Instruction Committee Meeting 8/5/2011
In attendance: Dana, Angie, Theda, Chelsea

Final Information Literacy Plan is on the K: Drive in the Assessment folder. Chelsea will add the new plan to the Assessment webpage.

Chelsea will change the Instruction Assessment Plan to reflect implementation of LibGuides.

Brainstorming of key messages about instruction:

- SAILS test
- When to let folks know that we want to get into entry-level
- Core courses
- Tutorials
- LibGuides
- Scaffolding
- Handouts
- We are willing to do a BI when you are out of town
- We can tailor BI to your needs
- Why? Improve the quality of your students’ research. Students don’t get everything in UNIV 1001, fresh. Seminar is just a brief introduction
- What?

Key Messages
1. **We can tailor to your needs, and accommodate you.** We can provide instruction when you are out of town, do very brief sessions, fit our sessions to your schedule, and we can cover whatever topics you find most relevant, including, but not limited to: citations, peer-review materials, how to find specific types of materials, research process in general, and any other assignment-specific topics.
2. Why? Improve the quality of your students’ research. Students don’t get everything in UNIV 1001, fresh. Seminar is just a brief introduction.
3. How? Our instruction isn’t just face-to-face in the library. We can do an instruction session in your classroom, live online, and/or we can create a tutorial or LibGuide for your class.

These messages are to be communicated in some form during the beginning-of-the-semester emails and departmental meetings. Many of the other items (SAILS, LibGuides) that were brainstormed above should be mentioned in some form to our departments, but are not considered key messages.
Instruction Committee Meeting 10/07/2011
In attendance: Dana, Angie, Theda, Chelsea, Patrick

Discussion:

1. Creation of course guides for classes in which we do not do a face-to-face instruction session:
   a. Yes, we will, but always try to encourage face-to-face instruction.

2. Turn-Around Time for course guide creation:
   a. We will use 48 hours notice as a standard, emphasizing that we can generally get them done in 48 hours.

3. Courses with multiple research assignments:
   a. A good idea would be to create separate boxes for each assignment under the plan and search tabs.
   b. You can include as many handouts as you feel appropriate.
   c. If necessary, you can create a separate course guide.

4. End of the Semester:
   a. At the end of each semester, each librarian will make their guides private unless there is a reason not to. These reasons must be communicated to the Instruction Librarian.

5. Instruction Room evaluations:
   a. When you are doing an instruction in the Library Instruction Room, let Jenny know so she can pick up evaluations.

6. Next meeting:
   a. We will schedule meetings for Thursdays (10 a.m.) that the Reference Committee is not meeting. Our next meeting will be November 3.

Action Items:

1. All:
   a. Think about faculty member to invite to our workshop and methods for revising LibGuides to eliminate white noise.
Instruction Committee Meeting 10/27/2011
In attendance: Dana, Angie, Theda, Chelsea, Patrick

sDiscussion:

1. Whom (faculty) should we invite to our teaching workshop?
   a. What is the purpose of our workshop?
      i. The purpose is to develop a communication plan whereby we can better reach faculty.
      ii. We decided that the purpose of asking faculty to our workshop is to find out what faculty feel are the best communication methods to reach them.
      iii. We voted in favor of inviting faculty to the initial workshop.
   b. Chelsea will contact Brenda Walling to get the best times to conduct the workshop.
   c. We decided to set a 10am-noon timeslot where faculty would join us with the possibility of lunch provided by LLAF. The librarians would return from 1pm-3pm for further discussion.
   d. We aim for 5-10 faculty members.
      i. Each librarian will invite 2 faculty members from their liaison areas with hopes that one accepts.
      ii. The question of inviting administrators came up; Dr. Pierson was suggested.

2. How should we begin revising our Libguides (course guides are text-heavy)?
   a. Each librarian will take a page from the course guide template and mark it up.
      i. Chelsea-Main; Dana-Search; Angie-Plan; Theda-Use; Patrick-Evaluate
      ii. Marked up pages will be discussed at the next meeting (November 10, 2011).
      iii. Dana is having Erin look over individual course guides.
         1. Everyone is to email their best course guide to Dana by Monday, October 31.

3. Are we required to complete Self-Assessment Forms?
   a. Completion of at least one Self-Assessment Form is required per librarian per semester.
   b. We will revisit/revise the Self-Assessment Form at the beginning of the Spring 2012 semester.

Action Items:

1. Chelsea:
   a. Contact Brenda Walling to find out the best times to conduct our teaching workshop. (Thursday, Nov 10)

2. All:
   a. Email your best course guide to Dana. (Monday, Oct 31)
   b. Make suggested revisions to the Instruction Self-Assessment Form. (beginning of the Spring 2012 semester)

Next Meeting:

November 10, 2011
Discussion:

1. Erin reviewed a number of course guides and provided input. Her complete notes are included following the minutes.
   a. Assignment planner did not work for her, and she:
      i. Liked the video tutorials, as well as the print versions
   b. Did and didn’t like About This Page
      i. It works, especially on the Use tab.
   c. Suggested moving the resources to the top Searching
   d. Suggested a link to the Writing Center under the Use tab
2. We discussed a calendar for reviewing subject guides:
   a. We can use the 2012 summer semester to systematically review subject guides.
      i. The goal is to make them more concise, and to clean them up by reducing white noise.
      ii. It was suggested that we start by each reviewing one of everyone else’s guides.
      iii. We can use Reference Committee time if we need to meet more often.
3. Circulation students are checking our libguides for bad links, and these will be reported back to the corresponding librarian.

Action Items:

1. Chelsea:
   a. Have revised course guide template ready for the next meeting (December 1)
2. All:
   a. Send your marked up course guide template page to Chelsea by November 17
      i. Chelsea-Main; Dana-Search; Angie-Plan; Theda-Use; Patrick-Evaluate
   b. Make suggested revisions to the Instruction Self-Assessment Form (beginning of the Spring 2012 semester)

Next Meeting:

Tentatively December 1, 2011

Erin’s Notes:

All 3:

- I didn’t like the About This Page at first, but I think it actually works well, especially on the Use tab.
- Assignment Planner- I LOVE this idea, but it didn’t work when I tried to put in my information.
Instruction Committee Meeting 11/10/2011
In attendance: Dana, Angie, Theda, Chelsea, Patrick

- The videos about choosing topics, developing topics, etc are really good. I like that there is a text version available that you can print off and take with you.

- Under “Searching Electronic Resources”- Maybe move the part about fees to the bottom of the box and push the resources to the top. Its good information but not absolutely necessary for a student doing research.

- Under Use tab- It might be nice to have a link to some sort of grammar guide (the Writing Center may already have some that they use) and a link to the Writing Center. This could be really helpful for students during the writing and revising process. I know the Writing Center does take submissions through email as well as in person consultations.

HNRS 2213:
- “What’s in this Guide?”- Repetitive since there are tabs directly above it. This would work if there was more information like on the other guides.

- The Academic Search Complete- It may be easier to navigate the page if this part was moved down on the page and instead put the more specific searches at the top.

NRSG 1142:
- I like the What’s in this Guide? Section. It told what it was about without being too wordy or too brief. The other What’s in this Guide? Sections were not as detailed.

ENG 333:
- I like the Library Resources section on the opening page. It’s nice for students that have professors that use reserves. It’s hard sometimes to find these on the regular site if you don’t use it often. This might be good on the other pages as well.

- “What’s in this Guide?”- Repetitive since there are tabs directly above it. This would work if there was more information like on the other guides.
Discussion:

1. There was a suggestion that the Self-Assessment Form would be better used for discussion at Instruction Committee meetings than as a document used for formal evaluation. The preference was to create a recurring item on the Instruction Committee agenda, similar to how the Reference Committee addresses Value-Added Service.
   a. What is the purpose for revising the Self Evaluation Form?
      i. It is difficult to be honest when the document is used for evaluation purposes.
      ii. The order and wording of some of the questions should be updated.
   1. Dana will revise the form and send it to us.
   b. It was agreed that the form should still be used to identify areas for professional development opportunities, and that the form is an effective tool for personal reflection.
   c. The form will be voluntary and individual, rather than being mandatory and shared with the director.

This proposal will be brought up at the next librarians meeting. (2-9-12)

Next meeting (2-16-12)

We will discuss the details of including libguides data in our annual liaison reports.
Instruction Committee Meeting  
02/16/2012  
In attendance: Dana, Angie, Theda, Chelsea, Patrick

Discussion:

1. Including libguides data in our annual liaison reports:
   a. Our tables should be somewhat standard (i.e., they should include the same information – course name and number, faculty member, enrollment, hits, and hits/student).
   b. Chelsea will place a statistics template on the web page (Chelsea and Dana will figure out where it should go).

2. Evaluation/observation of the 2011 Handout Workshop:
   a. Students seem to pay more attention to the handouts if they are in color.
   b. Some classes, such as ITV classes may not lend themselves to providing handouts, so the librarian should instead send the faculty member a link to the guide ahead of time to embed in Blackboard or send to their students.
   c. Typically, the librarians have been showing students the handouts up front. Some have been using the handouts as an organizational structure for the class – i.e., this is what we will cover in today’s class session.
   d. No real changes were suggested to the handout, although we could probably do more with the text page.
      i. Chelsea will send her search tips recap to the librarians.

Action Items:

**Chelsea:**

1. Send search tips recap to the librarians (3-1-12)
2. Make an appointment and meet with Adrianna to discuss the self-assessment proposal so it can be discussed at the librarians’ meeting (3-1-12)

**Chelsea and Dana**

1. Place libguide stat template on the web page (3-15-12)

Next meeting (3-1-12)
Instruction Committee Meeting  
03/01/2012  
In attendance: Dana, Theda, Chelsea, Patrick

Discussion:

1. Adrianna approved our self-assessment proposal:  
   a. Chelsea and Dana will change the wording for self-assessment in the Instruction Assessment Plan.  
2. The template for reporting libguides stats was also approved:  
   a. Subject guides will have to be included.  
      i. Dana will adjust the table so course and subject guides will be included.  
3. Summer teaching workshop:  
   a. Part 1 - April 24th from 11-1  
   b. We are to invite two faculty members each. For the next meeting we will each bring four names, and we will narrow the list down.  
   c. Chelsea will ask Adrianna to select and contact two administrators.  
   d. Part 1 will be done focus-group style where we ask faculty in what ways we can better communicate with them.  
   e. Some of our concerns are:  
      i. How do we get faculty excited?  
      ii. How do we get faculty to remember? - How can we be persistent without being pushy?  
      iii. How do we get faculty to get us involved?  
      iv. How do we let faculty know what all we can do?  
      v. How do we handle the lack of faculty response?  
      vi. How do we ensure the most effective instruction by getting enough prep time?  
4. Reflections of Teaching Strengths, Weaknesses and Challenges:  
   a. Based on an increase in the number of instructions and the production of course-specific libguides, students are asking for specific librarians.  
      i. While the liaison librarian should do what they can to help these students, they should also emphasize that other librarians are qualified to help.  
   b. We cannot possibly cover everything in one class.  
      i. What do we keep, and what do we omit or skim over?  
         1. This is where scaffolding is useful. Creating a MyEBSCO account might be more appropriate for a senior-level research class than Freshman Comp.  
         2. It might be helpful to develop a timed outline to decide what is important.  
         3. It might be helpful to look at use stats to find trends for particular databases.  
   c. ITV – technical difficulties:  
      i. Based on distance students not being able to either see or hear, ITV instruction experiences are extremely frustrating. How can we make them more effective?
Instruction Committee Meeting  
03/01/2012  
In attendance: Dana, Theda, Chelsea, Patrick

1. Can we create a module that can guide distance students through the process?
2. Can we record the lecture and have it available electronically?  
   a. Patrick will investigate this.

5. Catalog of Instructional Offerings:  
   a. We are to look over handouts of Instructional Offerings for the next meeting.

Action Items:

All:  
1. Review the handouts of Instructional Offerings and be prepared to discuss (3-15-12)  
2. Bring the names of four faculty members to discuss inviting to the Summer Teaching Workshop (3-15-12)

Chelsea and Dana:  
1. Change the self-assessment wording in the Instruction Assessment Plan (3-15-12)

Chelsea:  
1. Ask Adrianna to select and contact two administrators, asking them to attend our Summer Teaching Workshop (3-15-12)

Dana:  
1. Redo libguide stat table to include subject guides (3-15-12)

Patrick:  
1. Investigate adding class recordings to Blackboard (3-15-12)

Next meeting  
March 15, 2012
Discussion:

1. Previous action items:
   a. Chelsea and Dana will change the wording for self-assessment in the Instruction Assessment Plan (carry over).
   b. Patrick forwarded an email from Dennis about linking video from ITV classes.

2. Catalog of Instructional Offerings:
   a. This should contain both components of instruction and types.
      i. Components:
         
         | Plan                  | Search                     | Evaluate                                      | Use                        |
         |-----------------------|----------------------------|-----------------------------------------------|----------------------------|
         | Developing a Topic    | Search Strategy            | Scholarly/Popular Primary/Secondary Books     | Overview of Citations      |
         |                       | • Choosing the Right Database | Articles/Web                                  |                            |
         |                       | • Choosing the Correct Terms |                                               |                            |
         |                       | • Refining Search Terms     |                                               |                            |
         | Understanding the Assignment | Performing a Search | Scholarly/Popular Primary/Secondary Books     | Academic Integrity         |
         |                       | • Subject vs.Keyword        | Articles/Web                                  |                            |
         |                       | • Using Limiters           |                                               |                            |

      ii. Types:
         1. Face-to-Face with Libguide
         2. Libguide Only
         3. Tutorial (Powerpoint)
   b. There should be an option for faculty to choose the amount of time they would like to spend on each component.
   c. There should be a section for special considerations
      i. ITV
      ii. Courses that support university research (e.g., Research Day)
      iii. Possibly an option to indicate if there are any students in the class that may have special needs.
   d. For future consideration, we would like an additional form for individual research consultations.

3. Chelsea’s Summer Teaching Workshop minutes are included below.

Action Items:

All:
1. Review Chelsea’s best practices and case studies lit review (4-12-12)

Chelsea and Dana:
Instruction Committee Meeting
03/15/2012
In attendance: Dana, Theda, Chelsea, Patrick, Angie

1. Change the self-assessment wording in the Instruction Assessment Plan (4-12-12)
2. Meet to finalize the menu for the workshop (after Dana has found out about funding)

Chelsea:

1. Send revised Instruction Form (4-12-12)
2. Send minutes notes on summer workshop updates (4-12-12) -- Included below

Dana:

1. Contact LLAF board for meal funding approval, approximately $200 (4-12-12)

Next meeting
April 12, 2012
**Summer Teaching Workshop Planning Meeting Minutes**

*In attendance: Brenda Walling, Adrianna Lancaster, Chelsea Baker*

**Ideas for invitation email:**

- Join us as we discuss the instructional services the library has to offer and develop strategies for building awareness about these services.
- Free lunch
- Be sure to frame it as a workshop that will ultimately benefit them.

**Workshop Logistics:**

- We will compensate Brenda for her facilitation of the workshops.
- Workshop will take place in the Instruction Room.
- Set tables up in a horseshoe configuration
- Librarians will be present from 11-12, then leave the room.
- Brenda just needs access to the whiteboard.

**Workshop Schedule:**

11:30-12: Brainstorming Session

- Brenda leads teaching faculty in a brainstorming session about what services the library offers
- Brenda will categorize before or after brainstorming to narrow discussion down to focus on instructional services only
- Librarians will contribute only after teaching faculty have exhausted their list

11:30-12: Lunch Break

- Brenda will ask that attendees think about how to make the campus more aware of the library’s instructional services during the break

12-12:30: Problem Worksheet

- With librarians gone, the teaching faculty will work on a problem worksheet in small groups or pairs
  - The worksheet will ask them to identify the problem, list obstacles, and propose solutions that can be implemented by both librarians and teaching faculty

12:30-1: Worksheet Sharing and Debriefing

- Brenda will bring the group back together to discuss the worksheets.
- Brenda will also ask that participants hand in their worksheets.
- Dr. Lancaster’s office will provide a student worker to compile the worksheets into one document after the session.

1-1:15: Debriefing with Brenda and librarians (without teaching faculty)
Instruction Committee Meeting  
04/12/2012  
In attendance: DB, TS, CB, PB, AB

Discussion:
1. The wording for Self-Assessment has been updated  
   a. Dana will upload the updated document
2. Faculty Communication Workshop  
   a. We will try to change the menu to deli buffet-style, and pasta salad  
   b. Dana will check on drinks. Can we replace cans with gallons (iced tea) and bottled water?
3. Dana got LLAF approval to fund lunch for our Communication Workshop.
4. Instruction Reflections – strengths and weaknesses  
   a. What to do if a class is unruly  
      i. The instructor should do something if they are there
   b. Engagement/Interaction  
      i. How to better ask questions, or how to ask better questions  
         1. Scaffolding may help to determine what needs to be covered.  
      ii. Calling on students to answer seems punitive.  
      iii. Polling/quizzing might be an option  
      iv. There could be slight breaks where you give students a chance to
5. ITV issues  
   a. We spoke about pre-recording sessions which students would view prior to the librarian visiting class. The class would then be more of a discussion about what they understood and what they didn’t. As a group we are still undecided about doing instruction this way.  
      i. Theda is willing to try a pre-recording for Jack Green’s class and get Dr. Green’s reaction/response.  
   b. Dana suggested having Distance Education Coordinators sit in on classes at remote sites to get objective feedback.  
      i. Theda agreed to meet with Adrianna and make arrangements with the Distance Education Coordinators before she teaches Dr. Green’s class in the fall.
6. Instruction Request Form  
   a. We all liked the form  
   b. Chelsea will update the form based on suggested changes and send it back to the librarians.
7. Scaffolding  
   a. First impression was that we seem to be going in the right direction with what we are doing. (e.g., mapping curricula)  
   b. Buy-in is extremely important. (must fit the philosophy of the institution)  
   c. We will meet April 25th to begin our scaffolding discussion.

Action Items:

All:  
1. Review Chelsea’s best practices and case studies lit review (4-25-12)

Chelsea:  
1. Send revised Instruction Form
Instruction Committee Meeting  
04/12/2012  
In attendance: DB, TS, CB, PB, AB

Dana:

1. Upload the updated Self-Assessment document

Theda:

1. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction (late summer)

Next meeting
To be announced
Discussion:

Goals (Common):
- Follow standards – standardize across disciplines
- Integration between classroom and library
- Focus on particular skills – teaching the right skills in the right place
- Build upon skills
  - Show skills through assessment
  - Create information literate students and citizens
  - Reduce resistance/intimidation regarding the library
  - Show faculty and students the importance of information literacy

  ➢ = Specific to sequencing/scaffolding

Common Threads:
- Administrator support is needed
- It is a difficult/long process
- It does not involve just the library (administration, faculty, students)
- Lack of results reported
- There are inherent funding obstacles
- It is best to follow ACRL standards
- It is best to tie your work to institutional goals
- Most places focus on gen-ed and capstone courses

Obstacles:
- Scheduling (getting time in classes)
- Lack of funding
- Getting buy-in (more specifically, participation)
- Avoiding stepping on toes
- Communication
- Librarian time
- Existing skill-set of students
- Following through with assessment

Action – Where to start:
- Develop a proposal
- HLC project
- Grant as a vehicle
- Have a committee or administrator come up with the idea
- Pilot with one department
  - Work cooperatively
  - Librarian-developed
Instruction Committee Meeting – Scaffolding Plan Brainstorming
04/25/2012
In attendance: DB, TS, CB, PB, AB, AL

- Work with the Library Committee
- Start with educating faculty about information literacy
- Develop internally and keep internal

Who:
- Library Committee
- Librarians
- Collaborative effort with faculty
- Gen Ed Committee
- CETL
- Assessment Committee

Implementation:
- Pilot departments
- Gen Ed’s, then discipline
- By academic classification
- HLC

Final notes:
- We thought that a campus-wide initiative would be the most effective way to implement a scaffolding plan, and HLC would be the best vehicle for doing it.
- However, we could not take advantage of HLC for another four years and that is too long to wait.
- Adrianna will discuss possible scenarios with Dr. Pierson
Instruction Committee Meeting  
04/26/2012  
In attendance: DB, CB, PB, AB

Discussion:

1. The instruction form has been updated  
   a. It is waiting final approval from Adrianna.  
   b. The new form will be available on the instruction page.  
2. Dana spoke with Anne Davis about ITV screens  
   a. Dr. Davis confirmed that the screens are smaller in McAlester.  
3. Faculty Communication Workshop  
   a. 11:00-11:30 – brainstorming led by Dr. Walling (services that the library offers)  
   b. 11:30-12:00 – Lunch (discussion of how to make the campus more aware)  
   c. 12:00-12:30 – Librarians leave (problem/solution)  
   d. 12:30-1:00 – Discussion worksheets  
   e. 1:00-1:15 – Librarian debriefing  
4. Instruction Reflections – strengths and weaknesses  
   a. Dana had a nursing class that was very concerned about APA citation format.  
      i. She used the Plan tab for links to APA examples.  
   b. Next meeting we will have a more in depth discussion about reflections  
      i. We will begin brainstorming professional development opportunities  
5. Flyers/brochures  
   a. What do we want them to include  
      i. Definition of information literacy  
      ii. ACRL standards (possibly)  
      iii. Librarians should be front and center  
      iv. Indication of what we can teach  
      v. Why instruction?  
   b. What do we want them to look like?  
      i. Vote – 2 for trifold and 2 for front/back full-page  
      1. We need Theda’s vote as a tie-breaker  
      ii. The color scheme should be orange and black  
      iii. If we can fit it in, we should include student comments  
      iv. Chelsea will put together a couple of drafts for review (end of June)  

Action Items:  
Chelsea:  
1. Put together a couple of drafts of instruction flyers/brochures (end of June)  
2. Upload new instruction form to the instruction page (May 24th)  
Theda:  
1. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction (late summer)  

Next meeting  
May 24th 2012
Our Roles

- To teach students to be information literate, and prepare them for lifelong learning
- Colleagues, rather than servants

Developing Mutual Respect

- Be clear on your area of expertise
- Don’t jump to conclusions. Keep an open mind
- Communicate respect for others’ time constraints
- Be proactive
- Be clear about what we can do, and what we need from the instructor to do our job.

Current Communication Avenues

- Newsletter
  - Could do a featured resource each newsletter to shed more light on what we can teach to students
- Email
  - More specific, the better
- Visiting college/school meetings
  - Gets our face recognized
  - Can be difficult to visit all of them since we each have liaison departments from several colleges/schools
- Coffee
  - Gets people into the library
  - Circulation Desk bulletin board
    - Generally used to advertise the collection, but could be used for other purposes
- Telephone
  - We use this pretty regularly
- The Journal
  - We use this to advertise events, but not instruction.
  - Would be difficult to use The Journal to advertise instruction since The Journal’s audience extends beyond faculty.
- Interaction with liaison
  - Departmental meetings
    - We need to focus in on instruction at these meetings, and highlight specific kinds of instruction.
      - Be sure to highlight the new Instruction Form this year.
  - Brenda says that the best time to talk with individual faculty about instruction is much earlier than we think. Talk to faculty in August about spring instruction, then follow-up with them about this at the end of October.
Possible Communication Avenues

- Already do
  - Go to departmental meetings
    - Let’s set a goal of meeting with our entire departments twice a year
- Will do
  - Best practices for library assignments
    - Taking library assignments from good to great
  - Draw attention to database apps
- Could do
  - YouTube videos
    - Cons: maintenance, technology (ease-of-use, issues with slow internet connections, etc.), concern about videos replacing face-to-face instruction
    - Pros: may motivate professors to use us more for in-depth instruction, may allow us to make our instruction sessions more interactive and interesting, good for off-campus students especially
  - Session in new faculty training
  - Flyer/brochure for new faculty packet
    - Individualized for department
    - Given to department chairs to put in new faculty packet
  - Resource or service reminders on bookmark or postcard
  - Collaborate with CETL on a professional development series that includes information literacy and faculty
  - Posters in academic buildings
    - Audience problem—posters targeted to faculty might confuse students
- No way
  - Create our own apps

Calendar

Summer 2012:

- Plan for marketing resource reminders
  - Bookmark or postcard?
  - When do we want to send it out?
  - What do we want to advertise?
  - Wording? Design?
- Advertise database apps. Any other resource features/reminders on LibGuides?
- Updating/revising LibGuides according to maintenance plan
- Develop collection of library assignments
- Discuss how to verbalize our expertise so that we are all communicating the same message
In attendance: Adrianna, Dana, Chelsea, Patrick, Angie, Theda, with Dr. Brenda Walling facilitating

- Develop Instruction brochure

<table>
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<tr>
<th>Month</th>
<th>Activities</th>
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| August   | • Attend face-to-face meeting with schools/colleges (bring liaison flyer and Instruction brochure)  
          | • Attend new faculty orientation (bring business cards)  
          | • Send emails to liaison departments about instruction, budget, and periodicals analysis  
          | • Conduct tours with new faculty members  
          | • Contact department chairs to get on agenda for department meeting |
| September| • Communicate with individual faculty who have requested instruction  
          | • Communicate with liaison departments about budget  
          | • Newsletter |
| October  | • Send out second email about instruction to the entire department (end of October)  
          | • Email the professors you worked with earlier in the semester to discuss spring instruction. (“In September, I did this for you/your colleague. Can we do this again in the spring?”)  
          | • Communicate with liaison departments about budget  
          | • Newsletter |
| November | • Communicate with liaison departments about budget  
          | • Newsletter |
| December | • Communicate with liaison departments about budget  
          | • Send LibGuides stats to individual faculty members and cc the department chair (end of semester)  
          | • Contact department chairs to get on agenda for spring department meeting |
| January  | • Send emails to liaison departments about instruction  
          | • Communicate with liaison departments about budget  
          | • Newsletter |
| February | • Communicate with individual faculty who have requested instruction  
          | • Communicate with liaison departments about budget  
          | • Newsletter |
| March    | • Send out second email about instruction to the entire department (end of October)  
          | • Email the professors you worked with earlier in the semester to discuss summer/fall instruction. (“In September, I did this for you/your colleague. Can we do this again in the spring?”)  
          | • Communicate with liaison departments about budget  
          | • Newsletter |
| April    | • Newsletter |
| May      | • Send LibGuides stats to individual faculty members and cc the department chair (end of semester) |

Brenda suggested that we share our final communication schedule with the faculty that came to our first workshop. Adrianna will send this when it is completed.
Instruction Committee Meeting  
06/07/2012  
In attendance: DB, CB, PB, AB, TS

Discussion:
1. Chelsea reminded all about the Libguides maintenance schedule.
   a. June – check for broken links
   b. July – We will have our peer review
   c. We should also check non-instructional Libguides.
   d. Dana suggested using featured resources Libguide.
2. Year-end discussion – Strengths/Weaknesses/Challenges
   a. Ideas for professional development:
      i. Classroom management
      ii. Engagement/interaction – mini games
      iii. Developing an outline/pacing
      iv. Technology – distance learners
      v. Scaffolding – (FY 13-14) – IL Plan – Effectiveness of tutorials
         1. Using ACRL standards
         2. Developing and internal form to track our instruction
         3. Make more measurable
         4. Educational Theory
   b. The top choice for professional development was developing and incorporating mini-games and in-class activities
      i. They should adhere to ACRL standards.
      ii. They should support assessment
   c. Alternatives to asking Dr. Walling again could be:
      i. Open up training to other libraries, similar to SIGALO
      ii. Open up training to area school librarians

Action Items:

All:
1. Report Libguide maintenance to Chelsea (end of June)

Chelsea:
1. Put together a couple of drafts of instruction flyers/brochures (end of June)

Theda:
1. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction (late summer)

Next meeting
June 21st 2012
Discussion:

1. Chelsea reminded all about the Libguides maintenance schedule.
   a. June – check for broken links
   b. July – We will have our peer review
   c. We should also check non-instructional Libguides.

2. Instruction Calendar:
   a. If you can, try to go to both school and departmental meetings in August.
      i. Departmental meetings are more specific.
   b. When should we contact the Deans about attending meetings?
      i. A week before faculty return would give enough time.
      1. We need to decide ahead of time who will contact which deans.
   c. Chelsea will make revisions to the calendar.
   d. Dana will add to the Faculty Handbook.
   e. Dana will add the schedule events to the Istaff calendar.
   f. Dana will place the calendar under the liaison tab.

3. Plan for marketing resource reminders:
   a. Should we use pre-designed marketing tools?
      i. We can start by using EBSCO marketing tools. It will be easier and faster.
      1. Dana will send the link

4. Verbalize our expertise:
   a. What can we convey in an email?
      i. We discussed wording for an email template.
      ii. Chelsea will email a template to Dana
      iii. Dana will add that template to the Istaff calendar for August.

Action Items:

All:

1. Report Libguide maintenance to Chelsea (end of June)

Chelsea:

1. Put together a couple of drafts of instruction flyers/brochures (end of June)
2. Make schedule revisions to the calendar
3. Send Dana the email template for us to send to faculty in August

Dana

1. Add the new schedule to the Faculty Handbook
2. Add the scheduled events to the Istaff calendar
3. Place the calendar under the liaison tab
4. Send the EBSCO marketing tools link
5. Add email template to the Istaff calendar

Theda:

1. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction (late summer)

Next meeting: To be scheduled