INSTRUCTIONAL SERVICES PLAN SUMMER 2014-SPRING 2017

LINSHEID LIBRARY
Goal 1: Improve the physical environment in which instructional services are delivered.

Strategy 1: Update the Reference Desk furniture, arrangement, and signage to increase approachability and functionality.

Action Step 1: Research best practices in Reference Desk furniture, arrangement, and signage.
Who: All librarians
When: Summer 2015 (postponed due to Instructional Services Librarian resignation)

Action Step 2: Discuss options and draft a proposal, including costs, for purchasing new furniture, rearranging the space, and developing new signage.
Who: All librarians
When: Fall 2015

Action Step 3: Present proposal to the Director and discuss options for funding. Revise proposal as necessary.
Who: Instructional Services Librarian
When: Spring 2016

Action Step 4: Implement proposal, if approved and funded.
Who: All librarians
When: Summer 2016

Strategy 2: Update the Instruction Room furniture, technology, decorations, and arrangement to increase functionality and aesthetics.

Action Step 1: Research best practices in library classroom furniture, technology, decorations, and arrangement.
Who: All librarians
When: Summer 2015 (postponed due to Instructional Services Librarian resignation)

Comments: Room was painted and whiteboard was moved in spring 2015.

Action Step 2: Discuss options and draft a proposal, including costs, for purchasing new furniture, technology, and decorations, and rearranging the space.
Who: All librarians
When: Fall 2015

Comments: Discussed research process posters and information literacy posters in fall 2015.
Action Step 3: Present proposal to the Director and discuss options for funding. Revise proposal as necessary.
Who: Instructional Services Librarian
When: Spring 2016

Action Step 4: Implement proposal, if approved and funded.
Who: All librarians
When: Summer 2016

Comments: Research process posters were hung in spring 2015 and information literacy posters were hung in fall 2015.

**Strategy 3:** Make better use of campus spaces and resources to accommodate a broader range of classes, for instance classes that are too large to fit in the Instruction Room or situations where the Instruction Room is already booked.

Action Step 1: Identify campus spaces which are available to us and the contact person for each of these spaces.
Who: All librarians
When: Fall 2016

Action Step 2: Discuss scenarios in which each of these spaces could be utilized.
Who: All librarians
When: Fall 2016

Action Step 3: Create procedures for when and how to use the spaces and communicating these possibilities to faculty.
Who: All librarians
When: Fall 2016

**Performance Indicators:**
- Number of reference question.
- Feedback regarding physical environment on Service Surveys and Student and Faculty Instruction Evaluations.

**Goal II: Improve the electronic environment in which instructional services are delivered.**

**Strategy 1:** [DONE] Revise the LibGuides homepage to highlight subjects rather than most popular guides.

Action Step 1: Prepare an example of the proposed changes.
Who: Instructional Services Librarian
When: Summer 2014
Comments: LibGuides 2 migration began January, 2015. An example of the proposed changes was prepared in spring 2015.

Action Step 2: Discuss and come to agreement on changes.
Who: All librarians
When: Summer 2014
Comments: LibGuides 2 migration changes were discussed and agreed upon in spring 2015.

Action Step 3: Implement agreed-upon changes.
Who: Instructional Services Librarian
When: Summer 2014
Comments: LibGuides 2 migration and all agreed upon changes were implemented in May, 2015.

**Strategy II:** Maintain online tutorials.

Action Step 1: Migrate all tutorials to new template.
Who: Instructional Services Librarian and Assistant
When: Summer 2014-Spring 2015
Comments: Not all library tutorials were migrated to the OK LSI template before the OK LSI grant ended. The Instructional Services Department is developing a new tutorial plan.

Action Step 2: Continue revising tutorials as needed to ensure quality of content and functionality of the tutorial.
Who: Instructional Services Librarian and Assistant
When: Summer 2015-Spring 2017
Comments: This process is ongoing.

Action Step 3: Create new tutorials.
Who: Instructional Services Librarian and Assistant
When: Summer 2014-Spring 2017
Comments: This process is ongoing. Librarians provided ideas for new tutorials.

**Performance Indicators:**
- Number of hits to the LibGuides.
- The extent to which Linscheid Library’s tutorials adhere to the OK LSI guidelines for tutorial creation.

**Goal III: Improve quality of instructional services.**

**Strategy 1** [DONE] Investigate the utility and feasibility of implementing chat reference, and implement if deemed useful and feasible.
Action Step 1: Research and discuss available software options for chat reference and decide whether or not to implement.
   Who: All librarians
   When: Spring 2015
   **Completed: Spring 2015 using Springshare’s LibChat.**

Action Step 2: Develop chat reference procedures, policies, and marketing strategy, if applicable.
   Who: All librarians
   When: Summer 2015
   **Completed: Summer 2015**

Action Step 3: Implement chat reference, if applicable.
   Who: All librarians
   When: Fall 2015
   **Completed: August 17, 2015**

**Strategy 2:** Continue scaffolding information literacy instruction in individual departments.

   Action Step 1: Continue implementing scaffolding with psychology department.
   Who: Instructional Services Librarian and psychology liaison
   When: Summer 2014-Spring 2017
   Completed: Fall 2015
   **Comments: Scaffolding documentation is located on the K drive at Instructional Services -> Instruction -> Scaffolding.**

   Action Step 2: Select and make contact with next target department.
   Who: Instructional Services Librarian and appropriate liaison librarian
   When: Summer 2014, 2015, 2016
   **Completed: PB contacted the EHS Department in spring 2015. KS contacted the Biology Department in fall 2015.**

   Action Step 3: Plan scaffolding with target department.
   Who: Instructional Services Librarian and appropriate liaison librarian
   When: Fall 2014, 2015, 2016
   **Comments: PB has met three times with Dr. Weirick to discuss scaffolding for the Environmental Health Science Department. They have outlined specific classes to include in the scaffolding plan. EHS 1114L, Introduction to Environmental Health Science Lab will use activities that will introduce students to information literacy outcomes 1.1e, 2.2e, and 3.1b.**
KS has presented a preliminary rubric of progress through the program, tied to ACRL standards and Scientific Literacy to the Biology Department. Introductory, intermediate, and advanced classes have been identified and information literacy assignments for these classes have been determined. The goal for the rest of this year is to complete the overarching rubric. Ongoing work will include tying the defined assignments to the overarching rubric, and developing a grading rubric for intermediate courses so that instructors can create their own assignments.

Action Step 4: Begin implementation of scaffolding with target department.
Who: Instructional Services Librarian and appropriate liaison librarian
When: Spring 2015, 2016, 2017
Comments: Scaffolding was implemented spring 2016 in the introductory EHS class. Scaffolding has not yet been implemented for biology.

Strategy 3: Improve our ability to deliver effective information literacy instruction to students in ITV and online classes.

Action Step 1: Receive training on how to use ITV and Collaborate equipment.
Who: All librarians
When: Summer 2015
Comments: All librarians except the Technical Services Librarian received Collaborate training in spring 2015.

Action Step 2: Identify steps to solve or workaround ITV problems, in collaboration with the Center for Teaching and Learning (CETL).
Who: All librarians
When: Summer 2015
Comments: No steps have been identified yet. ITV is no longer a widely used technology as of fall 2016. A Collaborate video for the Psychology Department is produced each semester.

Action Step 3: Assist in implementation of agreed-upon solutions and workarounds, in collaboration with CETL.
Who: All librarians
When: Fall 2015 (Postponed due to IS Librarian resignation)

Strategy 4: Enhance knowledge of flipped classes, a current trend in higher education.

Action Step 1: Research and discuss best practices for flipping classes.
Who: All librarians  
When: Fall 2015 *(Postponed due to resignation of Instructional Services Librarian)*

Action Step 2: If determined feasible and beneficial, attempt flipped classes.  
Who: All librarians  
When: Spring 2016 *(Postponed due to resignation of Instructional Services Librarian)*

**Performance Indicators:**
- Number of instruction sessions, particularly in scaffolded departments and ITV or online classes.  
- Feedback on Student and Faculty Instruction Evaluation Forms.  
- Number of chat reference transactions, if implemented.

**Goal IV: Improve staffing and tracking of instructional services.**  
**Strategy 1:** Re-evaluate our current reference staffing model.

Action Step 1: Research various models for providing face-to-face reference service.  
Who: All librarians  
When: Summer 2014  
**Completed: Summer 2014**

Action Step 2: Discuss models in light of our usage statistics and make a plan for modifying our current reference model, if deemed beneficial to do so.  
Who: All librarians  
When: Summer-Fall 2014 *(Postponed to summer 2016)*

**Comments:** Reference staffing discussion was postponed while librarians worked on defining reference question levels and tracking methods. A reference staffing model proposal was used as homework for Instructional Services Librarian candidates.

Action Step 3: Present proposal to the Director and revise as necessary.  
Who: Instructional Services Librarian  
When: Fall 2014  
New Date: Summer 2016

Action Step 4: Implement plan if approved.  
Who: All librarians and reference staff  
When: Spring 2015  
New Date: Fall 2016

**Strategy 2:** [DONE] Investigate the utility and feasibility of implementing LibAnalytics for tracking instruction sessions and reference transactions, and implement if deemed useful and feasible.
Action Step 1: Investigate and discuss set-up of LibAnalytics and how it is being used by other libraries. Decide whether or not to implement.
   Who: All librarians
   When: Spring 2016

Action Step 2: If decision is made to implement, create policies, procedures, and survey instrument.
   Who: All librarians
   When: Summer 2016

Action Step 3: If decision is made to implement LibAnalytics, do so.
   Who: All librarians and possibly reference staff
   When: Fall 2016
   Comments: LibAnalytics was initially used for reference transactions. In spring 2015, the entire Springshare suite was purchased. LibAnswers was implemented August 17, 2015 for reference transactions. LibAnalytics was implemented in fall 2015 to track instruction sessions, however, that has been migrated to LibInsight.


   Action Step 1: Discuss revision goals, conducting best practices research if necessary.
      Who: All librarians
      When: Fall 2014
      Completed: Fall 2014

   Action Step 2: Draft changes to instruction evaluation documents.
      Who: All librarians
      When: Fall 2014
      Completed: Fall 2014

   Action Step 3: Present modified documents to the Director and revise as necessary.
      Who: Instructional Services Librarian
      When: Fall 2014
      Completed: Spring 2015

   Action Step 4: Implement revised instruction evaluation documents.
      Who: All librarians
      When: Spring 2015

Performance Indicators:
• Librarian reports of satisfaction with reference staffing models, instruction assessment documents, and LibAnalytics, as applicable

**Goal V: Promote continuous improvement among library faculty and teaching faculty.**

**Strategy 1:** Conduct yearly teaching workshop.

**Action Step 1:** Select teaching workshop topic and define workshop goals.
Who: All librarians  
When: Spring 2015, 2016, 2017

**Action Step 2:** Arrange teaching workshop.  
Who: Instructional Services Librarian and Director  
When: Spring 2015, 2016, 2017

**Action Step 3:** Participate in teaching workshop.  
Who: All librarians  
When: Summer 2015, 2016  
**Comments:** Librarians participated in an assessment workshop for the IMLS grant in summer 2015. The workshop for summer 2016 will be postponed.

**Action Step 4:** Implement skills learned in previous workshop.  
Who: All librarians  
When: Fall 2015, 2016

**Action Step 5:** Evaluate implementation of the skills learned in previous workshop.  
Who: All librarians  
When: Spring 2016, 2017  
**Comments:** Evaluation of workshop skills is postponed until the new IS librarian begins work.

**Strategy 2:** Develop new Instructional Services Plan.

**Action Step 1:** Brainstorm ideas for what to include in new plan, what steps would be necessary to accomplish each objective, and when each step should take place.  
Who: All librarians  
When: Fall 2016

**Action Step 2:** Draft a formal plan and submit to librarians for review. Revise as necessary.  
Who: Instructional Services Librarian  
When: Spring 2017
Action Step 3: Present plan to Director and revise as necessary.
Who: Instructional Services Librarian
When: Spring 2017

**Strategy 3:** Conduct workshops for faculty focused on how to incorporate information literacy into assignments.

Action Step 1: Plan workshop content and delivery.
Who: All librarians
When: Summer 2014
**Completed: Summer 2014**

Action Step 2: Deliver pilot workshop, revise content and delivery as necessary, and deliver revised workshop.
Who: All librarians
When: Fall 2014
**Completed: Fall 2014**

Action Step 3: Conduct additional workshops, follow-up with faculty from fall workshops, and revise content and delivery as necessary.
Who: All librarians
When: Spring 2015-Spring 2017

**Comments:**
- 2/13/2015 – BIOL, CHEM, FCS – 3 attendees
- 4/9/2015 – EHS, CARTO, BUS, PSYCH – 4 attendees
- 2/19/2016 – HIST – 1 attendee

**Performance Indicators:**
- Feedback on Student and Faculty Instruction Evaluation Forms.
- Feedback on assignment workshops.
Timeline

Action steps that are ongoing are in italics. Action steps that have not yet been completed are in bold.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
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<td>• Continue psychology scaffolding</td>
<td>• Research chat reference and decide whether or</td>
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<td>not to implement</td>
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<td>• Select and make contact with next scaffolding dept.</td>
<td>• Continue discussion of reference staffing models and make a plan</td>
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<td></td>
<td>• <strong>Research and discuss reference staffing models</strong></td>
<td>• Discuss goals of revising instruction assessment documents, draft changes, and present to Director</td>
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<td>• Plan assignment workshops</td>
<td>• Deliver and revise assignment workshops</td>
<td>• Implement new scaffolding</td>
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<td>• Present reference staffing plan to the Director</td>
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<td>• <strong>Continue delivering and revising assignment workshops</strong></td>
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      - Implement Instruction Room redesign proposal, if approved and funded  
      - Continue revising tutorials and creating new ones  
      - Continue psychology scaffolding  
      - Select and make contact with next scaffolding dept.  
      - Create LibAnalytics documentation, if applicable  
      - Participate in teaching workshop  
      - Continue delivering and revising assignment workshops  | - Identify campus spaces and contacts, discuss usage scenarios, and create usage procedures  
      - Continue revising tutorials and creating new ones  
      - Continue psychology scaffolding  
      - Plan scaffolding with new dept.  
      - Implement LibAnalytics, if applicable  
      - Implement teaching workshop skills  
      - Start new IS Plan  
      - Continue delivering and revising assignment workshops  | - Continue revising tutorials and creating new ones  
      - Continue psychology scaffolding  
      - Implement new scaffolding  
      - Select teaching workshop topic and arrange workshop  
      - Evaluate teaching workshop implementation  
      - Finish new IS Plan and present to Director  
      - Continue delivering and revising assignment workshops  |