



CONGRESS OF ACADEMIC LIBRARY DIRECTORS

2013 Annual Spring Meeting Program Minutes
Loyola University of Maryland – Columbia Campus
April 26, 2013

Making an Impact:

Assessing and Communicating Library Value

Program description: Going beyond basic input and output metrics to show the impact that library collections and services make a difference to student learning, academic research and user communities have been a hot topic in academic libraries for the past few years. However, while a philosophical

framework has been put into place and the need clarified, the nuts and bolts techniques of effectively assessing and demonstrating value are still developing. Building on discussions at this year's MDL meeting and elsewhere, we will look at the prospect of practical "on the ground" assessment and activities that will move us forward towards best practices of assessing and communication library value. Our keynote speaker will be Deborah Gilchrist, Dean of Libraries and Institutional Effectiveness for Pierce College and faculty member for ACRL's Information Literacy Immersion Programs. Lightning round presentations will discuss value initiatives that libraries have undertaken, and afternoon breakout groups will allow participants to discuss way to compellingly show our value to our stakeholders.

9:00 – 9:55 Registration and Continental Breakfast

- Meeting began with registration and a continental breakfast.

10:00 – 10:05 Welcome and Introductions

- At 10:00 a.m., Stephen Miller, CALD Vice President/President Elect, Associate Vice Provost, UMUC Library - University of Maryland University College. S. Miller welcomed the attendees to the Annual meeting.
- Full day planned with keynote speaker, lunch, business meeting, lightning round presentations on how our libraries demonstrate their value, breakout sessions on ways to apply what we've learned, and assessment on the ground. Assessment is critical to the idea of the meeting.
- S. Miller introduced the CALD Executive Board: J. Ferguson – President (McDaniel College); C. Steinhoff- Treasurer (AACC); L. Martorana – Secretary (Cecil College); L. Holman – (represents USMAI); J. Rettig – (U. S. Naval Academy); C. Gigliotti-Guridi – (Chesapeake College); R. Sample (Capitol College – independent colleges and universities; and L. Wisel – (Washington Adventist University – independent colleges and universities); and, D. Dahl – Towson, ACRL – MD).
- Keynote speaker introduction, Debra Gilchrist, V. P. of Learning and Student Success at Pierce College, a community college, in the Puget Sound region of Washington State. Leads efforts of regional accreditation and achievement of institutional outcomes. Published extensively on outcomes assessment and value of libraries, co-designed and lead ACRL's workshops and webinars on utilizing the New Standards for Libraries of Higher Education. Planning and demonstrating the value of the library and its contribution to student success. Lead designer of ACRL's Assessment in Action Grant Program, the implementation and evaluation of a program to strengthen the competences of libraries on leadership. Served in ACRL's Immersion Program since 1999. Gilchrist has a PhD in Higher Education Leadership, and MLS. Welcome, Deborah.

10:05 – 11:20 Keynote Presentation

- Debra Gilchrist, PhD, Vice President for Learning and Student Success, Pierce College
- Extend a special thank you to Barbara and Jessame for meeting her for dinner last night upon arrival. Appreciated the warm welcome to Maryland.
- This work is so important to what we do. Strong colleagues have rallied around and the strong work of ACRL. Become a member of ACRL if you're not a member.
- Handouts – eliminated concept slides in handouts. Please see PowerPoint at www.caldmd.org
- Slide One: 3 Titles: it's about all of these three:
 - Telling the Academic Library Story *how do we talk about it?*
 - Demonstrating our Impact
 - Making a Difference *in the end it's about making a difference*
- Talk about this work as outcomes rather than assessment. All of our outcomes will vary somewhat. How do you want it to come out? A lot of this is about the student experience. The student experience is often fuzzy at our institutions. Look through this outcome from a different lens. Look at it from their perspective. Do what we need to do to bring alignment to it so that it isn't fuzzy for them. Is it language, signage, teaching methods, learning styles whatever it is? It needs to be about them. Input is about what the student or faculty member does with it. Is it about the fact that they have it? Interested in the process that the student took to get there. Snapshot: how do we capture that? If students could display their thinking as they are writing. Show their work. Change as a result of our efforts. Results, ultimately it's about teaching the student.
- Slide Two: Looking at the language, starting with a quote from Lee Shulman. How good is the thread of your story? It's the work that we have to do around formulating that. Shulman's article started with accountability. Rather mold and sculpt what we are doing. Take it upon ourselves. It's our jobs as leaders to make that happen, to set the cultural change, to set the dynamic. Change the energy about what's happening.
- Slide three: quote from A. W. Astin, "Institutional assessment efforts should not be concerned about valuing what can be measured, but instead about measuring what is valued." What is important at your institution? Returning to this point of what is important today? At Pierce College Information Literacy Competencies sub-outcomes: Students will guide their own questions no matter what they are thinking about. Ultimately want students to think critically, to care enough. Where does that inquiry go? Do we inspire inquiry? Not doing a very good job of assessing this at Pierce College; we have work to do at Pierce College. It's about my (student) learning. Looked at the library as the heart of the institution. Our academic presidents in the past talked about the role of the library, the structure, the collections and materials. Our work has been about support for that curriculum. How are we doing? Rather than support, our role should be to become educational partners. Mission statement, does this mission statement move us in the way that we want to move with this value work?
- Slide four: ACRL The Value of Academic Libraries with Megan Oakleaf. Quantitative and qualitative data gathering is needed.
- Slide five: Recruitment. What we know: students rank libraries as the 2nd most impactful facilities for their admission decisions. Make sure that admissions know that is the case. Why? What does impactful mean? What about libraries demonstrates impactful? Do they still believe that when they are a senior?
- Slide six: Student Learning. What library interactions? How do we strengthen?
- Slide seven: What is your impact? How do you demonstrate your value? What is YOUR story? It will be very individual. These are the framing pieces where we want to start.

- Tenets: Context matters, make connections, capitalize on existing evidence, think process, build a strong foundation for your story, build a culture of evidence, think strategically, and be a leader.
- Context matters. What's important to our institutions? What are the key issues at your institution and in higher education in general? What are campus administrators talking about? Where are you in those? What is in those institutional documents? What you can take out of the document, to be a key piece? What do you hear informally? What keywords do you hear?
- Make connections. How do we start mapping those documents? Influence. Money is flowing. How are you looking at all of that? What can the library do? How do you begin changing that dynamic? The collaboration with that librarian made such a difference. How can you even influence career selection? Engagement piece is significant. Look at all of the different constituencies.
- D. Gilchrist used Pierce College as an example of alignment to demonstrate her point. Pierce has Institutional Effectiveness Score Card. Mission fulfillment is the goal of accreditation. Have outcomes and benchmarks to achieve mission. Don't put your energy into pieces the institution doesn't pay attention. You may have to go in a different direction because of your culture. Pierce has five outcomes and reports actions monthly. Library analyzed where they would show in the report: retention and persistence. Core: information literacy, critical thinking. Performance Based Funding – demonstrating that you are meeting outcomes. How did the library contribute to some of these things outcomes? How do you get into key meetings? Moving students faster. How do we move students that need pre-college work? What's the library's role in that? Authenticate assessments, develop rubrics. Information literacy has to run through everything, it is not a one time. Looked at different correlations. Pierce summarizes data in the Institutional Learning and Assessment Portfolio; ensure the library is in it. How do you embed your data results into the institutions annual report? What's your contribution in telling the institutional story? Separate research and assessment. Strong educator analysis. Where those connections are in connection to the outcomes you're looking to achieve? Program improvement? How do you know? Strong educator judgment. Is your library doing classroom assessment?
- In closing D. Gilchrist wants to inspire all of us. Stepping into this work is complicated. How can academic libraries be out in front? Shifting sand of higher education. What is the impact that we need to be demonstrating in five years and how do we start preparing for that right now? How are we going to shore up our role? Who are we in the future? How can we think differently? What do you want to bring to the conversation? What is going to have high or low impact? Map your activities and your documents see if they link to what the president of your institution is talking about. Student voice will have more and more power in the future.
- D. Gilchrist recommended reading Ruth Steele's books about how to align institutions.
- Four Breakout Sessions this afternoon: Building/Physical Spaces; Instruction/Information Literacy; Physical and Electronic Collections, ILL, Reserves; and Reference and Public Services. Work as a group and what is the evidence that will show that? How do you start to put the pieces together?
- The three criteria of outcomes: What will students, faculty, and other users be doing as a library's instructions, personnel, resources and programs? Criteria: How will we know we are successful? What will be happening? Actions: What will we do to make this happen? Evidence: How will you collect information?
- In the end it's all about the student and their success.

11:30 – 12:30 Lunch and Business Meeting

- Jessame Ferguson, CALD President and Director of Hoover Library, McDaniel College
Welcome & Call to Order
J. Ferguson highly recommended becoming a member of CALD Executive Committee.
Wonderful mentoring and support. Involvement in CALD is an amazing experience.
- Welcome to New Directors
Bea Hardy, Salisbury University
Barbara Preece, Loyola/Notre Dame Library (MICUA)
LaTanya West, USM – Hagerstown
Tanner Wray, Montgomery College Libraries
Welcome Guest: Nicole Longpre, Bellevue College in Washington State
- S. Miller introduced Chuck Thomas, Executive Director of USMAI. Coordinating projects and working groups.
- L. Martorana presented the Minutes from 2012 Annual Meeting for approval.
No revisions. Minutes unanimously approved.
- C. Steinhoff presented the Treasurer’s Report
Due to a sudden resignation in the fall, the CALD Executive Board voted and approved C. Steinhoff for CALD Treasurer.

Treasurer’s Report, April 26, 2013

Balance taken from CALD Treasurer’s Report, 09/14/2012		\$4,933.89
Income through 04/24/2013		
Interest on checking account – 09/15/2012 – 03/25/2013	\$0.27	
Dues income – 03/15/2013 – 04/09/2013	\$1,140.00	
Meeting registration income – 03/15/2013 – 04/09/2013	\$740.00	
TOTAL INCOME		\$1,880.27
Expenditures through 04/24/2013		
12/12/2012 – Donation – MLA Legislative Reception	\$500.00	
01/17/2013 – Renewal – CALD domain name	\$234.90	
04/08/2013 – MLA Credit Card transaction fees	\$ 30.60	
04/08/2013 – MLA Bookkeeping services	\$ 46.00	
TOTAL EXPENDITURES		(\$811.50)
Checking account balance, 04/24/2013		\$6,002.66

- Working on getting CALD setup on implementing a Credit Card Payment Process. We do now take credit cards. Processing fee is 3% of the transaction/15 cents for each transaction. April dues renewals. Bookkeeper charge, labor cost, MLA batching transactions, \$23 hr. for the bookkeeper. CALD has to reimburse bookkeeper charge. MLA processing transactions for CALD once a week - receive brief notification that the system received your payment, followed by a more detailed receipt. MLA writing one check a month to CALD and sending one bill a month for those transactions.
- A. Bogage presented the Maryland Digital Library Report (MDL).

- Management group met quarterly. Lyris performance on the agenda at each management group meeting. Created a task force to look at other options. Lyris performance improved and tabled that recommendation. Revised MOU with Lyris—timelines for renewals and pricing. Most pricing is up, some gaps due to vendors. May 15th – MDL final authorizations of renewals in Sharepoint. May 24th invoices go out. Negotiations 3 year agreement with EBSCO in terms of the core package.
- MDL setup digitization workgroup, identify some projects in terms of digitization and DPLA. Ongoing Content Working Group more vendors.
- Concern with Copyright Clearance Center – big question why were they in support of the plaintiffs, why were they involved in the case, essentially representing the Publishers. Questions lead by L. Wilt. Wilt drafted a letter. Met with MDL and took back questions to the CCC board. We'll wait. MDL will look at minutes and transcripts from that meeting.

- L. Wilt presented the MEAC Report
 MAEC was formed under the auspices of Irene Padilla follow up from the e-book summit. Some projects identified how we might, consortially, or statewide present e-books state project or digital repository. Don't have concrete results. Project and issues emerge. Working with UMCP – host e-based platform allow libraries to come in as participants at the second level down, community, single institutions. Intent is to find a way that small institutions can without excessive overhead develop an institutional repository and achieve broader identity. CP exploration stalled at this point, the start-up costs even for pilot competitive. More optimistic feedback from Boulder Repository.
- Exploring front end present e-books to the public for us. Colorado. Gained a larger perspective on consortia environments. Apparently there are more books being self-published on Amazon than publisher published books. No mechanism to purchase self-published e-books in libraries. Growth in offerings, how are we going to deal with that segment of book publishing? Investigating.

- J. Ferguson introduced and thanked the CALD Executive Board Membership
 Thanks to members for service:
 - David Dahl, ACRL-MD rep – leaving.
 - Lucy Holman served as VP and President – leaving.
 - Lorraine Martorana, served as VP, President and Secretary - leaving
 - Rick Sample - leaving
 - Cindy Steinhoff for joining us to fill the treasurer's position
 - Continuing: Chandra, Jessame, Jim, Lee and Stephen
- Welcome new segment reps:
 - Joanna Gadsby, ACRL-MD
 - Bea Hardy, Salisbury University (USMAI)
 - Tony White, (MICUA)
 - Tanner Wray, Montgomery College Libraries (community colleges)

- Directors of Branch libraries are welcome to be members.

- Reminder that there are two voting items: each institution gets one vote.

- Election of New Officers
 - Vice President/President Elect – Jim Rettig
 - Treasurer – Cindy Steinhoff
 - Secretary – Tony White
- Vote: Unanimous in favor.

- J. Ferguson - New Business

Recognized Retiree, Dr. David M. Gillespie, retiring this coming August 27th after 29 years as Library Director at Frostburg State University and after serving 16 years as Director at Glenville State (WV) College

- Other action item was sent out a month ago.
 - Vote on Dues Increase

Details on Dues Increase Vote at CALD Annual Meeting on April 26, 2013

 - The CALD Executive Committee proposes to raise annual membership dues by \$10.00, to \$50.00 annually, beginning July 1, 2013. CALD dues have been \$40.00 since 2005. They were \$35.00 for many years prior to 2005. Records at one institution show payments of \$35.00 back to at least 1999. CALD dues support academic library advocacy efforts, developing new cooperative projects, networking opportunities and professional development. The cost to provide these services has increased. With this increase, CALD will be able to implement a new service that many members have requested: accepting credit cards for payment of dues and program registration fees. CALD must pay processing fees for each credit card transaction, and most of the dues increase will support this convenience.
 - In addition, CALD will continue to have dynamic and relevant speakers at its annual meeting each spring, using some dues revenue to maintain low program registration fees for members. It will continue to support library cooperation and advocate for academic libraries. CALD will be a stronger organization with a sound financial base if members vote for the dues increase at the annual meeting on April 26, 2013. We hope that you will vote in the affirmative.
- No discussion. The vote was unanimous in favor.

- Prior to adjournment of the Business Meeting S. Miller wanted to recognize Jessame Ferguson for her leadership as the President of CALD.

- J. Ferguson called to Adjournment of the Business Meeting

Vote: Unanimous in favor of Adjournment of the Business Meeting
Business meeting adjourned at 12:17 p.m.

12:30 – 12:40 Michael Shochet, representative of the Maryland Library Leadership Institute, MLLI.

- MLLI Proposed Project. MLLI is a place where young and inspiring librarians who want to be leaders one day can practice and grow into their leadership opportunities. Received feedback from various library directors who said they would like to see the attendees do more business. MLLI has proposed a follow-up project in the following year will have a project to work on for a year and present a year later. Lucy Holman will send out communication about the project with an explanation and a survey requesting some feedback – meaningful project. Heads-up about

groups of MLLI participants forming a project on common interest. Possibly have a no cost MLLI Seminar. MLLI happens every other year.

12:50 – 1:30 Lightning Round Presentations

- Patty MacDonald from Towson University presented Library Use and Student Achievement. Looking at library institutional data correlation. Looked at circulation and GPA. Small but significant increase in GPA when students used the library. ILL activity. New methods to capture this kind of data. Significant relationship between students that checkout books and access to electronic resources and GPA. Conclusion in 3rd term of study students who did not use electronic resources were seven times more likely to drop out in the U.K. The University of Minnesota captured a lot of data, 77% undergrads and 85% grads used the library. Did a study of 1st yr. students' one use of the library .23 GPA increase, it has a cumulative effect. Retention seemed even more meaningful. University of Wyoming looking at graduating seniors. Good opportunity for collaboration. Share our expertise, computer skills, statistical analysis. Needs to come from library leadership to become a priority.
- Barbara Mann & Julie Harding, UMUC Exploring Entry Master's Level Adult Learner Distance Education. Business and management select a case study in the UMUC databases prepares the students to write a research paper. Interviewed. Purpose inform revisions to the course assignment, contribute to the literature.
- Jessame Ferguson, two projects, McDaniel College Building Use Survey go to Hoover.McDaniel.edu click Library Information and select Information Commons to see all of the information about what we did with the experiment, study, feedback, findings. Combined qualitative and quantitative information. Complaints that students weren't using the library. Don't have to be fancy to make an impact. Count where students were and what were they doing. Samples, furnishing, low tech few tables. Combined data into a study, proved to campus that needed a renovation project. When you assume what students are doing and why they're not using it, you're probably wrong.
- Longitudinal Study using Project SAILS. Did it because Middle States was coming. Gather base line data and what we would do with the data long-term. Prove that doing something worthy for the campus. Outcomes based assessment. Co-hort results: how are we doing compared with others? How are seniors doing now? Are we making a difference with them here at this institution? Tested all incoming freshmen prior to library orientation. Received a commendation from Middle States.
- Lutgarda Barnachea, UMCP, we have a dream to bring the main library building into the 21st Century. Re-envision the main library. Located in the heart of the campus. Front is nice the rear of the building looks like a vault. How do we get to this visioning? Ask our users what is it that you need? A senior librarian drafted the research proposal. Certified to work on this project. Three streams of information library school, library group, design workshop, personal interviews, and survey working inside the library, made observations three times a day for seven days. Themes: privacy vs. noisy, atmosphere nourishment. Class in grad course in architecture came up with their own findings. Other study the anthropology, color-codedle

1:30 – 2:30 Breakout Sessions

- Building/Physical Spaces
- Instruction/Information Literacy

- Physical and Electronic Collections, ILL, Reserves
- Reference and Public Services

2:30 – 3:00 Report Back to the Full Group

- Prior to attendees going to the breakout groups and reporting back, D. Gilchrist informed the audience about a University of Washington study. The library had an opportunity to put questions into the university survey. Think about what are the current things happening at your institution that you can get library info into? University of Washington asked sophomore and seniors and 5 year out grads and 10 year out grads and asked each of those four groups to rate their university experience, approximately nineteen factors. For all four groups the only consistent result was the ability to analyze and evaluate information came across all four groups. Think about the alumni piece, people carry this information. The impact. Making a difference.
- See the slide after Appendices: Outcomes assessment based model and Evidence based model under the evidence based model yes the library does this: space and collections with your group start going through these standards. Use this chart if you want to go the Outcomes what outcome what is the most impact that you can have with the faculty and students.
- Before debriefing, D. Gilchrist asked the group what are you thinking about this work in general. Response: It's hard because one size doesn't fit all. It's difficult to break things down. Complicated goals. Is there a measure or judgment about the learning? Cover all the elements. Figuring out how you can work together. The things that we most want to know are the hardest to get at. The end result is so critical. Start with one piece it might enrich the collaboration. The power of the collective.
- Barbara Snead from Goucher College reported on **Collections**: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.
 - 5.1 The library provides access to collections aligned with areas of research curricula foci, or institutional strengths.
Evidence of that is having a robust and dynamic collection policy, good subject profiles, special collections that address institutional strengths, lively discussion about providing textbooks. Students want textbooks the most. It is our role to provide textbooks.
 - 5.2 The library provides collections that incorporate a variety of resources in a format accessible virtually and physically.
This might be the easiest to provide evidence because we take counts by format.
 - 5.3 The library builds and provides access to unique materials and collections.
The shared journals project. Join by sending e-mail to Barbara. Archives evidence of unique materials purchasing digital materials that are unique to the institution.
 - 5.4 The library has the infrastructure to collect, organize, provide access to disseminate and preserve collections by users.
Evidence of that would be the infrastructure, collections staff, librarians and paraprofessional, procedures, IT staff, and budgets.
 - 5.5 The library educates users on issues related to economic and sustainable models of scholarly models of communication.
Working with student government groups educate on economic issues. The way that student fees are applied to library materials.
 - 5.6 The library provides long-term access to scholarly material.

Purchasing archival access, preservation program in place for the physical materials.

- Building/Physical Space Carol Allen from Harford Community College reported on **Space**: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creations of new knowledge.
 - 6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
Spaces are clearly designated. There is repetition from one floor to the next. Directional cues, like how the carpet color changes. Virtual space, web usability studies and might look at analytics.
 - 6.2 The library provides safe and secure physical and virtual environments conducive to study and Research.
 - 6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environment needed for study and research.
 - 6.4 The library uses virtual and physical spaces as intellectual commons, providing access to program, exhibits, lectures, and more.
Do or don't have physical, a library recently added an auditorium. Blog to engage in discussions. Track numbers of programs, exhibits, attendees, survey, types of people. signage. Physical Intellectual Commons – do/don't. Added an auditorium, display galleries, blog, programs and exhibits. Number of groups study rooms, equipment, users, usage, reservation
 - 6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and creation of new knowledge.
Presence of group study rooms, characteristics of the group study rooms, students reconfigure the furniture, support collaborative learning. Looking at reservations. Power of photographs, use of photos to capture visually. Provide equipment and other items to support collaborative learning. Purchase furniture with wheels. Faculty would assign more group work because they know the students would have a space. Providing an easy way for students to provide feedback and make suggestions.
 - 6.6 The library's physical space features connectivity and up-to-date, adequate, well – maintained equipment and furnishings.
- Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
 - 4.1 The library organizes information for effective discovery and access.
Talked about the way things are labeled, stacks, periodicals. Signage and usability studies. Website is clear. Hours of operation.
 - 4.2 The library integrates library resources into institutional web and other information portals. Presence in Blackboard, LMS, on the library website, the institution website. Assignments.
 - 4.3 The library develops resource guides to provide guidance and multiple points of entry to information.
 - 4.4 The library creates and maintains interfaces and system architectures that include all resources and facilities access form preferred user starting points.
Users know what and where the starting point is. Google, Google Scholar.
 - 4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.
Proxy access.
 - 4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

Chat is an example. Lots of conversation around convenience.

- Instruction was presented by Nicole Longpre from Bellevue College. **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
 - 3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
Feels like an institution level.
 - 3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
Group agreed to only look at 3.2. Complex, very broad hard to work with. Tried to use the Criteria, Actions, Evidence form. What is our goal? Collaboration. Decided a workshop wasn't the answer. Criteria: % of faculty in a program would meet with a librarian to understand what information literacy is, we don't want the faculty to think that information literacy is only a library thing. Meet with 8% of the faculty; develop an outreach program, faculty survey. Courses going through curriculum committee would go through a librarian. I consulted with a librarian, a check box. Information literacy agreement, not just a library focus.
 - 3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.
 - 3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.
 - 3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.
 - 3.6 The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

- Debra Gilchrist in closing hoped that we have a little bit more framework around the work we are doing. Start small, but start. Figure out just one thing. Write one outcome. What you want to have happened because they walked through your doors, what's different now, than if they had walked through any other door. What's the value that we're adding?
Thanks for a great day!

- C. Steinhoff announced that she had requests for receipts. Send e-mail to Cindy if you need a detailed receipt.

- S. Miller requested attendees to fill out evaluations and leave evaluations and name tags.

- Meeting concluded at 2:50 p.m.

