Discussion:

1. Action Items:
   a. Due action items are complete.
   b. Theda has not scheduled a meeting with Adrianna yet to discuss ITV coordinators.

2. Handouts:
   a. Chelsea’s design got the most votes
   b. We will keep the other 2 on the k: drive for possible future use.
   c. Chelsea will refine the handout to make it less texty (within the next couple of weeks).
   d. For our school-wide meetings, we should only bring the liaison handouts.
   e. We should take the instruction handouts to our departmental meetings.

3. Marketing resource reminders:
   a. Dana will play with the EBSCO bookmark.
   b. It will be a more generic database marketing tool
   c. We will plan to send the reminder in September
      i. We will discuss at the next meeting:
         1. How many will we send?
         2. How will we distribute them?

4. UNIV 1001:
   a. We will use the one-sided handout with ten things you need to know...
   b. Worksheet:
      i. We will keep the worksheet
         1. This is what students will turn in.
         2. It was revised during the meeting.
   c. Talking points:
      i. Individual talking points will be assigned to different people.
         1. Chelsea will send the individual assignments within a couple of days.
         2. Those writing the talking points need to be careful not to be too explanatory.
         3. They should be written to accommodate a length of 2-5 minutes to give students time to ask questions.
         4. We will return our finished talking points to Chelsea by August 3rd.
   d. QR codes
      i. We will discuss at the next meeting after we have finished our talking points.
         1. They would seemingly be good for features like Special Collections where we will not be able to have a person there at all times during the tours.
         2. Angie will come up with a proposal for what to do about Special Collections during the tours, and present it at the next Instruction Committee meeting.
   e. Homework:
      i. Will we be given topics?
   f. Reference cards:
      i. It is best if they be kept separate from other reference cards and be gathered as aggregate data (without librarians’ names attached).
Action Items:

All:
1. Libguide peer review to be completed (August 10)
2. Send talking points for assigned features to Chelsea (August 3)

Chelsea:
1. Refine the Instruction Services brochure to be less texty (August 14)
2. Send talking point assignments to those required to write them (July 23)

Dana
1. Create a generic EBSCO bookmark as a marketing reminder (August 14)

Angie
1. Write a proposal for how to cover Special Collections during library tours (August 14)

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

Next meeting: August 14
Action Items:

All:
1. Send revised talking points for assigned features to Chelsea (8.23)
2. Implement some changes from LibGuide peer review and email CB (start of school)
3. Implement changes so that all guides meet standards and email CB (start of school)

Chelsea:
1. Set up schedule for students/staff who are available to help with UNIV 1001 tours (8.30)

Dana
1. Create a generic EBSCO bookmark as a marketing reminder

Angie

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

Next meeting: August 30

Discussion:
1. Talking Points
   a. Should be in the same format and should take up 2-5 minutes
   b. Everyone will revise their talking points to be in a question/answer format based on the worksheet questions
      i. Write answers based on the most typical questions/answers you could get
      ii. Can have student workers go over these to make sure that they make sense
      iii. Make sure students know how to get to the library website for online features
   c. We won’t use QR codes for this
2. UNIV 1001 Tours
   a. If students come back early from investigating their feature, we will make sure that they got enough info
      i. If not, send them back for a second try
      ii. If so, give them another feature to investigate
   b. Special Collections
      i. Will be manned by students/staff who will be trained by AB
      ii. CB will email staff to see who can assist in special collections
         1. CB will also make up a sheet with the tour times and work with JP and JH to have a student available on the 2nd floor and 3rd floor
   c. Changes to the worksheet
      i. “Why is this the library’s best feature?” → “...
   d. Passwords and user names for netbooks 1-13 are “library” and “library”
3. Resource Reminders
   a. Don’t have time to do this in the Fall. Possibly do this in the Spring.
4. SAILS Proctoring
   a. Training will be 8.23 at 10am in the conference room

5. Start of the year liaison duties
   a. Everyone is ready to go to their college/school meetings
      i. Bring faculty flier
   b. New faculty orientation (the short meet & greet) is 8.15 at 11ish in the ballroom
      i. Bring business cards
   c. Try to make it to your department meetings
      i. Bring the Instruction flier (let CB know how many copies you’ll need)

   a. Deleting dates and ISBNs in books from the catalog boxes
   b. Balancing columns
   c. Adding campus and library resource boxes
   d. Adding graphics
      i. Can ask departments for suggestions on videos that would be appropriate
Action Items:

All:

Chelsea:

Dana
   1. Create a generic EBSCO bookmark as a marketing reminder

Angie

Theda:
   1. LibGuide peer review changes
   2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction

Next meeting: ??

Discussion:
   1. UNIV 1001 Tours/Freshman Seminar
      a. Supervisors have the floater guide and it will also be posted at the Reference Desk
      b. Students are receiving training for the tours
      c. DD is the only staff member on the schedule (she’s backup for any absent students)
      d. We’ll see how the tours go and revise for future classes
      e. It’s great to have student participation on this
      f. Instructors should collect the handouts, but if the instructor isn’t there, the librarian should collect the handouts and give them to the instructor
      g. Students can pick up their reference cards when they do the tour – they will need to:
         i. Find a book/article about a freshman seminar topic and put the citation information on the back
         ii. Fill out the card and have the librarian sign the front of the card
         iii. Return the card to their instructor
      h. CB will get the cards and the related library reflection the students are writing back later, strip the names from both, and compile the information
   2. ITV Classes
      a. As problems come up, bring these to the Librarians’ Meeting, not the Instruction Committee Meeting
   3. Dr. Pierson’s Composition Class
      a. Composition II; students worked with CB for two assignments
         i. 1st – CB did a BI for the class
         ii. 2nd – 1-to-1 research consultations with students
            1. LibCal
               a. This is how the appointments were scheduled
                  i. CB’s availability was set up in a calendar
Instruction Committee Meeting
08/30/2012
In attendance: DB, CB, PB, TS

ii. LibCal is partially in sync with Outlook (events added to Outlook have to be added to the LibCal)
iii. Can be embedded in libguides
b. When KP got the link to the LibCal, her students set up their own half hour appointment times
c. We have 5 free instances of these calendars (5 calendars can be set up at any given time)
  i. Ask CB if you’d like to be added to LibCal
  ii. This might be a product to consider purchasing in the future for the scheduling of study rooms, etc.

2. Meetings
   a. Discussed research that student had already done, search terms, etc.
   b. CB typed notes on the meetings and sent them to KP who gave the notes and grade to the students

3. Grading
   a. Each session was graded with a rubric from RAILS

4. Busy Times
   a. Consider what you’re doing now that can be put on hold until whenever - put off what you can

5. Instructional Strategies
   a. AL would like to observe the learning strategies that we implement in our classes
   b. Put implementation notes in the calendar appointment

6. Reference
   a. Bring any issues with reference to the Instruction Committee Meeting for the coming Fall
   b. Reference Committee will NOT continue to meet every other week
   c. CB showed JH how to print double-sided
   d. CB will continue to train JH as her schedule allows
      i. Scheduled training might be delegated to other librarians as necessary

7. Instructions
   a. CB used poll anywhere in Dr. Biles’ class, and it worked really well
      i. Also used more discussion in the class by doing a think-pair-share activity
   b. PB had a class discussion on APA format
   c. CB & TS used a word association opener in a Demography class
      i. Also had students write their own statistical questions and look for the answers at the end of class
   d. DB had good feedback from her accounting class
   e. DB will be using a Powerpoint with images of journals and magazines when she does Intro to Nursing so that the distance students have more see/interact with
      i. Talked about the differences between magazines and journals and only used Academic Search Complete
Action Items:

All:

Chelsea:

Dana
1. Create a generic EBSCO bookmark as a marketing reminder
2. Check with IT about not allowing former students to log in to library computers as students
3. Ask KP at the UNIV1001 meeting about what kind of make-up assignment that students could do when they miss the library tour

Angie

Theda:
1. LibGuide peer review changes
2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction
3. Ask KP at the UNIV1001 meeting about what kind of make-up assignment that students could do when they miss the library tour

Next meeting: 10/25/12

Discussion:
1. UNIV 1001 Tours
   a. We need better prizes for 1st-place winners on the tour
      i. Copy card? Coffee?
   b. Combine some of the 3rd-floor features
   c. The wrap up after the tour needs some polish
      i. Give students time to ask questions at the end?
      ii. Only do one resource so there is time for a wrap-up
   d. Need to add the student lounge as a feature
   e. Rude students
      i. How are we going to deal with students on the tour who are just hateful?
         1. Prepare students in the tour for what they will do by modeling and linking the process to critical thinking, decision making
      ii. How are we going to deal with student workers who are perceived as rude?
         1. Not much we can do without more information
         2. Tie the tour format back to critical thinking and the importance of not having answers spoon-fed to you
         3. Make sure that all student workers get training and that they role-play both the library staff side and the student side
   f. Student Worker Training
      i. Student workers might need more training on how to help students on the tour
ii. Future training might occur in the library instead of in the Instruction Room so that it’s closer to the actual tour

iii. Some student workers didn’t’ take training seriously → this is a problem

iv. We had a lot of new people in the Fall, so this made it more difficult to train them

v. Talk to students in the different departments to go over department-specific resources
   1. People should know more about the collection they work with

vi. Student workers learned about the different parts of the library by participating in this

vii. There are a lot of things that students don’t’ see on the tour → is this important?
   i. This could be okay if it’s more important that students learn from peers
   ii. The handout could be given to students at the end of the tour with other features on it

h. Is this format too active? Abandon the question format?
   i. Maybe still keep some questions at the end for the marketing question
   ii. “If you had to explain this to someone who knew nothing about the feature, what would you say?”

i. Rethink staffing for the tour?
   i. Use staff to explain features in their areas
   ii. Use only students who are capable with this format
   iii. The reference librarian was able to help with the tour more than we had thought

j. Some bad comments, lots of good comments
   i. Still fixing the bad, but everyone has bad days. This goes for the students who took the tours and the folks that were helping with the tours

k. Reference Cards
   i. Can we do the reference card at the end of the tour?
      1. This doesn’t show the students website and they don’t have to ask for help
      2. Library resources could be included in the reflection
   ii. PB asked students to identify where they would look for something
   iii. Students filled out the cards in groups

2. Teaching
   a. Multiple ways to get resources (and it’s okay to show students all of them)
   b. Dr. Pappas put together a worksheet from the subject guide that Dana made
   c. Dr. Burke used the netbooks in one of PB’s classes
      i. This made the class chaotic because people were all on different parts of the class
         1. Demo first, then use netbooks for an assignment
         2. Guided search lets students work where they are
   d. Dr. Myers had CB do a class for him
      i. 8am start time meant people trickled in
      ii. Wide span of abilities and no one wanted to demo the skills they already had
         1. This isn’t uncommon
2. The problem is exacerbated in such a small class (8 people)
3. Pretest to see aggregate info that determines the start point of the class (done before students come to the library)?
   a. Survey Monkey 4000-5000 level classes?
   iii. Communication with faculty is key
e. Jan Long had PB in specifically to help her students with APA
   i. Aside: Bib Me doesn’t have up-to-date APA info

3. Reference
   a. Study Room
      i. People in group study room are taking forever → do we need to setup a time limit? A signup sheet?
         1. LibCal?
         2. Posted Schedule?
            a. This would let us track usage (and show that we need more study rooms...)
   b. Problem Patrons
      i. Helping community patrons (non-students) with Powerpoint
         1. These patrons cannot monopolize the librarian’s time
         2. Can former students be taken off the authorized list so that they can no longer log in and get access to Microsoft Office? (answer: no)
      ii. We are not obligated to help with non-library things
      iii. Let people know what behavior is problematic (i.e. staring, following, etc.)
   c. On-call Reference
      i. PB will trade his Friday morning shift when he is on call in the afternoon
Instruction Committee Meeting  
10/11/2012  
In attendance: DB, CB, PB, TS

Action Items:

All:

Chelsea:

Dana
1. Create a generic EBSCO bookmark as a marketing reminder
2. Check with IT about not allowing former students to log in to library computers as students
3. Talk with student workers about combining the bound, current, and microform periodicals into one feature

Angie

Theda:
1. LibGuide peer review changes
2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction
3. Ask Art Department to make plaques for the artwork in the library

Next meeting: 11/08/12

Discussion:

1. LibCal for Group Study Room
   a. All reservations would be on the calendar, not on paper
      i. We’d have to set up various options
         1. # of hours / reservation block
         2. # of blocks / day
         3. Can students schedule immediately before using the room?
         4. What happens if students show up 10/15/20 minutes lates?
         5. How to deal with students who use the room w/o booking?
   b. Aiming for setting this up for Spring Semester
2. Community Patrons and MS Office
   a. This isn’t a public library
   b. We don’t need to generate more paper or questions
   c. The files couldn’t be saved anywhere on the computer
   d. Some conflict b/c we can’t say that we’re not providing Office due to legal reasons (since the license is by computer, not by login/user)
      i. Say that Office isn’t available on the libref login
   e. We won’t have Office put on the libref login
3. UNIV 1001
   a. CB talked to some student workers and staff
      i. Most thought the tour went well
      ii. Asking questions went well sometimes, but some students really just wanted the answer
1. Students had to ask several questions before being handed an answer
   iii. Training sessions worked well, but student workers wanted to practice on the 3rd floor (as if doing an actual tour)
   iv. Need to continue to standardize the script and add answers
   v. Combine some features
      1. Parker Ethics & Oklahoma Studies
      2. Copiers & Scanners?
      3. Computers & Printing (Reference Floor)
         a. Free printing, computers
         b. This would be an expansion of the reference feature
         c. Include a mentions of the software on the computers and available online resources, but students won’t log on to a computer
   4. Bound & Current & Microform?
      a. CB will talk to students about this
   vi. Add some features
      1. Music Listening Area
      2. Stacks
      3. Quaid Lounge
   vii. It’s hard to find information about the Art feature
      1. Student workers took students around to see various art works
      2. There might not be as much info for this compared to other features
      3. We should get signs posted with info about the pieces
         a. This feature will be kept conditionally; we need to have the signs posted for it to work
   viii. We should highlight features that came from LTF and student suggestions (scanners, coffee, computers)
   ix. Comments about students approaching the student workers
      1. Even if a student says everything’s fine, the student worker can still ask a quick question or throw out a bit of trivia about the feature
      2. The more students practiced, the better they did
      3. Not all student workers can do this
         a. Ask for volunteers in the Spring
         b. Staff should also be involved
            i. Bring this up in a Friday library meeting
            ii. Use a signup sheet for various stations
         c. **Aside**
            i. What is KP’s schedule for Spring?
            ii. How can students make this class day up?
               1. Individual investigation
                  a. Teachers won’t know if students find incorrect information
               2. Scheduled make-up times
               3. Students just miss the day
                  a. This is how the other class periods are
Instruction Committee Meeting
10/11/2012
In attendance: DB, CB, PB, TS

b. CB will recommend this to KP

x. Prizes

1. LLAF has agreed to let us use our judgment on giving out punch cards for coffee and copy cards
   a. Students would get a choice of one or the other
   b. Both of these get students to come back into the library
   c. We have nice bookmarks with library watermarks
   d. JC has copy cards that we can use
   e. Each semester CB will work with JC to get copy cards and with DB to get the coffee cards

2. Don’t want to have to buy something new

3. Coffee and Copy card can also be used for staff prizes/rewards

4. Could have a card for a free poster printing or $5 off a poster printing
   a. PB would have to clear this with AL

xi. Next steps

1. We’ll talk about how to streamline the features and more on the handouts used
Action Items:

All:
1. Email revisions of UNIV features to DB by 11/13

Chelsea:

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder
2. Talk to Jessika Bailey about setting up the Language Company’s students’ accounts
3. Make coffee punch cards

Patrick:
1. Have the projector in the Instruction Room leveled
2. Try to get the button size on the library’s website to display appropriately on the Instruction Room’s computer
3. Contact Dell support about the issue of some netbooks not charging through the cart

Theda:
1. LibGuide peer review changes
2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction
3. Ask Art Department to make plaques for the artwork in the library

Next meeting: 11/08/12

Discussion:
1. LibCal Systems Decisions
   a. These decisions affect the scheduler and the event calendar
   b. Overall Name → Library Scheduling
   c. Catch Phrase → Book Your Library!
   d. Date, time, start of week → Defaults
   e. No confirmation will be required for bookings
   f. Anyone can reserve the room
      i. Reservations will not be limited by email domain
      ii. Community patrons and classes can schedule the room
         1. We will include a line to the schedule that explains that groups have priority over individual users and students have priority over community patrons
   g. Bookings can happen from 1 week before to immediately before using the room
   h. Multiple rooms (if we get additional study rooms built) would all be on the same (free) occurrence of LibCal
2. UNIV 1001
   a. Keep the question format for the Spring
b. We need to add “ideal” answers for everything to eliminate confusion for student assistants
   c. Point our LTF funding and suggestion-prompted features where appropriate
   d. Making the script more script-like
      i. Use a 3-column table to indicate freshman questions, student assistant questions, and responses
      ii. Student assistants will need to be trained to give any responses that the freshmen don’t volunteer
      iii. A Periodicals student will put the features into the table format
         1. Multiple students will review
         2. Librarians will review
   e. Feature Combinations and Deletions
      i. Linscheid Plaque \(\rightarrow\) keep, even though there is a limited amount of info
      ii. Art \(\rightarrow\) keep, contingent on getting plaques put up next to artwork
      iii. TS
         1. Music Listening Area
   iv. DB
      1. Quaid Lounge
      2. Periodicals (current, bound, microform)
      3. Parker Ethics & Oklahoma Studies
   v. CB
      1. Reference Floor (including computers and printing)
      2. Stacks
      3. Circulation Desk (including reserves, coffee, printing, checkouts)
   vi. PB
      1. Media Services (including poster printing, movies, laminating, binding, video checkout)
      2. Copiers & Scanner

3. Teaching Reflections
   a. Instruction Room Tech Issues
      i. Some netbooks are not connecting to the wireless network
         1. It’s not always the same netbooks so it’s not replicable
      ii. The website buttons are too big on the Instruction Room computer
      iii. The projector still needs to be leveled out
      iv. Some netbook slots aren’t charging
   b. Linking to a search as a book in LibGuides (using a book from that search’s ISBN for cover art) let’s you show all books in a series compactly (i.e. Opposing Viewpoints, etc.)
   c. Bringing actual books to a class is a great way liven up a class if you don’t have access to a computer in the classroom
   d. Language Company Students
      i. They are not in the ECU system (and won’t be)
         1. It’s a special program
      ii. Because of this classification, they won’t be able to log in to the databases remotely and the International Program? will be responsible for any checked out items that go missing
4. Other
   a. Additional Meetings
      i. Will meet on: 11/08, 11/15, 11/22, 11/29, 12/12, 12/19
   b. Books for the Chemistry project on the elements are in Reference and on reserve at the Circulation Desk
Instruction Committee Meeting
11/08/2012
In attendance: DB, CB, PB, TS

Action Items:

All:
1. Email revisions of UNIV features to DB by 11/13

Chelsea:
1. Put library staff and student assistant involvement in UNIV 1001 tours on the Library Meeting Agenda

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder
2. Make coffee punch cards

Patrick:
1. Have the projector in the Instruction Room leveled
2. Follow up with Dell support about the issue of some netbooks not charging through the cart
3. Upgrade the Instruction Room computer to IE9 (and Windows 7?)

Theda:
1. LibGuide peer review changes
2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction

Next meeting: 11/14/12

Discussion:
1. Language Company
   a. Talked to the director (Sandra Bradley), but nothing was resolved
   b. The issues seem to be IT-based
2. Instruction Room Computer
   a. The trouble with the library website’s buttons being odd sizes is based on the code for the page and likely requires using cascading style sheets
   b. Mica will work on this
3. Laptop Cart
   a. Dell has been contacted about the laptop cart failing to charge some computer slots
   b. PB will keep in touch with Dell about this
4. Art Plaques
   a. Taryn Chubb says that we can have plaques made for the various art in the library, particularly since she needs to make up an inventory of what art is in the building for insurance purposes
   b. This won’t likely be done until late Spring, so this feature can be taken off the UNIV 1001 tour schedule for now
5. **ITV**
   a. At Ardmore, the trunk lines are not big enough for the nursing classes’ ITV needs
      i. The area isn’t zoned for education
   b. The Nursing Department is not pleased with how this is causing the distance sites to experience ITV classes
      1. [Added 11.27.2012] From AL: The nursing classes in Ardmore have been moved to the AHEC building so should be fully operational. IT is putting in a 50 mg cable modem to resolve the ITV issue (itv was fine until they changed the computer lab – then the pipe was no longer big enough). Should be back in the regular building by spring semester.

6. **Study Hall**
   a. Let DB know if athletic study hall is a problem and she needs to get in touch with Matt McGaha about it

7. **Reference Schedule**
   a. Worked out the Dead Week and Finals Week Reference schedules, based on templates that CB drew up based on past reference question data for those two weeks

8. **Reference Questions**
   a. Patrons should not be eating meals at the computers
      i. Snacks are okay; lidded drinks are okay
      ii. Other than this, patrons can be asked to move to a table until they are finished eating
   b. Patrons holding phones to their ears are okay; it’s specifically talking on the phone that they may not do
Instruction Committee Meeting  
11/15/2012  
In attendance: CB, PB, DB, TS

Action Items:

All:
1. Post results of incorporating interaction into instructions to the Wiki
2. Revise UNIV 1001 features and send to CB by 11/29/2012

Chelsea:
1. Put library staff and student assistant involvement in UNIV 1001 tours on the Library Meeting Agenda
2. Email librarians with the Interaction Wiki link and info

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder

Patrick:
1. Follow-up with:
   a. Leveling the projector in the Instruction Room
   b. Dell support about the issue of some netbooks not charging through the cart
   c. Upgrade the Instruction Room computer to IE9 (and Windows 7?)

Theda:
1. LibGuide peer review changes
2. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction

Next meeting: 11/29/12

Discussion:
1. Interaction Wiki
   a. We should all post recaps of how our trials of incorporating interaction into instructions went to encourage folks at the other universities to also post
2. Instruction
   a. Just about done for the year
   b. We’re up from last year (1372 students last year compared to 1396 students this year)
   c. Libguides
      i. DB has started unpublishing course guides so that faculty can’t reuse old material without contacting her (and getting the info updated)
   d. Problems
      i. Some classes have been explicitly told that the library doesn’t have enough materials for their projects
      ii. One of the Biology classes was unhappy that the library couldn’t get an article for students
1. The faculty member did not check to see if the library had the article before assigning it

   e. PB will be doing a Wimba instruction for next semester
      i. This could be one way to help distance site students with library instruction
      ii. Some instructions could follow a “flipped” model where the students’ pre-class homework is to watch a video explaining how to search and the in-class assignment is more of a discussion/hands on experience
         1. It could be difficult to get computer rooms at distance sites
         2. Not having live feedback from a librarian could be a challenge, too

3. LibCal
   a. Settings Discussion
      i. Confirmation emails will come from the refdesk email with no one CC’d
      ii. URL for the booking page will be ecok.libguides.com/groupstudy
      iii. Cancellations can be made up right up to the reservation time
      iv. Requesting nicknames will be required (i.e. CHEM 1114, Bio Study Group, etc.)

4. UNIV 1001
   a. Revisions to the UNIV 1001 features need to be sent to CB by 11/29
      i. Make all revisions based on the features document sent by DB and follow the template sent out by CB
         1. Middle column will be directions for the library employee, the far right column will be only for freshman responses
            a. Student employees found the directions easier to follow with the anticipated freshman responses included
            b. The freshman response column will be titled “Possible Freshman Response”
         2. Different topics in different boxes
         3. CB will have students run through the revised features during Dead Week
   b. Handout
      i. Students wanted a list of features
      ii. Use a wordle?
         1. CB will put together a sample wordle of the features
      iii. Some other activity?
         1. Matching/fill in the blank/crossword puzzle/floor map?

5. Reference
   a. Make sure to go downstairs to check on Periodicals at least once during the evening shifts, and, even better, check more frequently
      i. If custodial staff are talking with students too long/frequently, remind them that the students have work that they need to be doing
         1. This kind of conversation may be difficult for the students to end on their own and is making some students uncomfortable or nervous
2. Any physical contact between custodial staff and students (even innocuous things like a pat on the back, touching an arm, etc.) must be reported immediately!
   
   ii. The new Circulation employee will be able to more regularly check on students in the evening (hourly?)

b. Human/Zombie Game
   
   i. The emergency alarm on the 2nd floor was set off by a group playing this game and the group included a library student assistant
      
      1. The student assistant was strongly reprimanded for failing to represent the library even though she was not working at the time

   c. Study Hall
      
      i. This setup will be changing when the new AD is hired
      
      ii. Some study hall groups might have moved to the 4th floor (silent study area) but still be working (somewhat loudly) in groups

6. Teaching Reflections
   
   a. CB did a popular vs. scholarly article comparison class that included completing a CRAAP test worksheet
      
      i. Students wrote a minute paper at the end of the class and reactions were:
         
         1. The CRAAP test might be a little confusing and could possibly be revised
      
      ii. These students’ topics were challenging to find articles about and if they come to the reference desk they will need to be encouraged to find related articles and make the connections themselves
Instruction Committee Meeting
11/29/2012
In attendance: CB, PB, DB, TS

Action Items:

All:
1. Have student assistants make revisions to the UNIV 1001 scripts. Email revisions to CB or bring marked-up printouts to the next Instruction Committee Meeting (12/19/12)
2. Decide what to present to the faculty at the opening College/School meetings for Spring semester (as soon as we get back from break)
3. Brainstorm ways to measure criteria 1.2 and 3.2 of the assessment plan (12/19/12)

Chelsea:
1. Create wordle for the back of the UNIV 1001 handouts

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder
2. Make appointment with Jeff Williams to talk about study hall

Patrick:
1. Follow-up with:
   a. Leveling the projector in the Instruction Room
   b. ECU IT and Dell support about the issue of some netbooks not charging through the cart
   c. Upgrade the Instruction Room computer to IE9 (and Windows 7?)
   d. **After 12/19, these issues will be brought to AL
2. Ask AL about giving a free 2’x3’ poster printing as a UNIV 1001 prize (12/19/12)

Theda:
1. Post results of incorporating interaction into instructions to the Wiki (12/19/12)
2. LibGuide peer review changes
3. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction

Next meeting: 12/19/12

Discussion:
1. LibCal
   a. Time slots will be for an hour
      i. Can only book on the hour (i.e. can’t book 3:30-4:30)
      ii. Half-hour blocks would mean that we’d have to check the room more often
   b. We’ll put a shortcut to the calendar on the desktop of the reference computer so librarians can quickly book people into the study room
   c. From the Reference LibGuide, there will be a link added to the study room calendar
   d. Two bookings will be allowed per user per day
i. Librarians will be able to book people over this limit

e. Extra booking requirements
   i. No phone number will be required
   ii. There will be a question about why students are reserving the room
       1. This will let us target goals in the future
       2. This might prompt a student to consider other reasons they might book
          the study room (beyond coursework)
   iii. Won’t be a question about a student’s major
       1. This is not necessarily tied to why the student is booking the room

iv. Next steps
    1. Formatting the box that will show up on the Reference LibGuide

2. UNIV 1001
   a. Training
      i. Students will sign up to participate
         1. Returning students, not new ones
         2. Training will be shadowed by new student employees
         3. Part of the training will involve a practical exercise with the features on
            the 3rd floor
      ii. Staff are encouraged to participate
      iii. There will be training lectures in the instruction room (lectures), and role-
           playing on the 3rd floor
      iv. Multiple training sessions
          1. Exact dates are still IP
          2. All participants must go to one, can go to two
      v. Features will be assigned to individuals, if possible
     vi. Student assistants will be encouraged to approach freshmen to see if they need help
      vii. PB volunteered to help with training
   b. Script
      i. We still need a better wrap-up for the class
      ii. We’ll tell freshman what to expect on their “tour”
      iii. How can we avoid running out of time in class?
          1. Use a timer for the presentations?
      iv. Put necessary phrases in the classroom script in bold so that librarians don’t
          forget to say them
   c. Possible Wrap-ups
      i. Remind students to see the reference librarian if they have questions
      ii. Remind students that we have even more features that we didn’t have time to get to
      iii. Remember that students will be doing only the reflection assignment, not the
           reference card
d. Prizes
   i. 5 free coffees or $5 in copies
   ii. Everyone gets candy

e. Handout
   i. Put a wordle on the back (CB will put one together)

f. No make-ups for being absent

g. Tour Worksheet
   i. No changes

h. Features
   i. CB will send the feature scripts back out and librarians will all have their student assistants make revisions to them

3. Assessment Plan
   a. This will be the focus of the 12/19 meeting
   b. Brainstorm ways to measure criteria 1.2 and 3.2 and the populations that those measures will be used for
      i. **Criterion 1.2**: Defining or modifying the information need to achieve a manageable focus
      ii. **Criterion 3.2**: Examining and comparing information
Action Items:

All:
1. Email Deans to be put on the Spring semester opening meeting re: academic integrity tutorials (Make sure to try the tutorials in the presentation room BEFORE the presentation!)

Chelsea:
1. Revise UNIV 1001 tour sheets
2. Send out talking points for the academic integrity tutorial presentations
3. Send email to AL re: PB’s “Follow-up” action item
4. Create a draft of an exit pass to be used in measuring the assessment criteria
5. Create a rotating picture and newsletter article for the group study room reservations
6. Create a door sign (w/ QR code) for the group study room

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder

Patrick:
1. Follow-up with:
   a. Leveling the projector in the Instruction Room
   b. ECU IT and Dell support about the issue of some netbooks not charging through the cart
   c. Upgrade the Instruction Room computer to IE9 (and Windows 7?)
2. Set up meeting with AL re: “Follow-up” action item above
3. Ask AL about giving a free 2’x3’ poster printing as a UNIV 1001 prize (12/19/12)
4. Make bookmarks to pass out at the Spring semester opening meetings at the colleges/school
5. Take a picture of the group study room (w/ students using it?) and send it to CB

Theda:
1. Post results of incorporating interaction into instructions to the Wiki (12/19/12)
2. LibGuide peer review changes
3. Meet with Adrianna to discuss arrangements for Distance Education Coordinators to sit in on an ITV instruction

Next meeting: 1/17/13

Discussion:
1. LibCal
   a. Terms and Conditions Form
      i. This pops up when a booking is made
      ii. At this point, we will NOT state that ECU faculty, staff, and students have priority over community patrons
1. We’ll address this if it becomes a pervasive problem with the bookings
   iii. It WILL state that “Your reservation may be cancelled if your group is more than 10 minutes late. Terms for using the group study room are subject to change.”
   iv. Elsewhere on the booking page there will be a statement that a “group reservation” means that there are least 2 people who will be using the room
b. Description Fields
   i. Nothing at the top of the calendar
   ii. The rollover in the calendar will be the same text that’s in the bookings box on the reference page
   iii. The box on the reference page will include a picture of the group room
c. The reservation/bookings box will go on the student and faculty libguide pages
d. We will put a QR code on/near the door of the study room so that students can check the availability of the study room
e. Roll out → March 1
f. A comment sheet will be kept at reference to record student reactions and to document issues that come up after implementation.

2. UNIV 1001
   a. Word Cloud for Handouts
      i. Two word clouds will be used: numbers 4 and 5
   b. CB will be sending out UNIV 1001 tour dates early Spring semester

3. Spring College and School Meetings
   a. Librarians will attend the following meetings
      i. Business → DB
      ii. Ed/Psy → TS
      iii. Health and Sciences → PB
      iv. Liberal Arts → CB

4. Assessment Plan
   a. Don’t need to compare populations
   b. Can change criterions
   c. Don’t need to assess all students
   d. Criterion 1.2
      i. Change this to “Developing appropriate search terms, through the use of synonyms, narrower terms, broader terms, and other related terms”
      ii. Instrument/Measure – “Students will submit a survey listing their topic and at least two of the following: synonyms, narrower terms, broader terms, or related terms.”
      iii. Population – “Students attending a targeted library instruction session.”
      iv. Standard – “At least 70% of students in the targeted library instruction sessions will be able to list two appropriate synonyms and at least one narrower, broader, or related term.”
e. Criterion 3.2
Instruction Committee Meeting  
12/19/2012  
In attendance: CB, PB, DB, TS

i. This will mean essentially “being able to use the CRAAP test”

ii. Instrument/Measure – “Students will submit a survey articulating established evaluation criteria discussed in a targeted instruction class.”

iii. Population – “Students attending a targeted library instruction session.”

iv. Standard – “At least 70% of the students in the targeted class sessions will be able to list three of the established evaluation criteria discussed in class.”

f. Both Criteria can be measured using exit passes

i. These will have 3 questions on them:

1. What’s my name? (the librarian’s name, to establish familiarity with the library)
2. Criterion-specific question
3. Some other question created by the instructing librarian

ii. All librarians will try to do at least one of these classes each semester? Year?

iii. The Instruction Assistant will be the one to count and organize this data

1. Librarians will be sure to include a post-it with identifying information for the class with the exit passes

g. An alternate measurement method that was discussed was to put an online survey in as the last tab in a course guide

5. Study Hall

a. DB will be talking to Jeff Williams early in January

6. Reference

a. The Reference schedule is approved

7. Other

a. DB made changes to the weeding manual so that it states all collections (stax, ref, etc.) should be weeded

b. All AV call numbers over AV2500 are DVDs regardless of what the record says

c. DB has already scheduled several instructions with Houston Mount

d. CB will be sending out the syllabi analysis next semester
Next meeting: 2/7/13

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)

Action Items:

All:

Chelsea:
1. Create a rotating picture and newsletter article for the group study room reservations
2. Create a door sign (w/ QR code) for the group study room

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:
1. Ask AL to talk with Dennis about leveling the Instruction Room projector
2. Select and send photo of the group study room to CB

Theda:
1. Post results of incorporating interaction into instructions to the Wiki (12/19/12)
2. LibGuide peer review changes
   a. Music
   b. Computer Science
   c. Education
   d. Psych
   e. Kinesiology

Discussion:
1. UNIV 1001
   a. Training with students went well; the 3-column handout is good
   b. Red folder of materials is under the computer stand in the Instruction Room
      i. Floater schedule, class script, feature list, library reflection info, lesson plan for UNIV 1001 instructors
   c. Handouts
Instruction Committee Meeting
1/31/2013
In attendance: CB, PB, DB, TS, AL

i. In a box in the closet with the students’ worksheets
ii. Hand out toward the end of class

d. Prizes
i. Coffee cards, copy cards, or free printing cards to the winning group
ii. Candy and pencils will still be prizes for everyone

e. Features
i. These have been revised and combined
ii. Some features have been temporarily removed
iii. CB is going to have students show their digital features on the overhead during presentations

2. Instruction Computers
a. Patrick will email the Help Desk to have the Instruction Room computer updated
b. The computer cart doors stick a little now that the charging issue has been fixed

3. Assessment Cards
a. DB and PB have both used the cards covering the CRAAP test
   i. Use of these went well

4. Distance Education classes
a. All ITV classes are recorded and put in Blackboard shells

5. We will update the digital photo frames later

6. MS Word will help you do APA citations
a. Nursing students were really impressed by this

7. In teaching classes, when you have just a few students who are really behind the rest of the class
   a. Have them skip steps and just move on
   b. Have their instructor help them
   c. If the class structure permits, just keep checking back on that student to keep them moving forward
   d. In the future, the Instructional Services Assistant might be able to help in instruction sessions
Next meeting: 2/14/13

Topics for future meetings:

Agenda:

1. Group Study Room
   - Work on improving library classes with distance education sites (with AL)

Action Items:

All:

Chelsea:
1. Create a rotating picture and newsletter article for the group study room reservations (3/1)
2. Create a door sign (w/ QR code) for the group study room (3/1)

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:
1. Edit photo of the group study room and send to CB
2. Check Adobe on scanning computer to see if we can set the default to “reduce file size”

Theda:
1. LibGuide peer review changes
   a. Music
   b. Computer Science
   c. Education
   d. Psych
   e. Kinesiology

Discussion:
1. Instructions
   a. DB will be having a print-resources-based instruction for H. Mount’s class
   b. PB had a class while the campus internet was down; it’s a good idea to have a backup plan (i.e. print resources) to go to when this happens
   c. Make a note of when faculty aren’t in instruction sessions in liaison reports
      i. This will explain why the number of faculty evaluations doesn’t add up to the number of classes taught
   d. Interaction
i. DB had a student in one class who said that they knew the library website run the computer part of the presentation so that DB could get out from behind the computer

2. Reference
   a. Patrons who ask for services that we can’t provide (editing papers, interpreting assignments, etc.)
      i. Interpreting assignments is one of the ACRL standards, but in cases where a patron seems to be pushing for more:
         1. Tell patrons that you’re “not allowed to do that”, which the students understand because there are things that they can’t do either
         2. Send students to their professors
   b. Avoiding looking too busy at reference
      i. It’s hard to say how busy is too busy
      ii. Strategies
         1. Acknowledge patrons that are walking in / leaving
         2. Look up frequently
         3. Walk around to push in chairs, pick up pencils, etc.
      iii. Future Possibilities
         1. Signage
            a. Let’s put up signs that say “Please interrupt me!” near reference
               i. Replace the current hanging sign
         2. Look at changing the physical layout of the reference desk
   c. Reference Cards
      i. Since these are no longer included in our University-facing assessment data, it might be time to re-evaluate their purpose/amount/questions
         1. Reference might be an area that has been addressed and we can now move on to other areas that need improvement
         2. Let’s address this in Spring 2014
   d. MS Publisher
      i. If we have a license for this it needs to be put on all the reference computers
Next meeting: 2/21/13 10:00-11:30am

Topics for future meetings:

1. Work on improving library classes with distance education sites (with AL)

Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*

Chelsea:
1. Create a rotating picture and newsletter article for the group study room reservations (3/1)
2. Create a door sign (w/ QR code) for the group study room (3/1)
3. Have outlet moved to the other side of the half-wall in Instructional Services area (this might just entail a reminder to AL or JC about the existing work order)

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:
1. Edit photo of the group study room and send to CB
2. Check Adobe on scanning computer to see if we can set the default to “reduce file size”
3. Contact the Help Desk to re-image Libref-5

Theda:
1. LibGuide peer review changes
   a. Music
   b. Computer Science
   c. Education
   d. Psych
   e. Kinesiology

Discussion:
1. Scanner
   a. Since the scanner computer has been re-imaged, turning the scanner off and then back on does not require you to restart the computer
   b. PDFs can be saved as smaller-sized PDFs after the scan has been completed
i. Also, some changes can be made in the “custom scan” menu, including scanning only the front sides of documents that go through the feed tray.

c. Any settings for the scanner that cause PDFs to be saved in smaller files will only work until this computer is hooked up to the network, at which point students will login with their student user names, not a single username that we control.

2. UNIV 1001
   a. Tours went well, students presented correct information; the excitement level of the presentation is still hit or miss, though
      i. As long as students leave with a good impression, maybe the excitement doesn’t matter
      ii. We should use a timer next time to keep the presentations from going on too long
   b. Not quite enough students volunteered to help with tours
      i. To avoid this in the future we can:
         1. Let students work hours outside their regular shifts, if possible
         2. See if JC’s students would be interested in volunteering
      ii. A good number of people to shoot for is 15
   c. Features
      i. Combine the homepage and CatPAC
         1. Someone said that the homepage is user friendly yay!
      ii. Design QR codes for features as a summer project?
      iii. People think the CatPAC search box is a site search
         1. Need to look into adding default text to the search box to clarify this
         2. A website usability study would probably be appropriate
            a. Over the summer?

3. Instruction Committee Meetings
   a. There is a lot to do on the Information Literacy Plan that we need to meet for
   b. Moving business to email isn’t useful because we already get too much email
   c. Trial Solution
      i. Meet every other week for 1.5 hours
      ii. Add reference topics to the Outlook meeting before the meeting

4. LibCal
   a. See the Room Bookings Procedures on the following pages
      i. These are also detailed in the LibCal folder of the Instructional Services portion of the K: drive
Important Policy Items:

- Anyone can reserve the room. ECU people do not have precedence.
- Groups do have priority over individuals.
- Time slots are one hour.
  - Can only do on the hour (not 3:30).
- Two bookings per user per day are allowed.
- Bookings can occur up to one week in advance to right before the time slot.
- Cancellation can occur right up to reservation time.
  - We can, but don’t have to, cancel the booking if the group is more than 10 minutes late.
- Library staff can override all limits using the manual booking option.

Public View: [http://ecok.libcal.com/booking/groupstudy](http://ecok.libcal.com/booking/groupstudy)

1. Schedule by clicking on date and then on any green slot. All questions are required. Can book two slots at once by clicking on one and then on the other.
2. User should receive a confirmation email.
3. The confirmation email contains a link to cancel the booking. If someone booked two slots at the same time, they also have to cancel both slots at the same time.

Staff View

Login to LibCal when you get to the Reference Desk and go to the Room Bookings section. Stay on the Room Availability Tab.

1. Viewing Bookings
   a. Click on the slot to see who has it scheduled or click on “Print” or “Excel” to view the day’s bookings.

2. Manual Bookings
   a. To book a slot for someone click on “Add Booking” in the lower-right corner.
   b. Fill out all questions, including those under the “Enter Optional Form Details” Link.
   c. Select the checkbox to send the patron a confirmation email.
d. The slot turns pink when you have booked it.

3. Marking a Slot “Showed Up”
   a. Look in the room to see if a group is in there.
   b. Click on the slot and mark the “User Showed Up?” checkbox.
   c. The time slot is now striped rather than solid.

4. Adding Notes
   a. Add notes to the booking if the group was excessively loud, were late, etc.
   b. Click on the slot and then click the “Notes” icon
   c. Be sure to include your name in the note

The Bookings Explorer tab may be used if you need to search for a particular booking. For instance, may only know that his club is meeting next week and that it was booked under Mike Smith’s name. You can search for “Mike Smith” in the particular date range under Bookings Explorer.
Instructional Services Committee Meeting  
2/21/2013  
In attendance: CB, PB, DB, TS, KS

Next meeting: 3/14/13 3:00-4:30pm

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)

Agenda:

1. Action Items
2. Group Study Scheduling
3. Summer Teaching Workshop

-----------------------------------------------

Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*

Chelsea:
1. Send rotating pic and write-up link for group study room to TS
2. Make modification to the group study room door sign and send to librarians
3. Check with AL about publishing the library newsletter in March
4. Update picture in the “Reference & Research” Libguide box?
5. Keep an eye on having outlets moved to the other side of the half-wall in Instructional Services

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:
1. Look into fixing Libref-13; it’s not printing double-sided from the libref 2 printer

Theda:

Discussion:
1. Newsletter
   a. Push this to a March publication so that Mica, Katie, and the group study room can all be in it
2. Group Study Rom
   a. The picture and Libguide box are both done
      i. This box will go on the Student, Faculty & Staff, and Community tabs on the library’s homepage
      ii. Will also be linked to from the “Reference & Research” Libguide box
      1. The picture in this box should probably be updated
   b. Reservations will start 3/4/2013
3. ECU Website Changes
a. When this changes (likely over the summer), we’ll need to make sure to change all campus links that are used in our Libguides

4. Changes to the Reference Desk
   a. When we change the physical layout, we need to remember to make sure that the student at the Circulation Desk can see the librarian at the Reference Desk easily
      i. This will help both people keep an eye on each other and make interruptions as necessary (re: patrons-who-monopolize-library-staff)

5. Remember to delete emails to the Reference Desk when you answer them!

6. Summer Teaching Workshop
   a. Since information literacy will be addressed in gen-eds, we will focus our summer teaching workshop on how to help faculty teach IL
      i. This could include having an EDUC faculty member (Debbie Claxton or Marty Pennington?) come to talk with us about best practices in teaching
      ii. We could have several options ready to go for when we talk to faculty about IL
Instructional Services Committee Meeting
3/14/2013
In attendance: CB, PB, DB, TS, KS

Next meeting: 4/18/13 10-11:30am

Topics for future meetings:

Work on improving library classes with distance education sites (with AL)

Agenda:

1. Action Items
2. Assessment cards
   a. Scoring Issues
   b. Distribution
3. Reference & Instruction Topics

Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*
2. Think on how to make the assessment cards for instruction comparable across the semesters

Chelsea:
1. Follow-up on TLC students w/o ECU logins
2. Look into some way to clean the wall that the whiteboard is on in the Study Room

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:
1. Theda:
   1. Order more whiteboard markers and erasers
   2. Look at whiteboard costs and whether or not it could be covered by supplies

Katie:
1. Discussion:
   1. Reference Topics
      a. Regarding TLC students who don’t have ECU logins, CB will follow-up with S. Bradley
      b. Student use of email forwarding from their ECU accounts
         i. Dr. Pierson is only responding to emails from ECU accounts
         ii. Let’s recommend that students not forward their email but instead check their ECU account once a week
      c. Software
         i. If you don’t know how to use a particular program that a student needs help with that’s okay
      d. Questions about Assignments
i. These should be referred back to the instructor that the assignment came from

2. Instruction Topics
   a. Instruction Assessment Cards
      i. We are currently doing the cards however we can
      ii. Next meeting we’ll talk about how to make the cards more standard

3. Reference Schedule
   a. KS will be on the reference schedule starting April 8th, and she will be shadowing librarians at reference the week after Spring Break
   b. Reference Coverage During Meetings
      i. Keep the meeting on Thursday morning and have JH or SB cover the desk
      ii. MM will take minutes at the meeting, so she can’t do this
      iii. We need to be careful about asking the staff to cover the desk, but in the future (aside from ISC meetings) part of MM’s job will be to cover reference
   c. During OLA, reference has been covered
   d. New Schedule
      i. We’ll go back to the split shift
      ii. PB is taking Thursday nights; KS is taking Wednesday nights

4. Scaffolding Update
   a. We tried to work with Psychology, but because of scheduling challenges this will be supplemental to our main effort
   b. We will switch our main focus to the English Department
      i. CB will work with AL on this
      ii. Backups for this will be COMM and EDUC

5. Summer Teaching
   a. 3 Parts
      i. Have an EDUC professor talk to us
      ii. Best practices/examples of IL assignments
      iii. How to teach other faculty
   b. Dates
      i. Originally Proposed Dates
         1. 6/14 (1.5 hours)
         2. 6/28 (4 hours)
         3. 7/12 (4 hours)
      ii. These dates limit summer vacation opportunities, so we will combine the first two parts into one day
         1. The date will be….?
      iii. Let’s try to have this finished in June
      iv. AL is checking with C. Lanis to see if she’ll facilitate

6. Reference Evaluations
   a. These are due 4/15!
7. Group Study Room
   a. Bookings
      i. The room has been booked 4-9 hours per day
      ii. The reference desk is doing a lot of these bookings for students
      iii. Be sure to let patrons know that they can easily book the room and why we are now using bookings if you see someone walk away from the Group Study Room after reading the requirement for booking the room
      iv. Be sure to check the Group Study Room schedule and confirm use if you’re doing on call reference
   b. Other
      i. Can we repaint the Group Study Room?
      ii. Let’s add cleaning the white board to the morning circulation checklist

8. Spring and Summer Schedule for ISC
   a. Next meeting will be April 18
   b. No meetings for Dead Week and Finals Week
Next meeting: 5/1/13 2:30-4:00pm

Agenda:

1. Action Items
2. Assessment cards
   a. Scoring Issues
   b. Distribution
3. Reference & Instruction Topics

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)
- Revision of Reference evaluation forms and process

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Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*
2. Think about how to revise the instruction assessment standards.

Chelsea:
1. **Talk to Bill about a solution to clean the wall around the whiteboard.**
2. **Meet with AL to discuss the standards wording for the Instruction Assessment Cards and search terms matching idea.**
3. Develop example for flip side of search terms (1.2) assessment card.

Dana:
1. **Create a generic EBSCO bookmark as a marketing reminder (end of semester)**

Patrick:
1.

Theda:
1. **Look at whiteboard costs and whether or not it could be covered by supplies**

Katie:
1. Inform Jolene about community patron renewal limitations.

Discussion:
1. Action Items
   a. Follow-up on TLC students w/o ECU logins
      i. The TLC students should have computer logins
      ii. Issues with patron dumps, but the logins should work within the library.
   b. Theda ordered the whiteboard markers
c. Whiteboard wall
   i. We tried using hand sanitizer and a mild version did work. When stronger sanitizer was used it took the paint off.
   ii. CB will ask Bill if he can come up with a solution

2. Instruction Assessment Cards
   a. Scoring
   i. The standards in criterion 1.2 and 3.2 were written to evaluate students based on their individual understanding of the concepts for each criterion.
   ii. Score for each student (if they only get 2 of the 3 required CRAAP criteria, it’s all wrong) or score based on question responses (2 points could be given for two correct criteria)?
   iii. The standards are currently written so that each student is either right or wrong, but it would be better to be able to give partial credit. Learning something is better than learning nothing.
   iv. CB will ask AL if we can rewrite the standards for this year or next year to enable partial credit.
   v. CRAAP test (3.2) issues:
      1. Small errors (e.g. authorial instead of authoritative)
         a. All librarians agree to give credit for words that are close to the correct word.
      2. Synonyms (e.g. timeliness instead of currency)
         a. All librarians agree to give credit for words that have the same basic meaning as the correct word.
   vi. Search Terms (1.2) issues:
      1. Good term in wrong category (e.g. broader vs. narrow)
         a. All librarians agree that credit can be given as long as the terms are good search terms
      2. Entries that make poor search terms (e.g. complete sentences)
         a. All agree credit will not be given for this type of search term.
      3. What to do if there are no synonyms?
   vii. If standards can be rewritten to allow partial credit, we could give a certain number of points to a perfect answer, and then fewer points to an answer that is in the wrong category or uses a different word for the CRAAP Test criteria.
viii. Mica will send responses to Question 1 and Question 3 of the CRAAP card to each librarian as they are entered.

b. Distribution of the Assessment Cards
   i. How much assistance
      1. The amount of help given to the students drastically affects the outcome of the students’ search terms.
         a. It is okay to ask them questions to lead them to the answer but not okay to feed them answers.
         b. All librarians agree some assistance is alright.
   ii. When in class period to distribute
      1. Dana suggested asking the students to fill out the search term card during the in-class discussion about their concept. For example, ask them to first write down their topic, and then discuss what synonyms are and give an example, then ask them to write down synonyms for their topic, and so forth.
      2. All librarians agreed that asking the students to work on the assessment card during the instruction session, rather than at the end, could help students better understand what is required of them.
      3. All librarians agreed to use the 1.2 Instruction Assessment Card during the discussion of search terms, rather than at the end of the class.
      4. CB informed the other librarians that Mica has been opening the instruction room and setting up. She is available for assistance if needed.

c. Potential Revisions
   i. In addition to the partial credit scenario described in 2.a.viii above, other possible revisions to the process include:
      1. Assign search terms card as homework.
         a. There may be issues with collection.
      2. Include written example of search terms on flip side of card
         a. All librarians agree a standard example should be placed on the flip side of the Instructional Assessment Cards.
         b. CB will develop and present for approval
   ii. Change search terms card to matching activity
1. May be easier for students to identify a word as a synonym rather than come up with the synonym for their own topic
2. Terms would have to be common knowledge
3. Matching activity could be given to lower-level classes, while original activity could be given to upper-level classes
4. CB will run this past AL as well

3. Reference Topics
   a. Although we tell students to print what they need, we currently do not allow students to print multiple copies of a document. A student recently complained to CB about this policy, leading CB to ask the committee to revisit the issue.
      i. Circulation student workers have been asked to watch out for students printing multiple copies and let a librarian or their supervisor know if they notice this. Few issues have been brought to the librarian’s attention. In instances where students have to bring in multiple copies of something for an entire class, DB suggested asking the professors to upload the handout for the students on Blackboard where each student can print out their own copy.
      ii. Some librarians tell students that they aren’t allowed to print out multiple copies, but that they won’t say anything if they do. Other librarians feel that if we have a policy, we should enforce it rather than allowing people to get away with violating the policy.
         1. Would like to set a limit on the number of pages printed.
            a. Monitoring is a manual issue and it would place additional stress on circulation.
            b. Printing should be unlimited for the time being unless it violates copyright guidelines.
         2. All the majority of the librarians agree we will no longer restrict printing of multiple copies. (amended May 6, 2013)
   b. Does anyone have a guideline they use for when a question about a take-home test or assignment is moving from finding resources and into interpretation of the assignment?
      i. Students bringing in take home exams
         1. All librarians agree that no help should be given for take home exams. This violates the academic integrity policy of the university.
         2. Students should be referred back to their instructors.
            a. Possibly refer them to the help menu in Microsoft for assignment questions such as Excel.
      c. How to handle students that want the librarian to walk them through an assignment step-by-step
i. Answer the first couple of questions, and then say that you feel like you shouldn't answer any more because the assignment is designed to test the student's knowledge, not yours.

ii. As above, refer students to their instructor or help menus when applicable.

d. Community patron called wanting to renew a book through his My Library online account.

i. Community patrons are no longer allowed to renew online because they do not have a campus network login.

ii. Community patron was informed that he could renew his books over the phone but online is no longer an option.
Next meeting: 5/16/13 10:00-11:30 am

Agenda:

1. Action Items
2. Instruction Assessment Cards
   Standards Rewrite and Scoring
3. Instruction Workshop
4. Reference and Instruction Topics
   as applicable

Topics for future meetings:

• Work on improving library classes
  with distance education sites (with
  AL)
• Revision of Reference evaluation
  forms and process

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Action Items:

All:

1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays
   at 5pm*

Chelsea:

1. Follow-up on the repainting of the Group Study Room.
2. Develop example of search terms for flip side of 1.2 Instructional Assessment Card.
3. Work with Mica to select preparatory readings for Summer Instruction Workshop.

Dana:

1. Create a generic EBSCO bookmark as a marketing reminder (end of semester)

Patrick:

1.

Theda:

1. Pursue test placement of shower board in study area down stairs.

Katie:

1. Inform Jolene about community patron renewal limitations.

Discussion:

1. Action Items
   a. Group Study Room wall
      i. CB reported that Bill had limited success cleaning the wall. The
         room will need to be repainted. CB will pursue this.
b. Instruction Assessment Cards
   i. Adrianna says that we can rewrite the standards since they have not been formalized. We are doing so in this meeting.

c. TS returned with three options for a new whiteboard for the Group Study Room
   i. A 4x6 mounted whiteboard would cost $300.
   ii. Whiteboard wall paint would cost $160.
   iii. Best priced option, a 4x8 ft. sheet of shower board, cost $14.
      1. Frame would to have to be built. RD could build it.
   iv. AL would also like to pursue a couple more rolling whiteboards.
      1. Could be used to form an impromptu study area.
   v. TS suggested placing a whiteboard at the entrance of the library for students to list their place and time of group study throughout the library.
   vi. We will wait on the board for the Group Study Room until we see about getting the room painted. In the meantime, all librarians agree to try the shower board option in the old map area on the 2nd floor. TS will pursue this.

2. Instruction Assessment Cards Standards Rewrite and Scoring
   a. Criterion 1.2 proposed standards and scoring revision
      i. Criterion 1.2 proposed scoring is written as a tiered point system, with a total of 16 points possible. Standard is as follows: 50% of students scored 12 points or above, 60% of students scored 10 points or above and 70% of students scored 8 points or above.
      ii. Each correct response will receive 2 points.
      iii. Good terms placed in the wrong category will receive 1 point.
         1. Exception: Broader and narrower categories are being combined for scoring purposes. If a term in the narrower category seems more like a broader term, it still gets full 2 points.
      iv. Additional terms provided will be given 2 points if they are in the correct category. If they are in the wrong category they will only receive 1 point.
      v. No points for entries that make poor search terms, such as complete sentences.
      vi. Some topics do not have synonyms or only have one synonym. An example would be a basketball player. Even if the basketball player has a nickname, that is only one valid synonym when we are asking for two.
1. Librarians decided that no “courtesy” points should be given in these instances.

b. Criterion 3.2 proposed standards and scoring revision
   i. Criterion 3.2, proposed scoring is also a tiered point system, with a total of 6 points possible. Standard is as follows: 50% of students scored 5 points or above, 60% of students scored 4 points or above and 70% of students scored 3 points or above.
   ii. Each correct response will be given 2 points.
   iii. Synonyms of CRAAP test criteria (“timeliness” for “currency”) will be given 2 points.
   iv. Terms mentioned in the online description of one of the criteria (“Check the URL” or “reliable”) will be given 2 points.
   v. Words that are a different version of the same word (e.g. “authoritative” instead of “authority” and “current” vs. “currency”)
      1. Librarians agree terms such as “authoritative” will be given full points.
      2. However, terms such as “author” or “authorial” will be given 1 point instead of 2 because they are not clearly specific criteria that should be used when evaluating sources. The term “author” indicates one should look at the author, but it doesn’t tell us why.
   vi. Terms that are good criteria to use when evaluating sources but do not directly relate to any one of the CRAAP criteria (e.g. credibility) will be given 2 points.

c. Proposed 1.2 Matching Activity
   i. AL was interested in this. She stated the two classes would not necessarily have to be compared; we could just create two standards.
      1. AL also suggested using clickers for the lower-level assessment activity.
         a. Some librarians feel it would take a lot of preparation time to use the clickers for just three questions.
   ii. DB suggested adding a widget (such as a Poll Everywhere) into the course guides to facilitate this activity.
   iii. Time frame
      1. We are already changing delivery of this assessment card by placing it during instruction rather than at the end, and adding an example to the back of the card. We’d like to see
what impact these changes have over the next year. We will revisit the idea of creating a separate lower-level assessment next summer.

3. Instruction Workshop
   a. Dates
      i. DB- preferred workshop date would be any day in July, except the 19th. She suggested days at the beginning of the week (Monday and Tuesday). Also would prefer scheduling this workshop during a week when we have something else scheduled at the end of the week. Prefers 3rd or 4th week of July.
      ii. TS- Prefers the 3rd or 4th week of July.
      iii. Patrick- No preference
      iv. Katie- No preference
      v. No stated objection to preferences stated above.

   b. Current workshop layout
      i. Day 1
         1. Dr. Pierson presents in the morning on effective assignment design
         2. In the afternoon librarians will discuss best practices for incorporating information literacy assignments into courses, facilitated by Charlee
      ii. Day 2
         1. In the morning or afternoon, librarians discuss best practices for teaching faculty, facilitated by Charlee
            a. Outcome: plan of attack for setup and delivery of workshops (i.e. different workshops for different departments? How many should we offer? General design)
         c. Librarians feel that they cannot prepare a polished lesson plan(s) to be delivered in the fall semester. Librarians will work on the lesson plans over the fall semester and implement the workshops in the Spring ’14 semester.
      d. Preparatory Readings
         i. CB and MM will select readings for workshop. Each librarian may conduct research and share if they like.

4. Reference Topics
   a. Issues with community patron viewing pornography.
Instructional Services Committee Meeting
5/01/2013
In attendance: CB, PB, DB, KS, TS, MM

1. KS printed out the library's Computer Acceptable Use Policy and handed it to the patron and informed him what he was viewing was against library policy.

b. Summer Reference Desk Schedule
   i. Monday-Friday, 9-12, 1-4, 4-8
   ii. TS would prefer not to work on Monday nights
   iii. PB prefers to work Thursday nights
   iv. KS will take Monday night if no one else is able to work that night.
   v. Librarians will continue to manage their own shift switching to accommodate days off in the summer.
Next meeting: 6/13/13 10:00-11:30 am

Agenda:

1. Action Items
2. Reporting of Faculty/Student Consultations
3. Instruction Assessment Cards update
4. Summer Instruction Workshop update
5. Discussion of Liaison Communication Calendar
6. Reference & Instruction Topics as applicable

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)
- Revision of Reference evaluation forms and process

Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*

Chelsea:
1. Follow-up on the repainting of the Group Study Room.
2. Develop example of search terms for flip side of 1.2 Instructional Assessment Card. (July 11th)
3. Work with Mica to select preparatory readings for Summer Instruction Workshop.

Dana:
1. Create a generic EBSCO bookmark as a marketing reminder. (June 30th)

Patrick:
1.

Theda:
1. Continue pursuing the shower board project for a new whiteboard. (June 27th)

Katie:
1.

Discussion:

1. Action Items
   a. DB requested that MM send out meeting agenda to all librarians the morning before meeting.
   b. CB has received the request form for the Group Study Room to be repainted.
      i. Waiting on submitting the form for repainting. There is a whiteboard clear coating that has been used in the new Business Building that will
Instructional Services Committee Meeting
5/16/2013
In attendance: CB, PB, DB, MM, KS, TS

protect the walk around the whiteboard. CB will check and see if they have any left over that could be used for the Group Study Room.

ii. DB suggested requesting high-gloss paint for the Group Study Room walls.

c. KS informed Jolene about community patron renewal limitations.

2. Reporting of Faculty/Student Consultations
   a. This category is to be reported by school/college in the annual report master table.
   b. Procedures for reporting this in the future: Send an email to MM with department and patron type. MM will record the level IV meeting on the sheet at the Reference Desk and also log the information in a spreadsheet.
   c. If the librarian records on Reference Desk spreadsheet be sure to let MM know that she does not need to record there.

3. Instruction Assessment Cards update
   a. CB and MM finished coding all Instruction Assessment Cards.
   b. CB met with AL. She approved of the standards.
   c. Results
      i. 1.2
         1. 50% of students would score 12 points. 44% scored 12 or above.
         2. 60% of students would score 10 points. 61% scored 10 or above.
         3. 70% of students would score 8 points or above. 69% scored 8 or above.
      ii. 3.2
         1. 50 of students would score 5 points or above. 64% scored 5 or above.
         2. 60% of students would score 4 points or above. 86% scored 5 or above.
         3. 70% of students would score 3 points or above. 89% scored 3 or above.

4. Instruction Workshop
   a. AL was alright with not being ready to implement the faculty trainings in the fall.

5. Liaison Communication Calendar
   a. Did it help improve your communication with your department?
      i. All librarians agree that it helped them keep on track, but that they didn’t necessarily receive more responses from the departments.
      ii. TS commented that some emails currently intended for entire department aren’t necessarily applicable for the entire department.
1. When these action items come up at Librarians’ Meeting, librarians should say that they completed the action items as applicable and explain what wasn’t applicable.

b. Were there any items that didn’t seem to fit into the time frame they were assigned?
   i. Budget emails
      1. Too much communication about budget in the fall.
         a. Eliminated September and October budget emails.
      2. DB suggested including reminders of March deadline in January, February, and March budget emails. The Calendar has been changed accordingly.
      3. DB suggested that in our communications with faculty we should encourage departments to submit items for a wish list even if the budget is at zero.
   ii. October/March email about next semester’s instruction
      1. All agreed that it seemed too early in the semester to broach this subject.
      2. This topic has been included in the end-of-the-semester email about Libguides hits in December and May.
   iii. Newsletter
      1. Because of the new newsletter calendar, the newsletter item has been removed from January and added to July.

c. All librarians agree to continue using the Liaison Calendar because it was helpful.

d. Liaison Calendar (and ACC) triggers on Ilstaff
   i. All find these helpful.
   ii. DB suggested dragging individual items to personal calendars.

6. Coffee Sales Discussion
   a. 100.2% increase in sales from last year.
      i. Might add tea to the coffee sales.
         1. Librarians may consider what types of tea could be offered later in the summer.

7. Reference Topics
   a. Next meeting June 13th
      i. Group Study room
      ii. Libguides maintenance and peer review
Instructional Services Committee Meeting
6/13/2013
In attendance: CB, PB, MM, KS, TS

Next meeting: 6/27/13 10:00-11:30 am

Agenda:

1. Action Items
2. LibCal Debrief and Evaluation
3. LibGuides Maintenance
4. Reference & Instruction Topics

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)
- Revision of Reference evaluation forms and process

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Action Items:

All:

1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*
2. **Look over LibGuides in June as outlined in the Maintenance section of the LibGuides Standards (6/27)**
3. **Read Instruction and Reference Annual Reports (6/27)**

Chelsea:

1. Ask AL if she would like to follow-up with Mr. Overstreet about whiteboard paint before submitting painting request for the Group Study Room
2. Develop example of search terms for flip side of 1.2 Instructional Assessment Card (7/11)
3. Work with Mica to select preparatory readings for Summer Instruction Workshop (7/11)
4. **Work with Mica to update the print Group Study Room booking form with changes from 6/13 meeting (6/27)**
5. **Train Wendy to use LibCal admin interface (6/27)**
6. Create GSR feature for Freshman Seminar

Dana:

1. Update llstaff communication calendar reminders
2. Create a generic EBSCO bookmark as a marketing reminder (6/30)

Patrick:

1.

Theda:

1. **Continue pursuing the shower board project for a new whiteboard (6/27)**
2. Include GSR in whiteboard display at beginning of fall semester

Katie:

1. Work on designing GSR marketing posters
2. Add a GSR reminder to first fall newsletter
Discussion:
1. LibCal Debrief and Evaluation
   a. Room was booked 33% of the available time from March 4th to May 31st
      i. 265 hours booked
      ii. Most bookings were in 2 hour blocks
   b. Only two bookings were canceled by user.
   c. 15 QR Code hits
   d. 245 Room Group Page hits
   e. There was no tracking for the number of patrons requesting bookings
      reservations made by library staff for patrons.
   f. Bookings by day of the week and hour
      i. Tuesdays are by far the busiest days.
      ii. Monday is the next busiest.
      iii. Saturday bookings are low. This may be because Wendy has not yet
           been trained to use the admin interface. CB will train Wendy soon.
      iv. Busiest booking times were between the hours of 3-4 pm. and 7-10
           pm.
   g. Confirmed bookings by department
      i. 110 unknown time slots
      ii. Lots of bookings for nursing and business administration
   h. Would like to get more accurate data about departmental use
      i. Proposal to revise Reservation Name question to direct students to
         enter their class or organization name. Could not figure out how to
         change this field during the meeting.
         1. Addendum: Later figured out how to change the Reservation
            Name question. Decided to only change the example given for
            this question. Changed from “Chem Study Group” to “Roary’s
            Study Group”
      ii. Added a question on the booking form asking students which
          department their booking is related to
          1. Includes an “other” entry
          2. Addendum: also includes a “library” entry for library meetings
      iii. Would like to get data on how many students from each department
           use the room
          1. Added in a dropdown box question asking “How many people
             are in your group?”
   i. Booking Period
      i. CB would like to change one hour time slots to half-hour time slots
         1. All librarians agree to change to half-hour time slots.
j. No-Show Policy
   i. Previously, we only cancelled no shows if someone else wanted to use
      the room. All agreed to change policy so that we will now cancel any
time someone is more than 10 minutes late, regardless of whether or
not someone else wants it.

k. Codes for Group Study Room
   i. We need to develop some codes that we can use in the Notes section
      of the booking to better track what is happening in the room. Codes
      need to be input exactly so that CB and MM can easily retrieve data.
      1. Code: More Rooms
         a. Use when a group asks about reserving the room or
            about access to additional rooms during a time when
            the GSR is already booked.
      2. Code: No Show
         a. Use when a group has not shown up for the scheduled
            time slot by 10 minutes after the start of the booking
            and no one else is waiting to use the room.
      3. Code: No Show Waiting
         a. Use when a group has not shown up for the scheduled
            time slot by 10 minutes after the start of the booking
            AND another group wants to use the GSR during this
time.
      4. Code: No Show Left Early
         a. Use when a group did show up for the first part of their
            scheduled booking, but left at least 30 minutes prior to
            the end of their scheduled booking.
      5. Code: Previous x
         a. Use when you realize that a group that has not booked
            the GSR has been using it for some time. Replace the "x"
            with the number of complete time slots that the group
            has used the GSR without booking. If possible, use the
            administrative interface to actually book the time slot
            rather than using this code.
            b. Example-- Code: Previous 1 for half hour.
      6. Behavior issues
         a. We discussed creating a code for behavior issues but
didn’t feel that it was necessary at this time.

l. Marketing the Group Study Room
   i. How should we market in the fall?
Instructional Services Committee Meeting  
6/13/2013  
In attendance: CB, PB, MM, KS, TS

1. White board at entrance helped. TS will include GSR in a whiteboard display at the beginning of the fall semester.
2. CB will add Group Study room feature to the Freshman Seminar tour.
3. KS will publish blurb about GSR in first fall newsletter.
4. Discuss in library’s new faculty orientation session.
5. Place posters in academic buildings on campus.
   a. KS will work on posters.

2. LibGuides Maintenance
   a. All librarians should check over their LibGuides content in June, checking for:
      i. Broken links. If you find any broken links that are actually in reusable content, pass them along to CB or whomever has responsibility for the box
      ii. Out-of-date content. Have we acquired new electronic resource subscriptions? Are there any new RSS feeds that could be included? If using videos, try to find ones with transcript or closed caption.
      iii. Standards compliance
      iv. Need for guides--Are all of your guides still needed?
         1. Delete guides from instructors who no longer work at ECU.
   b. CB and MM will check over guides in July to double-check they all meet standards.
   c. We decided not to do peer review of LibGuides this summer. We will discuss whether or not we feel that this would be beneficial next summer. Peer review may be best on an every other year basis.

3. Reference Topics
   a. TS had a student that was logged into a computer and couldn’t access an article in JSTOR from the integrated search. When opened in Firefox from the Reference Desk computer it worked.
      i. KS stated it could be an IE10 issue.
      ii. We will monitor for further issues, but won’t take any action at this time.

4. Next Meeting is June 27th
   a. Familiarize yourself with Instruction and Reference reports prior to the next meeting.
      i. CB will email some areas to focus on.
   b. Discussion of AY1213 Teaching Strengths, Weaknesses, and Challenges
   c. Freshman Seminar
Instructional Services Committee Meeting
6/27/2013
In attendance: CB, PB, DB, TS

Next meeting: 7/11/13 10:00-11:30 am

Agenda:
1. Action Items
2. Annual Reports
3. Recap of AY1213 Teaching Strengths & Challenges
4. Freshman Seminar
5. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL)
- Revision of Reference evaluation forms and process
- Revision of Reference cards

Action Items:

All:
1. *Add reference topics to the Instruction Committee meeting in Outlook by Tuesdays at 5pm*
2. **Look over subject LibGuides in June as outlined in the Maintenance section of the LibGuides Standards (7/3)**
3. Revise all Freshman Seminar features that you are responsible for (if necessary) and send the individual revised features to CB (7/25)
4. Review Freshman Seminar scripts (8/8)

Chelsea:
1. Ask AL if she would like to follow-up with Mr. Overstreet about whiteboard paint before submitting painting request for the Group Study Room
2. **Develop example of search terms for flip side of 1.2 Instructional Assessment Card (7/11)**
3. **Work with Mica to select preparatory readings for Summer Instruction Workshop (7/11)**
4. **Check on when librarians should record questions on the “No” list (is it a no if the student is referred to another campus location, fax machine, color printing on Sunday, etc.) (7/11)**
5. **Update LibGuides Standards to reflect that we should unpublish course guides rather than make them private (7/11)**
6. Make changes to the Freshman Seminar Worksheet ()
7. Send the UNIV tour scripts to librarians ()
8. Create GSR feature for Freshman Seminar (7/25)

Dana:
1. Combine the library homepage and CatPac features for Freshman Seminar (7/25)
2. Update llstaff communication calendar reminders (7/25)
3. Create a generic EBSCO bookmark as a marketing reminder (7/25)

**Patrick:**
1. **Find out what it means for a room to be ITV capable (7/11)**
2. Make business-card sized versions of the poster-printing prize for Freshman Seminar (can use the business card template in Word)

**Theda:**
1. Look into adding default text to the catalog search box ()
2. **Continue pursuing the shower board project for a new whiteboard (7/25)**
3. Include GSR in whiteboard display at beginning of fall semester (8/15)

**Katie:**
1. Write a feature script for the DVD collection for Freshman Seminar (7/25)
2. Work on designing GSR marketing posters (8/8)
3. Add a GSR reminder to first fall newsletter

**Discussion:**
1. Our student assistant/intern Allie will be looking over subject library guides for CB from 7/8 – 7/12
2. **Group Study Room**
   a. It’s cost prohibitive to do a whole wall in dry-erase marker paint, but we’re still looking into using this paint to put a border around the existing whiteboard
3. **Instruction Annual Report**
   a. Reporting of Instruction Sessions
      i. Primary instruction sessions have been separated from secondary instruction sessions
   b. Poster Sessions
      1. A note will be added to next year’s report to indicate that the poster sessions include both stand-alone workshops and regular class sessions
   c. “Other” Category
      1. Libguides where there is no face-to-face component
      2. Guided research, as a type of secondary instruction where the students work on a project with the librarian present
      3. Consider adding a category for a second visit to a class that lasts about 5 minutes and that serves as a recap of a primary instruction session
   d. All categories should be reported on the calendar or to MM using these phrases for recording
1. When using the Outlook calendar, please begin adding the words “secondary”, “guided research”, etc. to the subject line
   v. Talk to CB if anything that isn’t explicitly in one of these categories happens
   vi. Although there was a decrease in information literacy sessions, overall instruction numbers stayed the same.

b. Colleges
   i. This year there was a decrease in unaffiliated tours and honors classes, as well as a decrease in EDPSY classes
      1. Scaffolding project should help to increase psychology numbers
   ii. Everything else increased
   iii. Over the last five years sessions have increased in all areas except EDPSY where there has been a lot of liaison turnover

c. Syllabi Analysis
   i. Next year, ITV courses will not be counted as separate sections of classes
   ii. Focus efforts on areas where there is the most room for improvement

d. New Faculty
   i. We had fewer new faculty and more sessions for new faculty this year

e. Non-returning Faculty
   i. Many professors aren’t teaching the same classes this year

4. Reference Annual Report
   a. It looks like our numbers are down, but the spike last year is likely due to putting Word on computers
   b. We doubled the extended hours questions, but the total is still low
      i. Does a librarian need to be here after 10 p.m.?
   c. “No” List
      i. More computers topped the list, followed by wireless printing and Group Study Room reservations
         1. We’ve addressed the Group Study Room reservation questions
      ii. There were no questions about fax machines this year
         1. Likely because students were sent to Student Services
      iii. When someone asks for the second book in a series, if we don’t have it, mark the question down then contact DB to have it purchased

5. Teaching Strengths and Weaknesses
   a. Strengths
      i. Showing and doing, rather than just explaining
         1. A lot of interaction
ii. Technology Use
b. Challenges
   i. Technology
      1. Remember that we can take student assistants to a class with
         us if needed
      2. What to do when the power goes out
c. Communicating with Faculty
   i. Make sure to unpublish course guides, not just make them private
d. Other
   i. Follow-up to assessments?

6. Freshman Seminar
   a. Challenges
      i. Running out of time for student presentation
         1. Use a timer to divide remaining time & enforce limits
      ii. Not enough student assistants helping
         1. CB needs to get the sign-up sheet back sooner
   b. Changes to Features
      i. Combine library homepage and CatPac (DB)
      ii. Add DVD feature (KS)
   c. No QR codes
d. Added scanner to worksheet and removed “let you borrow a DVD for the
   weekend” from the Media Services line
e. Tours will be Sept. 3-11
f. SAILS is August 30th

7. Reference
   a. SB, JP, JH, and MM have met with CB for reference training (desk etiquette,
      service orientation, level 1 & 2 questions, CatPac, and call numbers)
   b. Upcoming
      i. General article searching
      ii. Subject-specific databases, subject guides, etc
         1. These will be explained by the relevant liaison librarian and
            will be scheduled later (July?)
• Strength: one-on-one research consultations with students from Dr. Pierson’s COMP II class
  o Used LibCal scheduler to set up appointments with students (CB 8/30)
  o Used modified RAILs rubric
• Strength: successful use of Poll Everywhere in upper-level biology class (CB 8/30)
• Strength: class discussion about APA (PB 8/30 and 9/27)
• Strength: nursing class with pictures of journals and magazines in PowerPoint to illustrate differences rather than just talking about them (DB 8/30)
• Strength: word association opener and had students write their own statistical questions and look for the answers at the end of class (CB & TS 8/30)
• Challenge: multiple ways to access many of our resources. It’s okay to show multiple paths (9/27)
• Challenge: tried using netbooks in a class, but found it to be chaotic because people got lost. Best to demo first, then allow students to use the netbooks at their own pace. (PB 9/27)
• Strength: professor (Pappas) developed worksheet based on course guide (DB 9/27)
• Challenge: 8 am start time means students trickle in (CB 9/27)
• Weakness: handling classes with multiple skill levels
  • Pretest to see aggregate info that determines the start point of the class (done before students come to the library)?
  • Survey Monkey 4000-5000 level classes?
• Weakness: Instruction room technology
  o Problems with websites displaying correctly (library homepage and tutorials)
  o Projector crooked
  o Netbooks
  o Sympodium (10/25)
• Strength: if computers aren’t available for students, bringing books to class can liven up the session (10/25)
• Strength: Make full and creative use of LibGuides functionality. Link to a search as a book in LibGuides (using a book from that search’s ISBN for cover art). This lets you show all books in a series compactly (i.e. Opposing Viewpoints, etc.) (10/25)
• Challenge: Found that faculty were reusing old course guides without talking to us about it. Can unpublish guides rather than making them private (DB 11/15)
• Challenge: Faculty asking students to find articles that we don’t have (and then complaining to our class that we don’t have the necessary resources) (CB 11/15)
• Challenge: Wimba Instruction (PB 11/15)
• Opportunity: flipped classroom (11/15)
• Strength: Using a worksheet to teach the CRAAP Test (CB 11/15)
• Strength: Using a minute paper to evaluate session (CB 11/15)
• Challenge: using data from assessments to improve instruction
  o Minute paper showed that CRAAP Test might be kind of confusing. How to make it less so? (CB 11/15)
• Strength: students like being shown the citation features in Word (DB 1/31)
• Challenge: Students falling behind in class (1/31)
• Challenge: internet going down during class—good idea to spend a few minutes thinking of a backup plan for these sorts of problems before class (PB 2/7)
• Challenge: getting out from behind the computer podium
  o If a student or two feels comfortable, could have them run the computer for you (DB 2/7)