and global impact). Examples include:
     ▪ Launched the pilot Speaking Center in Fall 2023, offering consultations (>80% of appointments filled regularly) and workshops geared around student needs related to public speaking.
     ▪ Opened the Student Food Pantry in collaboration with community partner Wesley Food Pantry. The pantry is restocked 2-3 times a week during the school year and is heavily used.
     ▪ Moved the Family Study Room to its new home in the Orange Room and developed a collection of loanable, kid- and caregiver-friendly items.
     ▪ Developed 9 new student success workshops and ran them 15 different times over the course of the academic year as in-person, online, and hybrid workshops.
     ▪ Deepened partnerships with the Cultural Houses, including tabling events, workshops, and pop-up libraries.
     ▪ Continued to offer the popular Research Consultation service, working in partnership with the Writer's Workshop.
     ▪ Began a Social Justice Zine collection in collaboration with the Ricker Library and IAS, supplemented with DIY zine events and zine workshops for students.
     ▪ Developed an Academic Success Series with the Counseling Center comprised of monthly workshops focused on topics students struggle with in college.
     ▪ Planed and facilitated large- and small-scale recreational student engagement activities that support undergraduates at the intersection of entertainment, education, and library collections and services. Activities include a variety of crafting events, workshops, film screenings, exhibitions, a twice annual De-Stress Fest event, library-wide collaborations, and more (15 events; 1305 participants)
   o Through our contributions to instructional services, members of TLAS contributed to the Boldly Illinois goal #2 (provide transformative learning experiences) as well as Library Strategic Framework SD1 (proactive and trusted partners in scholarship, discovery, and innovation). Examples include:
     ▪ Created the General Library Canvas Module and collaborated with CITL on development of an eText, which has been adopted for many UIUC 101 programs.

- Ran the Composition I Library Instruction Program, teaching 266 sessions with 4,088 students for Composition I courses (Rhetoric: 210 sessions with 3,323 students; Communication 111: 19 sessions with 292 students; ESL 112/115: 37 sessions with 473 students) and an additional 1,563 of Communication 101 students via an asynchronous tutorial.
      - Provided 7 introductory and 1 advanced LibGuides training sessions (41 attendees); fielded questions and requests via email and Team Dynamix ticket system.
  - Through our contributions to outreach and public engagement, members of TLAS contributed to the Boldly Illinois goal #3 (make a significant and visible societal impact) as well as Library Strategic Framework SD3 (societal and global impact). Examples include:
      - Worked with library/campus/community partners to organize and host voter literacy events including a voter registration drive and workshops on voter literacy.
      - Organized two physical exhibits (Constitution Day, Voting & Elections) and one online exhibit (Native American Heritage Month).
      - Led 2 workshops for the Educational Justice Project at Danville Correctional Center.
      - Organized a Human Library event at the CU Pygmalion Festival.
  - Through our contributions to DEIA, members of TLAS contributed to the Boldly Illinois goal #3 (make a significant and visible societal impact) as well as Library Strategic Framework SD3 (societal and global impact). Examples include:
      - Student success collaborations with the cultural houses.
      - Integration of critical and anti-racist pedagogy into composition 1 instruction programs.
      - Leadership of the critical/social justice pedagogy cohort at the Library.

5. briefly summarize progress made on Unit Annual Goals for FY23 (as enumerated in the FY22 Unit Annual Report);
   - The Research and Information Services unit and the Undergraduate Library submitted separate annual reports for FY22 and, as they were not continuing into FY23, neither enumerated any goals.

6. briefly articulate proposed Unit Annual Goals for FY24.
   - Further market e-learning text for use in additional programs.
   - Expand student success partnerships with campus and Library.
   - Collaborate with LAS leadership to bring together existing success partnerships (Speaking Center, Writer's Workshop) with the LAS Investment for Growth plan.

7. What your unit needs to support your goals and your overall mission (training, facility needs, IT, etc.)
   - Continued financial support in the form of GA and wage budget allocations, and programming support funds;
   - Continuing our Speaking Center partnership in light of the LAS success center plans will require staff support on the TLAS end, and likely an expanded space footprint in the Main Library.

8. the number of GAs (FTE and Head Count) employed during FY23;
   - 7.5 FTE / 20 GAs

9. the funding source for the unit's GAs (e.g., state funds, grant funds, endowment funds);
   - State funds

10. the major responsibilities assigned to the GAs in the unit, and an overview of the contributions made (or projects completed) by GAs during the fiscal year:
    - Student Success: **designed and taught** "Teaching with Zines" workshop.
    - E-Learning: **produced** 8 video tutorials; **assisted** other Library unit personnel to develop video tutorials; **assisted with production** of General Library Canvas Module; **presented** at the annual FSI conference.
    - Government Information: **created** an online Native American Heritage exhibit using Omeka; **organized** two physical exhibits (Constitution Day, Voting & Elections); **assessed** federal collection titles with a

focus on DEIA initiatives and discoverability/accessibility and **presented** the project at the Northeastern Illinois Documents Librarian (NIDL) conference; **itemized and collected metadata** on uncatalogued government posters to prepare them for dititization.

- o Instruction: **taught** 19 sections of in person 512, 515, 522, 525, and 592 classes; **gave feedback** on search strategy or source evaluation worksheets to 15 asynchronous sections of 512, 515, 522, and 525; **collaborated** with academic writing curriculum coordinator on a revised 512/515 source reliability module for the asynchronous sections; **overhauled and updated** the in-person 522/525 lesson plan; **revised and updated** 512/515 Cephelonian questions on the in-person lesson plan based on feedback from Gas; in consultation with coordinators, **created a new section** on the 522/525 Libguide on Identifying Sources; **updated** the Libwizard tutorial for asynchronous sections of 512/515. Compiled and shared student scores in fall, spring, and summer terms; **answered** questions on Moodle from students in the summer 2023 term in 592 about the library; **developed** an instruction tips document for the Composition I library instruction program; **revised and updated** all Savvy Researcher lesson plans and accompanying handouts and slide presentations; **created** new Savvy on Accessible Documents in spring 2023; **taught** 56 Savvy workshops in person and via Zoom, **assisted with** 7 introductory and 1 advanced LibGuides training sessions.
- o Programming: Assisted with **project management, event planning, budgeting, and marketing** for 15 TLAS events and 2 events for other units
- o Outreach / Social Media: **primary content creators** on the Main Library's Instagram, Reddit, and Tik Tok accounts; **changed** Audubon bird plates in 2nd-floor display case each week.
- o Reference: **managed** Reference Hub Training sessions (collected materials and attendance stats, sent reminder emails to Libnews, put materials in Canvas, assisted with Zoom meetings); **exported, analyzed, and created graphs** from Desk Tracker for Info Desk statistics analysis; **revised and updated** most heavily used general information library guides

II   Statistical Profile

1.   Facilities
- User seating counts (if applicable)
    - o at tables > 236
    - o at carrels > 3
    - o at public workstations > 4
    - o at index tables > 0
    - o in group study rooms > 77
    - o informal/other > 21

- Number of hours open to the public per week (if applicable)
    - o Summer II 2022: 40
    - o Fall 2022: 74
    - o Spring 2023: 74
    - o Summer I 2023: 48

2.   Personnel
- List, by name, all faculty, academic professionals, civil service staff, and graduate assistants assigned to the unit in FY23.

GA: Aug. 16-May 15 /AH May 15-June 30		GA: Aug. 16-May 15 /GH May 15-June 30	
Name	FTE	Name	FTE
Tali Levine-Woods	.45	Inbar Michael	.35
Danny Mendelson	.425	Jackie Moss	.35

Eryn Bartlick	.425	Isabela Oliveria	.35
Darrian Lorrain	.425	Brian Schlender	.35
Heather Douglas	.425	Andrea Serna	.35
Loida Pan	.4	Elizabeth Watkins	.35
Hannah Jones	.4	Arianna Wasik	.35
Caleb Britton	.35	Uyen Nguyen	.35
Amanda Crego-Emley	.35	Easton Brundage	.35
Holly Peterson	.35	Jenni Diaz Garcia	.35

Civil Service		Academic Professional	
Name	FTE	Name	FTE
Sarah Blanco (Aug. 16-June 30)	1.0	Sarah Christensen (full year)	1.0
Lonnie Clark (full year)	1.0	Kirsten Feist (full year)	1.0
Wendy Gregory (full year)	1.0	Clinical Faculty	
Gregg Homerding (full year)	1.0	Piper Martin (full year)	1.0
Tenured Faculty		**Tenure-track Faculty**	
Merinda Hensley (full year)	1.0	Evie Cordell (full year)	1.0
Sara Holder (full year)	1.0	Alex Deeke (full year)	1.0
Carissa Phillips (full year)	1.0	Maria Emerson (full year)	1.0
David Ward (full year)	1.0	Sanga Sung (full year)	1.0

- Specify the amount of the unit's FY23 wage budget: $93,000
- Student assistant FTE: ~3.0 (varies by semester)

3. User Services

- Head Count: Orange Room = 70,981 (Aug-Dec 2022); 74,061 (Jan-June 2023)

- Circulation (from Alma fulfillment reports)
    - Circulation counts: 2136

- Reference interactions
    - Info Desk:
    - Orange Room:
    - Gov Info: 74

- Presentations (from the Instructional Statistics database)
    - Number of presentations to groups (synchronous) 290
    - Number of presentations to groups (asynchronous) gov: 2
    - Number of participants in group presentations (synchronous) 5875
    - Number of participants in group presentations (asynchronous)

4.   Other statistics (optional)

Units may report any additional data that is collected within the unit and is illustrative of its activities in FY23. Examples might include website analytics, training sessions provided within the Library, LibGuides usage, tallies of materials processed or transferred, and so on.

III   Appendices (optional)

Units may

- append additional material that illustrates the year's accomplishments, such as program flyers or assessment results;
- cite relevant Web pages, reports, or other documents that provide a richer description of the year's activities.