Next meeting: 07/31/14 10:30-12:00

Agenda for 7/24/14:
1. Action Items
2. Reference Annual Report Review
3. Reference Staffing Articles Review
4. Reference & instruction topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL)

Action Items:

All:

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

2. Read reports from other librarians re: reference staffing and be prepared to discuss. (7/17)

Chelsea:

1. Look into LibAnalytics to see what scale is used for reference tracking (7-31)
2. Revise Freshman Seminar training and materials per debrief on 1/30/13. (8/13)

Dana:

1. Slipcovers for Tiger Room made out of black textured fabric (7-31)
   a. Looking for sheets

Patrick:

1) Add EDS search box to subject librages (8-14)

Katie:

1. Post report on most useful articles to K:\LIBRARY\Committee Work\Instructional Services Committee in preparation for reference staffing discussion. (7/03)
2. Follow-up with Susan Ingram on Tigers in Time pictures (5/15)
3. Post new zone signs (7/17)
4. Minute taker for 7-31
5. Add EDS search box to subject librages (8-14)

Discussion:

1) Action Items
a) Patrick and Katie should add EDS search boxes to their subject guides. Dana has the instructions
b) Katie still needs to report on her reference staffing articles
c) Dana is still shopping for sheets for the chairs and couches in the Tiger Room

Reference Annual Report:

1) Chelsea handed out copies of the 2013-2014 Reference Annual Report to keep in our Instructional Services folders
   a. Allie found a couple of data errors in the report. Chelsea did not change the information for the report, but did change the data in the spreadsheet
2) Various reference trends were highlighted
   a. AY 11-12 seemed to be an outlier with more reference questions, which likely coincided with Microsoft Office availability on the reference computers
   b. For the most part, our busiest time is in the late morning (10-12)
   c. Tuesday is our busiest day, followed by Monday and Wednesday
   d. Summer numbers did increase last year
   e. December numbers were down because of bad weather
   f. Level III questions have been declining while I and II have increased
   g. We have placed more focus on recording level IV questions (let Chelsea know about any departmental consultations)
   h. Remember to record patron comments in the “no” binder
   i. Top “no” responses were more computers, textbooks and fax machine
   j. Remember to confirm or cancel reservations for the GSR – 84 bookings were not confirmed or cancelled.
   k. The busiest GSR hours were 5-9 in the evening – mostly Nursing and quite a few from Business

Reference Staffing Articles:

1) Most of the articles discussed talked about tracking reference questions
2) We decided that our levels were not very well defined
3) Chelsea will look into LibAnalytics to see what scale is built into it
4) Proposal – postpone staffing discussion until we can better define our reference scale and track reference questions

Reference & Instruction topics:

1) None this week

Next Meeting:

1) Reference statistics tracking
2) LibAnalytics
3) Highlights of the Instruction Annual Report
Next meeting: 08/21/14 10:30-12:00

Agenda for 7/31/14:

1. Action items
2. Beginning-of-the-year meetings
3. Instruction Report
4. Reference statistics tracking
5. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1) *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5pm.*
2) Brainstorm changes of reference scale/levels and prepare to discuss at next meeting (8/21)
   a) Options are changing our scale to be more specific, or switching to a modified READ scale
3) Read reports from other librarians re: reference staffing and be prepared to discuss. (7/17)

Chelsea:

1) LibAnalytics to see what scale is used for reference tracking (7-31)
2) Revise Freshman Seminar training and materials per debrief on 1/30/13. (8/13)

Dana:

1) Add “EBSCO Discovery Service (EDS)” to Everything and Articles tabs on the main page search boxes (8/13)

Patrick:

1) Add EDS search box to subject LibGuides (8/14)
2) Implement cord management solution (8/14)
3) Make corrections to subject LibGuides as suggested by IS (8/14)

Katie:

1) Post report on most useful articles to K:\LIBRARY\Committee Work\Instructional Services Committee in preparation for reference staffing discussion. (7/03)
2) Post new zone signs (7/17)
Discussion:

1) Action Items
   a) Patrick and Katie should add EDS search boxes to their subject guides. Dana has
      the instructions
   b) Katie still needs to report on her reference staffing articles
   c) Dana made slipcovers for Tiger Room seating

Beginning-of-the-year meetings:

1) Chelsea handed out her email template for liaison introduction email
2) Librarians assigned departmental meetings for Convocation
   a) Dana—SOB; Patrick—CEP; Chelsea—CLASS; Katie—CHS
   b) In meeting, emphasize EDS
      i) Example: “We have all the same services, but we now have EBSCO
         Discovery Service, or EDS, to make searching easier. You’ll hear more about
         that in your departmental meetings. Or if you don’t have a department
         meeting with me, contact me for more information.”
   c) May want to also talk about staffing shakeups and invite people to come over
      and see the new faces for themselves
3) Since we’re using the words EDS and EBSCO Discovery Service, should we add those
   to the search boxes on the main page to avoid confusion?
   a) Librarians agree to add this description to the boxes; Dana will implement

Reference Annual Report:

1) Chelsea handed out copies of the 2013-2014 Instruction Annual Report to keep in
   our Instructional Services folders
2) Various instruction trends were highlighted
   a) Total sessions and participants in instruction sessions has increased slightly
      from last year, and is up over 20% in both since 5 years ago
   b) Instruction Sessions by college/school
      i. All schools/colleges are up except Business
      ii. Biology, History, and Accounting all dropped severely—Katie has to work
           to get back into Biology and History
   c) Participants by college/school: surprisingly, CHS is more than ¼ of all
      participants
   d) Number of course sessions that required research: we are reaching only 20% of
      courses that have been identified as requiring research
      i. Problem schools/colleges are CEP and SOB
      ii. Problem departments are Education, Kinesiology, Biology, Computer
         Science, History, Human Resources, and Accounting
e) We are reaching very few graduate-level students, looking at both class divisions and course levels of instruction
f) Added 6 new instructors for whom we did instruction, but lost 7
g) 26% of new faculty members requested instruction sessions, and 10% of all sessions were done for them
h) Everyone is doing a lot of instruction
i) Huge amounts of positive comments from Freshman Seminar Tours
   i. Since Chelsea has to pull out interesting comments from this pool for AAC, Katie could put these comments in the newsletter as a wordle
j) Tutorial usage is misleading, since some links weren't tracked, but should be fixed this year
k) Subject guide hits are down from last year slightly
l) Course guide hits are down almost 30%
   i. Could this be because of EDS and its ease of use?

**Reference and Statistics Tracking:**

1) This came out of a discussion last week to re-define levels for our reference questions
2) Chelsea set up a LibAnalytics box in the LibCal homepage
   a) This can be used to track questions more thoroughly
   b) She can create pre-defined questions which fill in options automatically
3) Handout of the READ scale
   a) This is also inside the question-tracking box on LibCal
4) How do we design our new scale?
   a) People thinking that the READ scale is too specialized, since top 3 categories are nearly the same thing
   b) Our scale is too ambiguous
5) When do we want to decide on a scale?
   a) Unreasonable to expect a decision & implementation before Fall starts
   b) Fall will be implementation & trial period

**Reference & Instruction topics:**

1) Since no one uses the keyboard tray at the reference desk, can we have it removed? It gets in the way.
   a. All librarians agree to its removal
   b. A student worker should remove it instead of waiting for maintenance
2) GSR screen
   a. Going with 80” option on the same wall as the whiteboard

**Next Meeting:**

8/21/14
Next meeting: 09/04 10:30-12:00

Agenda for 08/21/14:

1. Action items
2. SAILS Testing
3. UNIV 1001 Tours
4. Syllabi Analysis
5. Reference Stats Tracking

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Brainstorm changes of reference scale/levels and prepare to discuss at next meeting (08/21)**
   a) Options are changing our scale to be more specific, or switching to a modified READ scale

Chelsea:

1. Email reminders to professors about SAILS testing. (08/22)
2. Send out training schedule for student helpers. (08/22)
3. Buy more candy for Freshman Seminar. (09/04)
4. Get more copy cards from Jenny for Freshman Seminar. (09/04)
5. Get swag for Freshman Seminar (09/04)
6. Print/prepare Freshman Seminar training materials. (09/04)

Dana:

1. Purchase crates for netbooks for SAILS. (08/25)

Patrick:

1. **Add EDS search box to subject LibGuides (08/14)**
2. Read reports from other librarians re: reference staffing and be prepared to discuss. (07/17)

Katie:

1. Add locking the conference room door to closing procedures for Circulation students. (09/04)
2. Post one more silent study zone sign on fourth floor. (09/04)

Discussion:

1. Action Items
In attendance: CB, PB, KS, DB, NM

a. PB should read KS’s reference staffing report.

b. PB should add EDS search box to his LibGuides.
   i. DB has instructions.
   ii. DB also recommends borrowing code from another guide and making necessary changes to name, code, and verbiage per the discipline.

c. Cord management has been added to the Librarian’s meeting action items, so was removed from the IS action items.

d. Everyone has made suggested changes to their LibGuides. CB will have Melissa review once more, so there may be another round of suggested changes.

e. We need to put another silent study zone sign on the fourth floor by the bathrooms. The old one is still up there.

f. Make sure conference room door is locked at 5:00.
   i. This should be added to closing procedures.

g. KS posted reference staffing report to the K drive.

2. SAILS Testing
   a. CB sent out 3001 and 1001 testing dates.
      i. 3001
         1. CB’s original dates were different from dates on Katricia’s syllabus, so CB changed them to correspond. All dates for 3001 have been changed.
         2. There will be testing during the second eight weeks.
         3. First eight-weeks testing will occur on August 27.
      ii. 1001
         1. Testing will occur on August 29.
   b. Handed out SAILS testing schedules
      i. Everyone should double check their availability.
   c. Handed out introduction scripts
      i. No changes have been made to the scripts.
      ii. Kent State consent letter will no longer appear because it is no longer required.
      iii. Students still must be 18 to take the test.
   d. Netbooks will be sent over with the first librarians conducting testing on each day. All classes will have netbooks available, though most should not need them.
      i. PB is the only one who is leaving a classroom open with netbooks. He should either leave netbooks with a departmental office or take netbooks with him during break between classes.
      ii. DB will try to buy crates for carrying netbooks.
      iii. If there are any issues during testing, contact Natalie.
   e. Handed out 3001 and 1001 student identifier codes
      i. There should be 40 per class for 3001 and 30 per class for 1001.
ii. Have students write their names, but there is no need to write their ID numbers.

iii. Collect the code slips afterward. If the instructor wants them, they can have them. Otherwise, bring them to Natalie for shredding.

f. CB will send out reminders to faculty about testing.

3. UNIV 1001 Tours
   a. The tours will take place the week of September 8 – 12.
   b. Everyone has approved materials.
      i. PB decided not to include large format scanner in Media Services feature.
   c. Scheduling training sessions for next week and the following week.
      i. Schedules should be sent out by Friday.
   d. Still working on master schedule for helpers.
   e. NM and CB will get all materials printed.
   f. We will use handouts that Katie has cleaned up as well as leftovers with the old design.
   g. The features packet needs a larger spiral binding.
   h. Replenish prizes
      i. CB will get more copy cards from Jenny.
      ii. CB will get more swag from Communications and Marketing.
      iii. CB will buy more candy.

4. Syllabi Analysis
   a. Carry over to next meeting.

5. Reference Stats Tracking
   a. Carry over to next meeting.

6. Reference and Instruction Topics
   a. KS not sure where musical soundtracks belong in her Communication and Performance Studies guide.
   b. They don’t belong on the Books tab or the Background Info tab.
   c. DB suggested that Katie change Books tab to “Books and More” on this guide. All approved this change.

Next Meeting:

09/04/14
Next meeting: 09/18 10:30-12:00

Agenda for 09/04/14:

1. Action items
2. SAILS Testing debrief
3. UNIV 1001 Tours
4. Syllabi Analysis
5. Reference Stats Tracking
6. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:

1. Have Natalie mock-up a worksheet of proposed reference levels to facilitate categorization of common questions. (09/18/14)
2. Revise SAILS test script according to suggestions in debrief discussion on 9/4/14.

Dana:

1. Add to September communication schedule item: email faculty targeted through the syllabi analysis about instruction. (09/18/14)

Patrick:

1. Add EDS search box to subject LibGuides (08/14)
2. Read Katie’s report re: reference staffing and be prepared to discuss. (07/17)
3. Correct lingering LibGuides issues. (09/18/14)
4. Revise Research Process graphic to eliminate search terms step. (09/18/14)

Katie:

1.

Discussion:

1. Action Items
   a. Netbook crates work well.
      i. They each fit six netbooks with chargers, mice, and mouse pads.
      ii. DB has a larger one if anyone needs to borrow it.
   b. PB will add EDS search box to a couple more subject guides.
   c. PB will read Katie’s reference staffing report.
   d. PB has further subject guide corrections to make.
e. Conference room door is locked at all times so this does not need to be added to Circulation closing checklist.
f. Natalie and Chelsea have completed prep for UNIV 1001 tours.

2. SAILS Testing
   a. Comments and Suggestions for 1001 and 3001
      i. Certain professors allow students to talk or leave when they’ve finished the test. This is disruptive.
         1. Have Jami suggest that professors provide work such as quizzes or reflections for students to do when they’ve finished.
         2. Students should not be allowed to leave when they’ve finished. They will rush through the test if they believe they can leave.
      ii. Netbooks
           1. Make sure netbooks are fully shut down before closing them.
           2. Netbooks are not helpful if there are no open spaces where students can use them.
      iii. Student concern about scoring
           1. Some students were concerned that they would fail.
              a. Tell students that scores are kept anonymous and that they get points for completion.
              b. Don’t tell them it’s not graded or they won’t make a good effort.
      iv. Introduction script
           1. Should a line be added to the script to further clarify how scoring is handled?
              a. All agreed this does not need to be added.
           2. Should a line be added saying that librarians can help them figure out their major and that the test doesn’t count as a librarian visit?
              a. All agreed that this would be a good addition.
   v. 3001
      1. There will be better communication with Dr. Pierson to avoid confusion about dates.
      2. CB will try to schedule 3001 in CBCC because their labs are larger, however this is a longshot.
   vi. Can staff members proctor the tests?
      1. There is not much to do after reading the opening script.
      2. Staff could have assisted with 1001 had the librarians not been able to handle it.

3. UNIV 1001 Tours
   a. Tours begin next week.
   b. Copies of the schedule and outlines will be in the Instruction Room.
c. There will be features packets at Reference, Circulation, and in the Instruction Room.

d. Student helpers all have one semester of experience working at the library.

e. Jami will tell professors to have classes meet in the instruction room.

f. Natalie will be at Reference from 8:00 – 9:00 since we don’t currently have a librarian assigned to this time.

g. Positive and negative comments
   i. Comments have been overwhelmingly positive.
   ii. When freshmen get frustrated, just tell them the answers.
   iii. Don’t spend too much time explaining the activity.

4. Syllabi Analysis
   a. In the past, CB has simply told everyone to focus on gen ed classes and classes that have received instruction before, but AL would like us to think about how to use the syllabi analysis information more purposefully.
   b. Suggestion to use the analysis to determine which faculty should be invited to IL assignment workshops.
      i. Look for gen ed instructors who are already assigning research projects.
      ii. Each year we could select a new use for the data.
      iii. Everyone is in favor of this suggestion.
   c. Suggestion to incorporate contacting faculty targets identified through syllabi analysis into communication calendar.
      i. All are in favor of this suggestion.
      ii. DB will add to September calendar item.
      iii. Reminders should be specific to courses and assignments identified through the syllabi analysis, not general offers of help.

5. Reference Stats Tracking
   a. READ scale vs. current levels
      i. All agreed to revise the current levels and use READ scale to inform revision.
   b. Revisions
      i. Should levels five and six on the READ scale be included?
         1. Purpose of the scale is to distinguish questions that require a librarian and those that can be handled by staff.
         2. Since levels five and six would need to be handled by a librarian, adding them to the scale would not help to clarify when a librarian is most needed at reference.
      ii. Proposal to divide each level into questions about research, and questions about technology.
         1. Each category would need to be clearly defined.
            a. Wordsmith the category that includes technology, software, webpages, and other help desk type issues.
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09/04/2014
In attendance: CB, PB, KS, DB, NM

i. Ask students what this category should be called?
ii. Can always wordsmith later.

2. There would be some overlap. For example, questions about databases could fall under both categories.
   a. Possibly use check boxes for overlapping and multi-step questions.
   b. Possibly include a section for comments.

3. There could be a third “other” category.
   iii. Include examples of each level and type of inquiry on the scale.
       1. At next meeting we will figure out how the READ scale examples would fit into our proposed scale.
   iv. Continue to categorize questions as phone, email, and walk-in.

6. Reference and Instruction Topics
   a. Circulation students are getting a lot of questions that may be useful to track. Should they have a tally sheet at the Circulation Desk?
      i. It was decided that the Circulation Desk should not start tracking questions now because we intend to implement LibAnalytics as a library-wide solution. It would be better to start this practice all at once in the new software for the integrity of reference statistics.
         1. Will need to add a field for the point of origin of the question.
   b. Wendy intercepts a lot of questions from reference. Should she start tracking them on the tally sheet at the reference desk?
      1. No, because this may cause confusion later as to why there was a sudden bump in reference questions.
   c. Research process graphic– proposal to delete “identify search terms” step and include it in the “make a plan” step.
      i. All agreed to this change.
      ii. PB will revise the graphic.
         1. We will need to make sure this change occurs throughout LibGuides.

Next Meeting:

09/18/14
Instructional Services Committee Meeting
09/18/2014
In attendance: CB, PB, KS, NM

Next meeting: 10/02 10:30-12:00

Agenda for 09/18/14:

1. Action Items
2. UNIV 1001 Tours Debrief
3. Reference Stats Tracking
4. Instruction Assessment Revision
5. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Read instruction assessment items and brainstorm revisions. (10/02/14)**

Chelsea:

1. Revise SAILS test script according to suggestions in debrief discussion on 9/4/14.
2. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.

Dana:

1. 

Patrick:

1. **Make proposed changes to research process graphic. (10/02/14)**
2. Add hours to Media Services feature for Freshman Seminar tour per debrief discussion on 9/18/14.

Katie:

1. **Make signs that indicate where to place documents on the copier platens. (10/02/14)**
2. Draft ILL feature for the Freshman Seminar tours and revise Special Collections feature per debrief discussion on 9/18/14.

Discussion:

1. Action Items
   a. Patrick will continue to revise the research process graphic.
      i. All three versions of the graphic should be revised.
      ii. Arrows should be longer and thinner.
      iii. Font should be Cambria.
iv. The titles should be one word, e.g. “Plan” rather than “Make a Plan”.

v. “Plan” step wording should be revised as follows:
   1. “How do you get started?”
   2. “Understand assignment requirements.”
   3. “Develop your topic.”
   4. “Establish a timeline.”
   5. “Consider appropriate search terms.”

vi. “Search” step
   1. Add “Other”.
   2. Keep “CatPac”.

2. UNIV 1001 Tours Debrief
   a. The tours were successful.
      i. Students were enthusiastic and familiar with many resources.
      ii. There was less incorrect information in the presentations.
          1. Were the student helpers more effective than in the past?
      iii. There were surprising winners due to student creativity.
   b. Features packet
      i. A student suggested adding ILL to the features.
         1. Mention international loans to add interest.
         2. Katie will draft this feature.
      ii. Keep current script for practice, but add bullet points at the top of each feature.
         1. Melissa is pulling bullet points from existing features.
      iii. Add the oldest item and Nuremberg items to Special Collections feature.
   c. Make the tours more rewarding for student helpers.
      i. Have freshmen get the name of the student who helped them; whoever helped the most winning groups wins a prize.
         1. Not fair to students who help with fewer tours or whose features are not chosen often, but still might be worth trying out.
      ii. Invite helpers to watch some of the presentations.
         1. Watching the presentations will allow the helpers to get a better understanding of what needs to be said about each feature.

3. Reference Stats Tracking
   a. Categorizing ECU questions based on where we feel they should go intuitively.
      i. Level one
         1. Technology, Computers, and Machines
Instructional Services Committee Meeting  
09/18/2014
In attendance: CB, PB, KS, NM

a. “Where will my document print?”
b. “How do I log in if I’m not a student?”
i. It is technically a “How do I?” question but can be
   answered by a sign or handout.
ii. It feels like level one despite not matching the
    level description.

2. Research and Resources
   a. “How do I find the [subject] shelves?”
      i. If the patron doesn’t need or want to be escorted
d. to the section then they could be given a map
   with the section circled, in which case this would
   be a level one.

3. Other
   a. “Where is the bathroom?”
   b. “What are your hours?”
   ii. Level two

1. Technology, Computers, and Machines
   a. “How do I print?”
   b. “How can I access the library from home?”
      i. This may turn into a higher level research and
         resources question based on the reference
         interview.
   c. “I can’t get this video to load.”
   d. “How do I post a comment to Blackboard?”
   e. “My copies look bad.”
      i. There should be a sign indicating where
         documents should be placed on the copier glass.
   f. “My document won’t print.”
      i. This could be an opportunity for instruction or it
         could require help desk assistance.
      ii. Printing problems could be categorized as basic
          or advanced. Some disagreement on this.

2. Research and Resources
   a. “How do I find a course reserve?”
   b. “This book isn’t on the shelf but it’s required for my
      class.”
      i. If a known title search resolves the question then
         it’s a level two.
   c. “Do you have my textbook?” (known title)
      i. It uses a resource and teaches a skill.
   d. “How can I narrow this search to show only recent
      articles?”
3. Other

iii. Level three

1. Technology, Computers, and Machines
   a. “How do I add a running head to my paper?”
      i. If the question is about making it look right, i.e. issues with Word, then it is a tech question.
   b. Complex printer problems. Some disagreement on this.

2. Research and Resources
   a. “I need to find articles on . . .”
   b. “I need to find books on . . .”
   c. “Can you recommend a list of web sites about . . .?”
   d. “I have to write a paper about child development. Where do I start?”
   e. “How do I add a running head to my paper?”
      i. If the question is about what a running head is, the purpose of a running head, and how to make one, then it is a research and resources question.
   f. “How do I cite this in APA style . . .?”
      i. This question involves how to format using different software, how to identify publishing info, and why citations are important.
   g. “This book isn’t on the shelf but it’s required for my class.”
      i. If this is resolved with an ILL, then it is a level three.
      ii. This question could be about figuring out what the professor wants.
   h. “How do I find the [subject] shelves?”
      i. If the patron is escorted to the section, then presumably they are given more information than a handout would provide and the question becomes a level three.
   i. “Do you have my textbook?”
      i. When they don’t have information on the book, then it becomes a level three because additional resources have to be consulted, e.g. the bookstore, Amazon.
   j. “How can I narrow this search to show only recent articles?”
      i. If they ask more in-depth or comprehensive questions about refining a search, then it should be a level three.
iv. Level four
   1. Example questions are only provisionally categorized as level four at this point.
   2. Technology, Computers, and Machines
   3. Research and Resources
      a. “How many adoptions were there in the US in 1990?”
      b. “My professor wants us to use three different kinds of sources.”
         i. This question may involve instructing on why different types of sources are useful, not just on how to find them.
         ii. This question is essentially three level two questions in one: an article search, a web search, and a catalog search
         iii. Although this question is asked a lot, that doesn’t mean it should be downgraded to level three.
   4. Other
      a. “How do I show the standard deviation on this graph?”

v. Level descriptions
   1. We will need to reword descriptions once we have categorized questions according to gut/intuition.
   2. The “skill-based” descriptor may be fine for level two. The current level two description has been taken too literally. Not every “how do I?” question is level two.
   3. Add a provision for level increase for questions that are unusually time-intensive or complex?
   4. There could be a rule of thumb that level one questions can be answered without getting up from the reference desk.

vi. Here are the example questions categorized according to the current scale and the proposed question type categories.
### Level I

**Non-resource-based**

Questions that do not require a resource to answer and might be answered by a sign or help sheet, e.g. questions about hours, services, etc.

<table>
<thead>
<tr>
<th>Tech, Computers, &amp; Machines</th>
<th>Research &amp; Resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Where will my document print?”</td>
<td>“How do I find the [subject] shelves?” (handout)</td>
<td>“Where is the bathroom?”</td>
</tr>
<tr>
<td>“How do I log in if I’m not a student?”</td>
<td></td>
<td>“What are your hours?”</td>
</tr>
</tbody>
</table>

### Level II

**Skill-based**

"How do I...?" questions such as "How do I print?", "How can I access the library from home?" These questions should always get the same answer.

<table>
<thead>
<tr>
<th>Tech, Computers, &amp; Machines</th>
<th>Research &amp; Resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How do I print?”</td>
<td>“How do I find a course reserve?”</td>
<td></td>
</tr>
<tr>
<td>“How can I access the library from home?”</td>
<td>“Do you have my textbook?”</td>
<td></td>
</tr>
<tr>
<td>“I can’t get this video to load.”</td>
<td>“How can I narrow this search to show only recent articles?”</td>
<td></td>
</tr>
<tr>
<td>“How do I post a comment to Blackboard?”</td>
<td>“This book isn’t on the shelf but it’s required for my class.” (no ILL)</td>
<td></td>
</tr>
<tr>
<td>Level III</td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions that require formulation of a strategy to locate an answer and require selection of resources. May require individualized subject approaches. Example: &quot;I need to find articles on...&quot;, &quot;How many adoptions were there in the US in 1990?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech, Computers, &amp; Machines</td>
<td>Research &amp; Resources</td>
<td>Other</td>
</tr>
<tr>
<td>“How do I add a running head to my paper?” (how to use software) Complex printer problems.</td>
<td>“I need to find books/articles/websites on...” “Where do I start my research?” “How do I add a running head to my paper?” (comprehensive explanation) “How do I cite this in APA style...?” “This book isn’t on the shelf but it’s required for my class.” (requires ILL) “How do I find the [subject] shelves?” (patron shown shelves)</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Services Committee Meeting  
09/18/2014  
In attendance: CB, PB, KS, NM

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Usually longer encounters outside of regular desk duty, e.g., for selection of curriculum materials. Librarian will often have to research recommendations or prepare reports for consultation work. Example: &quot;Can you recommend a list of web sites about...?&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tech, Computers, &amp; Machines</th>
<th>Research &amp; Resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;How many adoptions were there in the US in 1990?&quot;</td>
<td>&quot;How do I show the standard deviation on this graph?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;My professor wants us to use three different kinds of sources.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

4. Instruction Assessment Revision  
   a. These revisions need to be completed this semester.  
   b. The rest of the discussion will be carried over to the next meeting.  
   c. Everyone should review the provided documentation before the next meeting and think about how to incorporate the various instruction standards into the assessment process and document.

5. Reference and Instruction Topics  
   a. Wendy informed us that a community patron is regularly printing out hundreds of pages at a time.  
      i. All agreed to do nothing because printing is free and there is no good way to enforce page limits.

Next Meeting:  
10/02/14
Next meeting: 10/09 11:00-12:00

Agenda for 10/02/14:
1. Action Items
2. Reference Stats Tracking
3. Instruction Assessment Revision
4. Reference & Instruction Topics

Topics for future meetings:
• Work on improving library classes with distance education sites (with AL

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. Consider removing self-assessment from the Instruction Assessment Plan. (10/09/14)

Chelsea:
1. Revise SAILS test script according to suggestions in debrief discussion on 9/4/14.
2. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
3. Get clarification from AL regarding the minimum number of student evaluations she would like to see at our yearly evaluations so we can revise the Instruction Assessment Plan. (10/09/14)
4. Revise Instruction Assessment Plan according to discussion at 10/02 meeting. (10/09/14)
5. Approach AL about librarians receiving a summary of their faculty and student evaluation data at the end of each semester.

Dana:
1. 

Patrick:
1. Email revised research graphic to librarians. (10/09/14)
2. Add hours to Media Services feature for Freshman Seminar tour per debrief discussion on 9/18/14.

Katie:
1. Make signs that indicate where to place documents on the copier platens. (10/02/14)
2. Draft ILL feature for the Freshman Seminar tours and revise Special Collections feature per debrief discussion on 9/18/14.
Instructional Services Committee Meeting  
10/02/2014  
In attendance: CB, PB, KS, DB NM

Discussion:

1. Action Items  
   a. Patrick will email the revised version of the research graphic to the librarians. Katie and Chelsea would like to see the top arrow moved down slightly.  
   b. Katie is working on the copier signs.  
      i. The sign for the color copier should be different from the others.  
   c. Discussion of committee meeting schedule  
      i. Because two meetings fall on holidays, the committee will hold additional meetings Thursday, October 9 and Thursday, November 20 in order to finish revising reference stats tracking and instruction assessment by the end of the semester.

2. Reference Stats Tracking  
   a. Carried over to next meeting

3. Instruction Assessment Revision  
   a. Librarians agreed to use the ACRL Standards for Proficiencies for Instruction Librarians and Coordinators guidelines to revise the Assessment Plan.  
      i. The most applicable guidelines are instructional design, planning, presentation, subject expertise, and teaching skills.  
      ii. These guidelines map best to the peer evaluation form but they do not map as well to the student and faculty forms so these forms should be revised separately.  
      iii. We will start on peer evaluation next.  
   b. Assessment Plan  
      i. Change language to parallel revised language in Reference Evaluation Plan.  
         1. All instances of “Library Director” should be changed to “Office of the Library Dean.”  
         2. Dates should be changed to “completed by the first day of Dead Week in the fall and spring semesters.”  
      ii. For continuous improvement purposes, we’d like a summary of faculty and student evaluation data by graduation each semester. Chelsea will bring this up with Adrianna and Jenny.  
      iii. Peer evaluation  
         1. Remove “The instructing librarian will provide the observer with a link to the online course-specific research guide, which should include any handouts, 24 hours prior to the session.”  
            a. The instructing librarian’s preparedness will be evident during their instruction so there is no need to evaluate their preparation separately.

2. Post-observation meeting
a. Meeting within 48 hours after the instruction session is ideal but not always possible due to hectic schedules. It was decided, however, to retain this deadline.
b. Revise language to say, “The observer will schedule a meeting…” to clarify that it is the observer's responsibility to schedule the meeting.

iv. Student evaluation
   1. Add “or non-credit hour courses” to the third sentence of the first bullet in order to exclude Upward Bound and TLC courses.
      a. Librarians may still conduct evaluations for these courses but they should not be included with the data submitted to the Dean’s office.
   2. Although one class is the minimum, AL prefers evaluations to be given to more than one class.
      a. Increasing the minimum to 40 students may provide a larger volume of evaluations. However, increasing the minimum number of classes would provide a more comprehensive overview of students’ experience of library instruction.
         i. CB will get clarification on what AL wants.
   3. The language used in the third bullet should be consistent with the language used in the second bullet under Faculty Evaluation.

v. Faculty evaluation
   1. Add “or non-credit hour courses” to the third sentence of the first bullet in order to exclude Upward Bound and TLC courses.
      a. Librarians may still conduct evaluations for these courses but they should not be included with the data submitted to the Dean’s office.

vi. Self-assessment
   1. Proposal to remove it from the Assessment Plan.
      a. No one uses it and keeping it in the plan means that it must be maintained. However, it is a best practice.
      b. Self-assessment items could feed into the Instruction section of the Instructional Services Committee agenda.
      c. Further discussion tabled until the next meeting.

4. Reference and Instruction Topics
   a. LibCal should be monitored more closely. During on-call hours, if a librarian or staff member notices students in the GSR then they should schedule/confirm the booking.
   b. NM will be at Reference from 8:00 – 9:00 a.m. once she has finished training.
Next meeting: 10/30 11:00-12:00

Agenda for 10/09/14:
1. Action Items
2. Reference Stats Tracking
3. Instruction Assessment Revision
4. Reference & Instruction Topics

Topics for future meetings:
• Work on improving library classes with distance education sites (with AL

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Consider removing self-assessment from the Instruction Assessment Plan.** (10/30/14)

Chelsea:
1. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
2. **Follow up with AL about librarians receiving a summary of their faculty and student evaluation data at the end of each semester.** (10/30/14)
3. **Upload the new research process graphic to the Instructional Services page and save it to the K drive.** (10/30/14)

Dana:
1. 

Patrick:
1. **Put the new research process graphic in LibGuides reusable content page.** (10/30/14)

Katie:
1. **Make signs that indicate where to place documents on the copier platens.** (10/02/14)
2. **Draft ILL feature for the Freshman Seminar tours and revise Special Collections feature per debrief discussion on 9/18/14.** (10/30/14)
Discussion:

1. Action Items
   a. AL would like more student evaluations total, as well as evaluations from different classes. We will discuss how to word this on the Instruction Assessment Plan at the next meeting.
   b. CB will follow up with AL about the request for student and faculty evaluation data summaries at the end of each semester.
   c. The revised version of the research process graphic looks good.
      i. Patrick will put the new research process graphic minus the lines on the LibGuides reusable content page.
      ii. CB will put both versions (with and without lines) on the K drive and upload them to the Info for Librarians tab on the Instruction Department webpage.
   d. Katie plans to have the copier signs finished for the next meeting.

2. Reference Stats Tracking
   a. Categorizing READ scale examples based on where we feel they should go intuitively.
      i. Level one
         1. Technology, Computers, and Machines
            a. Rudimentary machine assistance
               i. Directional inquiries about technology, e.g. “Where will my document print?”
            b. “How do I log in?”
               i. All login questions should be Level I Tech, regardless of where the patron is logging in.
         2. Research and Resources
            a. A Research and Resources directional inquiry might be “How do I get to Ebscohost?”
      3. Other
         a. Library policy questions
         b. Directional inquiries and service point locations
         c. Library and service hours
         d. Supplies
            i. “Can I borrow a pencil?”
            e. “What does my library card number mean?” when filling out ILL form
      ii. Level two
         1. Technology, Computers, and Machines
            a. Rudimentary machine assistance
               i. Questions seeking help with using technology, such as how to use the copier, fax machine, scanner, or printing
1. Printing on resume paper  
   a. Password reset  
   b. Issues logging in  
   c. How to save  
   d. How to install/download  
   e. An off-campus student asking for their ID number  

2. Research and Resources  
   a. Call number inquiries  
      i. All searches beginning from known information  
         e.g. known title, known website  
   b. How to find a subject or course guide  

3. Other  
   iii. Level three  
      1. Technology, Computers, and Machines  
         a. More complex technical problems  
   2. Research and Resources  
      a. Answers that require specific reference resources  
         i. This includes questions about finding books, articles, websites, stats, etc. on a topic.  
      b. Basic instruction on searching the catalog  
         i. Any time a patron is instructed on search terms  
            it is a level III question.  

3. Other  
   iv. Level descriptions  
      1. The purpose of categorizing reference questions is to  
         determine which questions require assistance from a librarian.  
         Although the librarians each have different skill levels in  
         different areas, these differences should not affect how a  
         question is categorized.  
      2. Unusually complex questions will bump up a level.  
         a. Level increases should not be based on the amount of  
            time a question takes. A quick question does not  
            necessarily mean the question is not a level 3, for  
            example. There are circumstances in which a simple  
            question might take longer than usual, such as a patron  
            having difficulty using a mouse.  
         b. Questions that require more instruction than usual may  
            be considered more complex.  
   b. READ levels IV, V, and VI will be discussed next meeting.  

3. Instruction Assessment Revision  
   a. Carried over to next meeting
4. Reference and Instruction Topics
   a. What should we do if a reservation is made for some number of students and then fewer or more students show up?
      i. Edit the LibCal booking to reflect the number of students who did show up. If only one person has shown up then they are allowed to stay unless another group wants the room at that time. Be sure to ask if the rest of their group is on their way before making them leave.
   b. A student wanted to use the Instruction Room for private tutoring.
      i. Faculty members have to make a reservation and accompany students using the Instruction Room. Otherwise students can use the Group Study Room or the study hall on the second floor.
      ii. There is now a sign for the SECUre success tutoring.
   c. The public fax machine has been moved from the Student Development Office to the University Center
      i. CB and NM will find out the details and update any training documents that mention the fax machine.
   d. Suggestion to make hanging signs indicating the copiers and where to pick up printouts.

Next Meeting: 10/30/14
Next meeting: 11/13 10:30-12:00

Agenda for 10/30/14:
1. Action Items
2. Dead Week/Finals Week/Intersession Reference Schedule
3. Reference Stats Tracking
4. Instruction Assessment Process
5. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL)

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:
1. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
2. **Have NM revise dead week, finals, and intersession schedule and update refdesk calendar. (11/13/14)**
3. **Revise Instruction Assessment Plan based on 10/30/14 discussion. (11/13/14)**

Dana:
1. Draft “Library Access Problems” handout. (11/20/14)

Patrick:
1. **Make further revisions to research graphic. (11/13/14)**

Katie:
1. **Revise ILL and Special Collections features per debrief discussions on 10/30/14 and 9/18/14 respectively. (11/13/14)**
2. **Report on continued intercom training with Circulation students. (11/13/14)**
3. **Post copier placement signs on all copiers. (11/13/14)**
4. Finish Tiger Room. (11/20/14)

Discussion:

1. Action Items
   a. CB followed up with AL about librarians receiving a summary of their faculty and student evaluation data at the end of each semester but there is no decision yet. We will continue as if this is okay with the understanding that AL may have suggestions upon final review.
b. PB made revisions to the Research graphic. However, it became stretched after trying to correct for too much white space.
   i. This can be fixed by adjusting the aspect ratio when uploaded as an image to LibGuides. However, this makes the font too small to comply with ADA specifications.
      1. Removing the questions from each step would allow more space to make the font bigger.
         a. This is not a good idea because the questions are important and may not otherwise be communicated in instances when a handout is not used.
      ii. PB will continue to work on the graphic. The changes will be made to the original image and then uploaded.
         1. Until the final version is ready, we will use the stretched version with the larger font.
   iii. The original graphic is not on the reusable content page; it’s actually on one of Patrick’s LibGuides. CB is updating in both places.

c. The copier signs look good. KS will have them placed on the copiers by next meeting. The one for the color copier will have to be reversed.

d. KS says the Tiger Room will be finished soon.

2. Dead week, finals week and intersession schedule
   a. KS is planning to be off December 15 – 19.
   b. PB and CB will switch shifts on December 15 and 19.
   c. CB and NM will make these changes and check with Sam before updating the refdesk calendar.

3. Reference Stats Tracking
   a. Categorizing READ scale examples based on where we feel they should go intuitively.
      i. Level one
         1. Technology, Computers and Machines
         2. Research and Resources
            a. Special Collections
               i. When the patron is referred to KS with a business card handout
               ii. When the patron is taken up to Special Collections by a student just to look around
      ii. Level two
         1. Technology, Computers, and Machines
            a. Services outside of reference become utilized
Instructional Services Committee Meeting
10/30/2014
In attendance: CB, PB, KS, DB NM

1. Any question that results in a referral to IT or the Help Desk, like complications with a password reset

2. Research and Resources
   a. Special Collections
      i. When a patron is given some instruction before/while being shown Special Collections, then the question is a level two or three Research and Resources, depending on the amount of instruction given.

3. Other
   iii. Level three
      1. Technology, Computers and Machines
         a. Library access issues i.e. problems logging in that require troubleshooting and referral to DB.
            i. DB will draft a handout for staff on how to handle these questions.
      2. Research and Resources
         a. Instructing users how to utilize complex search techniques for the online catalog.
            i. The READ example “basic instruction on searching the online catalog” was previously placed in level III Research and Resources.
               1. It was previously decided that any question requiring instruction on search terms would be level III.
         b. Services outside of reference become utilized
            i. Although this is a level IV example on the READ scale, it should not automatically be a level IV on our scale, and, depending on which service is used, may not even go beyond level II.
         c. Assisting users in focusing or broadening searches
         d. Question evolution/topic development

4. Other
   iv. Level four
      1. Technology, Computers, and Machines
         a. Collegial consultations
            i. In-depth faculty or student instruction on the use of technology or software such as Survey Monkey or Excel.
      2. Research and Resources
Instructional Services Committee Meeting  
10/30/2014  
In attendance: CB, PB, KS, DB NM

a. Collegial consultations on research  
b. Creating bibliographies and bibliographic education  
c. In-depth faculty and PhD student research  
d. Collaboration and ongoing research  
e. All of these fall under our faculty/student consultation category  
f. How to cross-reference resources and track related supporting materials, and back-citing

3. Other  
v. The READ examples “relaying specific answers and supplying supporting materials for publication, exhibits, etc.; working with outside vendors” were not categorized because they were not considered reference questions.  
vi. The next step will be to write new descriptions for our levels and develop the LibAnalytics form.

4. Instruction Assessment Revision  
a. Instruction Assessment Plan  
i. Student Evaluation  
1. The bullet specifying the minimum number of evaluations will be changed to say “At a minimum each librarian will administer the form to two distinct courses per semester resulting in at least 40 evaluations.”  
2. “A summary of the data will be sent to each instructing librarian by the end of finals week” will be added to the final bullets of the student and faculty sections of the Assessment Plan.  
ii. Self-Assessment  
1. All agreed to eliminate the Self-Assessment Evaluation form and remove references to it from the Instruction Assessment Plan.  
iii. Library Instruction Standards and Best Practices appendix  
1. There was some discussion about whether this document should be retained.  
   a. The *ACRL Standards for Proficiencies for Instruction Librarians and Coordinators* does not entirely replace it since there are additional items in the Best Practices that are not in the standards.  
   b. However, these additional items (like turning off equipment) are not actually assessed. Perhaps this document should just be about assessment and the Best Practices should just be used for training.
c. Best Practices could be revised and more intentionally mapped to the Standards document.
d. We will put this on hold while we revise the Peer Form, mapping it to the Standards document. Then we can return to the Best Practices document.

5. Reference and Instruction Topics
   a. Intercom problems
      i. On the night of 10/29/14 there was only a dial tone when the closing message was supposed to be played. According to the Circulation students, this happens often.
         1. This happens because the intercom will shut off when it doesn’t detect sound.
         2. Circulation students use their headphones at the computer and adjust the volume. The volume should be set to optimize the volume of the closing message and then not adjusted after that. The correct volume setting should be marked on the speaker.
         3. The Circulation students should get more training on how to use the intercom.
         4. Katie will address this with Circulation and ensure that students get additional training.
   b. If Wendy is out for the day, Katie needs to notify Brandi and the librarian on the closing reference shift so that they can make sure the cash box has been locked when they leave and the students are supervised properly.

**Next Meeting: 11/13/14**
Next meeting: 11/19 10:30-12:00

Agenda for 11/13/14:
1. Action Items
2. Peer Instruction Assessment form
3. Reference Tracking
4. Reference/Instruction topics

Topics for future meetings:
• Work on improving library classes with distance education sites (with AL)

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. Send NM Spring reference schedule preferences. (11/19/14)

Chelsea:
1. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
2. Add “at least” to second bullet of Student Evaluation section of Instruction Assessment Plan. (11/19/14)
3. Talk to Ben about scheduling a special Collaborate training session for librarians and staff. (11/19/14)
4. Revise Peer Evaluation Form based on 11/13/14 discussion. (11/19/14)

Dana:
1. Draft “Library Access Problems” handout. (11/19/14)

Patrick:
1. 

Katie:
1. Revise ILL and Special Collections features per debrief discussions on 10/30/14 and 9/18/14 respectively. (11/13/14)
2. Report on continued intercom training with Circulation students. (11/13/14)
3. Re-laminate one copier sign. (11/19/14)
4. Ask Sam to cover Reference during the meeting on 11/24/14. (11/19/14)
5. Finish Tiger Room. (12/05/14)

Discussion:
1. Action Items
   a. One of the copier signs needs to be reprinted and re-laminated.
b. Librarians should send NM their preferences for the spring reference schedule. Ideally the spring reference schedule will allow the reference librarian to go to lunch by 1:00 and leave by 5:00.

c. We will schedule an additional meeting on Monday, November 24 from 1:30 – 3:00 to allow enough time to finish the reference tracking discussion and the instruction assessment revision.

2. Reference Tracking
   a. Level Descriptions
      i. Level one
         1. Simple questions which don’t require specialized knowledge, but may involve directing the patron to a webpage, handout, location, or other resource.
         2. Summary words: Simple/directional
      ii. Level two
         1. “How do I?” questions and other queries that require a basic level of knowledge of library resources and technology, introductory user instruction, and/or a minimal amount of troubleshooting, and unusually complex level one questions.
         2. Summary words: Basic/skill-based
      iii. Level three
         1. Questions that require a moderate level of knowledge of library resources and technology, intermediate user instruction, and/or more involved troubleshooting, and unusually complex level two questions.
         2. Summary words: Moderate/strategy-based
      iv. Level four
         1. Questions that require specialized knowledge of library resources and technology, advanced user instruction, and/or extensive troubleshooting, and unusually complex level three questions.
         2. Summary words: Specialized/consultative

3. Instruction Assessment
   a. Assessment Plan
      i. CB will change the second bullet of Student Evaluation to say, “at least two distinct courses.”
   b. Peer Instruction Evaluation Form
      i. We will use the ACRL standards to organize the document, but our own language for the individual criteria.
ii. We can remove “exceeds expectations” since this document is linked with performance evaluation documents which only use “meets” and “does not meet”.

iii. Administrative skills
   1. Followed library handout template
      a. Basic template should be used but librarians have some creative license. Same goes for course guide template.
   2. Followed library course guide template.
   3. Used the Outlook calendar to invite the observer to the session.
   4. Followed library standards for placing instruction session on ILstaff calendar.

iv. Assessment and evaluation skills
   1. Since we don’t want to assess every instruction session, we will leave this standard off of the Peer Evaluation Form.

v. Communication skills
   1. Criterion 7

vi. Instructional design skills
   1. Criterion 19

vii. Planning skills
   1. Criteria 1 – 3 correspond with ACRL skill 8.1 – Plans presentation content and delivery in advance, and manages preparation time for instruction.

viii. Presentation skills
   1. Criteria 10, 11, 13 – 15, and 18 correspond with ACRL skill 9.1 – Makes the best possible use of voice, eye contact, and gestures to keep class lively and students engaged.
   2. Criteria 9 and 17 correspond with ACRL skill 9.4 – Seeks to clarify confusing terminology, avoids excessive jargon, and uses vocabulary appropriate for level of students.
   3. Criteria 12 and 16 correspond with ACRL skill 9.5 – Practices or refines instruction content as necessary in order to achieve familiarity and confidence with planned presentation.

ix. Subject expertise
   1. Criterion 4

x. Teaching skills
   1. Criteria 5 -8 correspond with ACRL skill 12.3 – Participates in constructive student-teacher exchanges by encouraging students to ask and answer question by allowing adequate time, rephrasing questions and asking probing or engaging questions.

xi. Criterion 20 is unnecessary and should be removed.
4. Reference and Instruction Topics  
   a. The wireless connection dropped while some Nursing students were taking a Blackboard quiz in the GSR.  
      i. Ben’s recommendation is to use a desktop computer for Blackboard quizzes.  
      ii. If students need another chance to take the quiz, email their professor to explain what happened, or have the student email their professor and give them your card.  
   b. There will be Collaborate training during the Willard visit.  
      i. Last year the Willard students used CETL. We may have to think of an alternative if they plan to use it again this year.  
      ii. CB will ask Ben to hold a special Collaborate training session for librarians and staff.  
   c. By next semester we will be fully migrated to Full Text Finder.  
   d. On Tuesday, November 11 articles accessed via EBSCO would not open as PDF, nor could the link to the article record be emailed to the user.  
      i. EBSCO should have sent a system-wide email addressing this problem. DB will address this with our rep.

Next Meeting: 11/19/14
Next meeting: 11/24 1:30 – 3:00

Agenda for 11/19/14:

1. Action Items
2. Willard visit
3. Instruction Assessment Process
4. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:

1. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
2. Confirm the Collaborate training session with Ben and get it on everyone’s calendar. (11/24/14)
3. Add ILL and Special Collections features to the UNIV 1001 packet after Katie has finished revising them. (11/24/14)
4. Investigate LibCal double-booking issue. (11/24/14)

Dana:

1. Draft “Library Access Problems” handout. (11/19/14)

Patrick:

1.

Katie:

1. Report on continued intercom training with Circulation students. (11/13/14)
2. Re-laminate one copier sign. (11/19/14)
3. Revise ILL and Special Collections features per discussion on 11/19/14. (11/24/14)
4. Finish Tiger Room. (12/05/14)

Discussion:

1. Action Items
   a. Everyone gave NM their spring reference schedule preferences during the meeting.
      i. CB would like Wednesday night. PB is willing to do Monday night in exchange.
ii. PB would like to not work Super Bowl Sunday.

iii. There are no other preferences until everyone sees the draft schedule.

b. CB scheduled a Collaborate training session for Wednesday, January 7 at 2:00 p.m.

i. CB will confirm this with Ben and NM will put it on everyone’s calendar.

c. DB will finish the handout by the end of the semester.

d. KS sent out revisions of the ILL and Special Collections features.

i. ILL feature

1. Remove “EBSCO” because the ILL logos appear in other databases.

2. Change “Where you check out most books” to “Where you check out books and other materials.”

ii. Special Collections feature

1. Include the title or a description of the oldest item.

e. Student intercom use is improving. KS will discuss this more with Jen and Wendy during upcoming Public Services meetings.

i. On the night of Thursday, November 13 the Circulation students shut down the computers before playing the final announcement.

ii. The final announcement should always be played, even when it looks like everyone is already gone, and even when leaving early.

2. Willard visit

a. Everyone agreed to only do the feature slip activity, and not the worksheet activity.

b. Each session will be 30 minutes, except for the fifth and seventh sessions which will be only 25 and 22 minutes respectively to allow the students enough time to get back for lunch and their busses. It takes them eight minutes to walk here.

i. Last year we only allowed 25 minutes for the session, but they seemed to not need all of the allotted time for walking so we are pushing that to 30 minutes – 10 for the CatPac and 20 for the tour.

ii. CB added in the Quaid Lounge/Media Services and Special Collections as stops on the tour. If you’re running low on time, skip these features.

c. Most groups will begin with the tour and end with the CatPac demonstration in the Instruction Room. During the third hour one group will begin in the Instruction Room and end with a tour, and one group will begin with the tour and end in CETL. During the fifth hour, one group will begin with the tour and end in the Instruction Room and one group will begin in the Instruction Room and end with the tour.

i. CETL is only available before noon.

d. Helpers will meet at the Circulation Desk. Each group will have two helpers except for KS and DB during the third hour who will have NM and PB as helpers.
i. Helper responsibilities include distributing and collecting feature slips, pressing the elevator button for students with mobility issues, distributing pencils after the tours, keeping track of the students so they don’t get lost, and encouraging the students to participate.

e. There will be current, bound, and microform periodicals on the desk by the copiers to show during the tour.

f. Tour guides should mention the Sequoyah books in the Juvenile section as time permits.

3. Instruction Assessment process

   a. Peer evaluation form
      i. It’s indented too far.
      ii. Administrative Skills
          1. Numbers four and three should be switched because the librarian would put the session on the calendar before sending the invite.
      iii. Communication Skills
          1. “Librarian incorporated student responses into instruction session” fits better under Teaching Skills. We can remove the Communication Skills section.
      iv. Instructional Design Skills
          1. Add “Librarian integrated applicable technologies with skill and ease.”
          2. Add “Librarian effectively used time available.”
      v. Planning Skills
          1. Numbers one and three fit better under Presentation Skills.
      vi. Presentation Skills
          1. Move “Librarian presented an overview of the session and stated the purpose of the session” from Planning Skills to this section.
          2. Change “Librarian’s language was understandable/free of jargon” to “Librarian’s articulation, pronunciation, and projection were effective.”
             a. Delete “Librarian’s voice was easily heard.”
          3. Change number three to “Librarian made minimal use of verbalized pauses (er, um, etc.) and repetitive phrases.”
             a. Delete “Librarian limited use of repetitive phrases.”
          4. Move “Librarian concluded the session by summarizing the main ideas” from Planning Skills to the end of Presentation Skills and add “and inviting students to follow up with any librarian.”
      vii. Subject Expertise
Instructional Services Committee Meeting  
11/19/2014  
In attendance: CB, PB, KS, DB NM

1. Add “Librarian suggests appropriate sources for the assignment and the level of students.”

viii. Teaching Skills
1. Change number three to “Librarian used active learning techniques to engage students, such as asking students questions and incorporating their responses into the session.”
2. Add “Librarian modifies teaching strategies to match the class style and setting.”

4. Reference and Instruction Topics
   a. GSR
      i. There were two groups attempting to reserve the same time slot at the same time – one at the Circulation Desk and one at the Reference Desk. Should Circulation students send patrons to the Reference Desk to reserve?
         1. This doesn’t happen often. If it happens again, then we will come up with a solution.
         2. Students are all supposed to be trained on how to set up LibCal reservations via the public interface.
         3. If they are only authorized to make bookings on Saturday, they will forget how to do it.
      ii. LibCal was showing a double-booking on the public interface, but not the admin interface. CB will look into double booking on LibCal. It could be a Springshare problem.
      iii. With no-show and left-early groups, put the note in for all booking slots, then delete the unused booking slots. Do this at the beginning of their booking; there is no need to wait until each half hour passes.

Next Meeting: 11/24/14
Next meeting: 01/07/15

Agenda for 11/24/14:
1. Action Items
2. Spring Reference Schedule
3. Instruction Assessment
4. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL)

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:
1. Oversee revision of Freshman Seminar tour features packet format per debrief discussion on 9/18/14.
2. Investigate LibCal double-booking issue. (11/24/14)
3. Send out revised versions of the Student and Faculty Evaluation Forms. (1/7/15)
4. NM will put the spring Reference schedule on the calendar. (1/7/15)
5. NM will put the next meetings on the calendar. (1/7/15)

Dana:
1. Draft “Library Access Problems” handout. (11/19/14)

Patrick:
1.

Katie:
1. Post replacement copier sign. (1/7/15)
2. Finish Tiger Room. (12/05/14)

Discussion:

1. Action Items
   a. CB couldn’t replicate the LibCal double-booking issue, but will continue to look into it in collaboration with KS.
   b. Everyone has been trained on intercom usage. On Thursday night the full closing announcement did not play. Presumably the file itself is fine, the students just didn’t play the full file. KS will continue to follow-up with Circulation.
   c. The new copier sign has been printed but not laminated.
d. The next meeting will be Wednesday, January 7 because KS plans to be back from vacation on that Tuesday.

2. Spring Reference Options
   a. PB preferred Option 2 Natalie 9-6 schedule. However, it was decided that this schedule would create too much hardship for the Instructional Services Department and would be problematic if Natalie got sick.
   b. All agreed to the Option 1 split shift schedule with PB and CB switching their Thursday and Wednesday shifts.
   c. KS and PB switched a Sunday shift. PB will work Sunday, March 8th and KS will work Sunday, March 22nd.

3. Instruction Assessment
   a. Peer Evaluation Form Revision
      i. Instructional Design
         1. Move “Librarian effectively used time available” to Instructional Design section.
            a. Change 9.1 designation to 6.7 for number two, since the designation for the section is ACRL Standard 6.
      ii. Presentation Skills
         1. Move numbers 1 and 9 to Planning Skills.
   b. Student Evaluation Form
      i. Add “About You” section for demographic questions.
         1. Shows that evaluations were administered to at least two classes.
         2. Add “How many times has a librarian talked to your class?” Use language from SAILS script.
         3. Add “What is your classification?” with options: freshman, sophomore, junior, senior.
      ii. “About the Library Session”
         1. Change “Yes, No, Not Sure” to “Agree, Disagree, Not Sure.”
         2. The first statement should be “The librarian made the library welcoming and approachable.”
         3. Add “The librarian was effective, well-organized, and gave a clear presentation” from the Faculty Evaluation Form in place of “How would you describe the class instruction?”
         4. Add “Considering the material covered” to “The library session was:” to match the Faculty Evaluation Form.
         5. “What was most useful about the instruction session? What was least useful about the instruction session?”
            a. Identify separate spaces to answer each question.
         6. Delete “Was there something you wanted covered that wasn’t?”
         7. Delete the opening line “please fill out below questions.”
8. Add “Overall, today’s library experience was:” to the end of the form. The options should be: “above average, average, below average.”

9. Other comments
   a. Put “Your comments, which will remain anonymous, may be used for marketing purposes” in the footer.
   b. Add a dropdown menu for location with options: Instruction Room, Computer Lab, Classroom at top of form. Librarian will enter this information.

c. Faculty Evaluation Form
   i. Add a dropdown menu for location with options: Instruction Room, Computer Lab, Classroom at top of form. Librarian will enter this information.
   ii. Change “The librarian’s instructional materials were designed and used effectively” to “The librarian’s instructional materials, such as handouts and the course guide, were designed and used effectively.”
   iii. Change “The librarian demonstrated the importance and relevance of the material covered” to “The librarian made it clear how library services and resources were relevant to the course assignment(s).”
   iv. Change “The students’ reactions to the instruction session were positive” to “The librarian encouraged participation and questions.”
      1. This statement should come before “Was the library instruction session too remedial or too advanced?”
   v. Delete “What could be done to improve library instruction?”
   vi. Add “Was there something you wanted your students to learn that wasn’t covered?”

4. Reference and Instruction Topics
   a. No topics discussed.

Next Meeting: 01/07/15
Next meeting: 01/22/15

Agenda for 01/07/15:

1. Action Items
2. UNIV 1001 Tours
3. Instruction Evaluation Revision
4. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Look at Freshman Seminar materials and send revisions to CB. (01/09/15)**
3. **Send list of student helpers for UNIV 1001 tours and their schedules to NM. (01/14/15)**
4. **Tell CB the number of Lynda.com licenses you would like for your department. (01/22/15)**

Chelsea:

1. Make changes to Instruction Evaluation materials and send out final versions.

Dana:

1.

Patrick:

1.

Katie:

1. *Finish Tiger Room. (12/05/14)*
2. Check that days closed are entered correctly. (01/22/15)

Discussion:

1. Action Items
   a. CB couldn’t replicate the LibCal double-booking issue. If it happens again, document the glitch and let CB know.
   b. KS is still working on the Tiger Room, but will try to get it done before school starts.

2. UNIV 1001 Tours
   a. CB sent out materials to be reviewed. Revisions should be suggested by the end of the week.
b. Librarians agreed that holding a contest for the helpers would be too complicated. However, the helpers should be invited to watch the presentations to give them a better sense of how their help is received by freshmen.

c. Students will complete worksheets during training to help them remember key points for each feature.

d. Staff should send their list of available students and their schedules to NM by next Wednesday.

3. Instruction Evaluation Revision

   a. These revisions were based on comments from AL. Overall, AL liked the revisions, but suggested that we make the student and faculty forms more parallel.

      i. Instruction Assessment Plan

         1. AL can provide a summary of evaluation data for each librarian but it will only include evaluations submitted prior to November 1st so that the Dean’s Office will have enough time to complete the summary by the end of the semester.

            a. Librarians accepted this and agreed this date does not need to be specified in the Plan.

         2. AL is okay with removing the self-evaluation and glad that the Best Practices were retained.

      ii. Peer Evaluation

         1. Deleted everything after the comma for number three on the back page, “such as asking students questions and incorporating their responses into the session.” Participation and questions are already covered by questions one and two of this section.

      iii. Faculty Evaluation

         1. AL wants the faculty and student forms as similar as possible.

         2. Deleted number one, “This session served the purpose I had intended for my students.”

         3. Added “The librarian made the library welcoming and approachable for my students” to match the student form.

         4. Changed number two to, “The librarian was organized.”

         5. Changed number four to, “This session was helpful for the assignment for this class” to match the student form.

         6. Deleted number six, “Considering the material covered, the instruction session was:” The answers to this question do not give us much useful information.

         7. Moved number 11, “What was most useful about the session? What was least useful about the session?” before numbers eight, nine, and ten.
8. Grouped questions about the librarian and questions about the session separately.
9. Switched numbers four and five.
10. Changed number twelve to, “Overall, your library experience today was:” to make it clear that we are asking about the faculty member’s experience, not the students’.
11. Changed number seven to, “The instruction session was at the right level for my students (not too basic or advanced).”

iv. Student Evaluation
1. Changed number one to, “Before today, how many times has an ECU librarian spoken to one of your classes about using the library?” to clarify that the current instruction session was not to be included in this total.
   a. There was discussion about whether or not we should direct students to exclude Freshman Seminar in this total. It was decided that it was fine if students included Freshman Seminar.
2. Added “The librarian’s instructional materials, such as handouts and the course guide, were designed and used effectively” to match the faculty form.
3. Added “The librarian encouraged questions and/or participation” to match the faculty form.
4. Added “The instruction session was at the right level for me (not too basic or advanced).”
5. Switched numbers four and five.
6. Added “How can the librarian improve this library session in the future?” from the faculty form but chose not to add “What were the librarian’s strengths?” because students might not be prepared to speak to this.
   b. CB will make these changes, run them by AL and send them out. The librarians will begin using the revised forms immediately.

4. Reference and Instruction Topics
   a. The white board was taken down while the Instruction Room was repainted. The librarians agreed that it should be moved as far to the right of the projection screen as possible when it is put back up so that it can still be used when the screen is down.
   b. Upward Bound students would like to use the Instruction Room again this summer. This is fine as long as we remind them to keep the door closed during class and to let us know about scheduling changes.
c. The Mid-America Library Alliance has access to discounted Lynda.com licenses at $100 per license, plus the cost of joining MALA which starts at $75 and depends on the number of licenses. They normally cost $375 each. They last for one year beginning March 1st.
   i. The librarians were asked to think about whether or not they want a license for themselves and their staff. The licenses cannot be shared so they would need to be purchased individually. Licenses should only be requested if they will be used heavily.
      1. What happens if someone gets a license and they leave? The login information for the license would probably be given to another staff member.
   ii. Joining MALA will also provide access to discounted webinars and other professional development opportunities, but there is a separate cost for ILL privileges.

d. DB still needs feedback on Full-Text Finder.
e. Library items should not be due during school breaks and breaks should not count toward the amount of time an item has been checked out. Circulation students should notice if the system assigns a due date during a break and correct it. KS will make sure the days closed are entered correctly.

Next Meeting: 01/22/15
Next meeting: 02/05/15

Agenda for 01/22/15:

1. Action Items
2. UNIV 1001 Tours
3. Reference Question Tracking
4. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Practice using Adobe Digital Editions at the Reference Desk. (02/05/15)**

Chelsea:

1. **Talk to SB about Adobe Digital Editions. (02/05/15)**
2. **Buy more candy for UNIV 1001 tours. (02/05/15)**
3. **Revise LibAnalytics reference form per 1/22 discussion. (02/05/15)**

Dana:

1.

Patrick:

1. **Work with Katie to finish Tiger Room. (02/05/15)**
2. **Test if the libref login will print to the Circulation printer. (02/05/15)**

Katie:

1. **Work with Patrick to finish Tiger Room. (12/05/14)**

Discussion:

1. Action Items
   a. Lynda licenses were discussed in Librarians’ Meeting.
   b. KS made sure the days closed are entered correctly.
   c. PB is working with KS to get the timeline printed for the Tiger Room.

2. UNIV 1001 Tours
   a. Features packets and schedules will be placed at each service desk on Friday.
   b. AL will conduct the tour for Shawna Jackson’s section instead of PB.
   c. CB will get more candy and pens. All other materials are ready.
3. Reference Question Tracking
   a. Once the form is ready to be implemented, the librarians will hold an informational meeting for staff whose students work at a service desk.
   b. Ultimately the librarians will have to decide when there is enough data to begin analyzing and making staffing decisions.
   c. LibAnalytics form
      i. Currently the form is stored in LibCal but the librarians will have to figure out where it can be permanently stored so that students and staff can access it without having to log in.
      ii. Location, source, and level are currently the only required fields.
      iii. Question
          1. This should be required. If this field and the level option are both required, it will be easier to see that question types are being categorized correctly.
          2. Change it to say “Select question type” and add more pre-defined options.
          3. There should be a clear differentiation for which questions are reference questions and which are department-specific. The Reference Level breakdown will help clarify.
             a. For example, “Where can I get a job application?” is a directional inquiry, and therefore a level 1 reference question, when asked from any service desk other than Circulation. When asked at the Circulation Desk, however, this is not a reference question and should not be recorded.
      iv. Time Stamp
          1. This is done automatically and is built into the form.
          2. CB will see if this can be moved below the other required fields.
      v. Entered By
          1. The Internal Note field is built in to the form so it probably can’t be removed, but CB will check.
      vi. Question Level
          1. This should be required. The Reference Levels breakdown document linked at the top of the page can aid in choosing a level.
      vii. Where were you?
          1. This should be required.
      viii. Question Source
           1. This should be required. However, the “Referral” option is confusing and should be removed.
      ix. Question Details
          1. This field may be unnecessary if there are enough pre-defined questions and the Answer Specifics field is kept.
x. Answer Specifics
   1. This will allow librarians to see if staff and students are answering questions satisfactorily, although it is a lot of information to require of every question.
   2. It may be a good idea to make this a required field for a brief period while training students and staff to get details of how they are answering these questions.
   3. Levels 1 and 2 may not need specifics and students should be referring higher level questions whenever possible anyway. If possible, it may make sense to make Answer Specifics a required field only for higher level questions.
   4. Change field label to “Answer Details” to parallel “Question Details” if that field is retained.

4. Reference and Instruction Topics
   a. Is there a way to selectively waive the print fee?
      i. Guests of the library shouldn’t have to pay to print.
      ii. Personal logins should be used in this scenario whenever possible but the libref login should print for free throughout the library and can be used as an alternative.
         1. PB will test to make sure the libref login will print to the Circulation Desk.
   b. What if a patron needs to use their phone for information purposes while they are on the computers?
      i. Ask them to wrap up the call as quickly as possible and to keep their voice down.
      1. Face to face conversations are often louder than phone conversations so those working Reference should be fair in asking people to be quiet.
   c. There are still many printing issues.
      i. Continue to tally print issues, even when you don’t get the username.
         1. Always restart, and empty the queue. One job with an error will stop all subsequent jobs. If moving or restarting does not work, get their username.
         2. Libpat jobs will appear in the queue on every computer so be sure not to delete these.
      ii. Circulation students need to be more careful when separating different jobs. Sometimes a “printing error” is just a print job that has been lost or mixed up on the counter.
         1. Students who are assigned to the printer should focus solely on that.
i. Users can save or email up to 60 pages at a time in regular pdf format or they can download (check out) the entire document for 24 hours. Users will have to download and install Adobe Digital Editions on any device on which they want to view the downloaded version.

ii. Those working Reference should practice using Adobe Digital Editions so they can explain it to patrons.

Next Meeting: 02/05/15
Next meeting: 02/19/15

Agenda for 02/05/15:

1. Action Items
2. UNIV 1001 Debrief
3. Reference Stats Form
4. Reference & Instruction Topics

Topics for future meetings:

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

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:

1. Move Libref password sign to password folder. (02/19/15)
2. Email Research Process posters to librarians for comments. (02/19/15)
3. Revise Reference Tracking Form and meet with AL to discuss it. (02/13/15)
4. Ensure that Natalie and Sam practice using Adobe Digital Editions. (2/19/15)

Katie:

1. Practice using Adobe Digital Editions (on the reference desk). (02/05/15)

Discussion:

1. Action Items
   a. KS and PB still need to practice using Adobe Digital Editions.
   b. PB and KS finished the Tiger room!
   c. The Libref login does print without going through the release queue so use this to let library guests print.
   d. The Libref password could be visible to patrons walking behind the desk. CB will move it to the password folder.

2. UNIV 1001 Debrief
   a. KS had some unruly students but other than that, the tours went well.
   b. The Instruction Department will revise the Features Packet this summer.
   c. Several student helpers came to watch the presentations.
3. Reference Stats Form
   a. Right now it can be accessed on the Library Employee tab in the Library Forms box. Ultimately it will live in the internal tab of the Reference guide and the link in the Library Forms box will be reused from there.
      i. Each department will be able to reuse the link on their own page if they think it will facilitate tracking questions.
      ii. Keeping it on departmental and library employees pages should prevent library patrons from accessing it.
   b. The goal is to implement beta testing by the last week of February.
      i. Before the testing there will be a library meeting that focuses on how to use the new form. This meeting should happen as soon as possible after AL has approved the form, ideally sometime in the afternoon (to accommodate Wendy’s schedule) during the week of February 16th.
   c. Required fields are on the left side of the form.
      i. The Time stamp, Entered by, and Internal note fields cannot be moved but they can be hidden. Currently, they’re hidden because it will work better to add different required fields for this information than to use the built in questions.
         1. Although the Time Stamp field will automatically record date and time, if someone gets busy and doesn’t record the question until later it may skew the data. Instead, there will be a required, manual date and time field that will have the option to simply click “Now”.
         2. The Entered by menu defaults to the first option in the list so instead there will be a required User Name/Type menu.
      ii. Added User Name/Type field.
         1. Although the Where were you? menu gets the department, it doesn’t get the name of the person who answered the question, which we want to know for the Reference Desk specifically. This field was added because it may be useful to have data for individual names.
         2. Those whose names are in this drop down menu will always select their name, even when answering the question from their department. For example, Sam will always choose his own name, even when answering a question from the Media Services Department. Everyone else will select their department.
      iii. Added levels and more predefined questions to the Question field. It’s now called Question Type. The Question Level menu was removed.
         1. Questions of the same type but at a different level than specified would fall under Other Level [#] with an explanation in the Question and Answer Details box. For example, a level III printing question would be Other Level III.
      iv. Question and Answer Details
1. This field will be required for level III and IV questions, at least
for training purposes, if not permanently.
   v. Added the Question Category field.
      1. The user can choose Tech, Computers, & Machines, or Research & Resources, or Other.
   vi. Where were you?
      1. The person scheduled to be at the Reference Desk would choose Reference Desk. If the question was received by Collection Services, Media Services, or Circulation then the person who answered would choose Other Service Desk. The On-call option was added to this list to differentiate from the Personal Office category.
      2. It was discussed whether the Dean’s Office should be added or whether this falls under Personal Office. CB will address this when discussing the form with AL.
   d. Optional fields are on the right side of the form.
      i. Making Duration required might show whether students are spending a lot of time on certain questions. It was decided that this should remain optional and users can fill it in if the duration seems important.
   e. There were no strong preferences toward using scroll boxes or dropdown menus. It was agreed that there should be a mixture.
   f. After clicking Submit it goes to a Thank You page. Then the page has to be refreshed in order to enter a new question. The form keeps the previous entries until new ones are entered. CB will investigate if there is a way to make the form appear blank when reset.

4. Reference and Instruction Topics
a. NM drafted a set of five research process posters to hang in the Instruction Room. There is one for each step in the research process, as well as one for the overall process.
   i. The plan is too hang them in a grid with arrows between each step to indicate that the process is circular, as opposed to hanging them in a row.
   ii. Some of the language and visual elements will need to be fine-tuned. NM will email them to get feedback.
      1. The “Need help?” footer should probably just go on the main poster rather than all of them.
   iii. Foam core may be better than frames since frames need dusting and have glare.
   iv. It may be a good idea to make information literacy posters to go on the other walls. On one wall we could have a grid of images of the different ways people learn with the library logo in the center of the grid. A definition of information literacy should be on another wall.
   v. NM’s student assistant Melissa also developed a set of posters on the research process that could be hung in the GSR.
b. A group of students wanted to use the GSR to watch a DVD that was library use only but the laptop wouldn't run the disc.
   i. PB let them use the computer in the Instruction Room but the normal procedure would be to direct them to the viewing station.
   ii. It would be a good idea to investigate why the Media Services laptop wouldn't play the disc.
   iii. Opening the Instruction Room to students would invite too many problems so the current policy should remain the same.

Next Meeting: 02/19/15
Next meeting: 03/05/15

Agenda for 02/19/15:

1. Action Items
2. Instruction Room Posters/Research Process Guide
3. Reference Schedules During Conferences
4. Reference Question Tracking
5. Reference & Instruction Topics

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:

1. *Send out chat reference lit review. (2/26/2015)*
2. *Confirm whether AL will be here during OLA and whether she will have the car. (3/5/2015)*
3. *Finish the reference schedule for conferences. (3/5/2015)*
5. *Oversee Natalie’s revision of research process posters. (3/5/2015)*
6. *Look into rescheduling next meeting so that DB may attend. (3/5/2015)*

Dana:

1. 

Patrick:

1. *Check with Mary about DB’s Adobe Digital Editions issue on the Reference Desk computer. (3/5/2015)*

Katie:

1. *Approach Jen and Wendy about periodically tracking questions and give them Reference Levels Breakdown so they can better ascertain what should be referred to librarians. (3/6/2015)*
Instructional Services Committee Meeting
02/19/2015
In attendance: CB, PB, KS, DB, NM

Discussion:

1. Action Items
   a. Everyone has practiced using Adobe Digital Editions. DB couldn’t get any e-book to open at the Reference Desk because of registration prompts. PB will look into this.
   b. CB had talked to AL about reference tracking. She suggested the librarians trial the form before introducing it to the rest of the library.

2. Instruction Room Posters and Research Process Guide
   a. KS and PB suggest changing the gear icon. The gear icon might imply thinking rather than doing.
   b. The generic Research Process guide looks good. The icons used in the posters could be used on the corresponding guide pages in the About boxes. This guide can be left up at all times, unlike the course guides.

3. Reference Schedules during conferences
   a. AL has said that CB can attend OLA if she chooses to do so.
   b. DB is willing to work an afternoon shift on Monday and her usual night shift on Tuesday before OLA but will be gone Wednesday through Friday of that week.
   c. KS is willing to work all the night shifts during the week of OLA but AL would probably prefer that she not do this, if possible, so that she could be available during the day.
   d. KS will be out the whole week of April 13 -17 for the IUG conference.
   e. The calendar indicates that AL is using a car on Thursday, April 30. CB will check with her to confirm.
   f. CB and NM will continue to work on potential schedules for ACRL, IUG, and OLA.

4. Reference Question Tracking
   a. Overall, everyone likes using the form. The Reference Levels Breakdown document is particularly helpful.
   b. All agreed to stop using the tally sheets at the end of the month.
   c. Changed “How do I print” to “How do I print/printing problems”.
   d. Added “How do I cite . . .” to the predefined question dropdown menu.
   e. Leaving the Date and Time field blank automatically stamps the current time. There is no need to enter the time and date manually, unless entering a question long after it has been answered.
   f. Use Chrome to make the form refresh clean.
   g. Having students use this form at service desks is probably unnecessary.
      i. It might be helpful to have a staff member or librarian at the Circulation Desk track their questions for a day to get a sample of how they normally answer questions. This data could still be useful in making staffing decisions. They could use a tally sheet and the
Reference Level Breakdown for this. KS will talk to Jen and Wendy about this.

ii. In the future, if the library purchases LibAnalytics and has access to more forms, Circulation and Media Services could have their own question tracking forms.

iii. There should be no need to discuss reference tracking again for the rest of the semester. We will resume this discussion at the beginning of the summer, after pulling the data.

5. Reference and Instruction Topics
   a. Is there a way to see questions that have been logged? It’s possible that someone could forget whether or not they logged a question and end up entering it twice.
      i. The only way to see question records is by logging into LibAnalytics and entering the question through this interface rather than the widget. Using this method would require each person working Reference to have their own login. This would probably be cumbersome.
   b. Printing problems should be marked as reference questions. Continue to mark them on both the printing issues sheet and in the reference tracking form.
   c. DB will be absent for the next meeting. CB will look at rescheduling.
   d. Discussing chat reference is on the agenda for the next meeting. CB and NM have had Melissa working on a lit review of chat reference. They will send this out in the next week for everyone to peruse before the next meeting.
   e. PB mentioned seeing a Schedule a Research Appointment button when exploring other schools’ LibGuides. This is probably linking to the LibCal scheduling module, which we don’t currently use. Using this may help advertise that reference appointments are available, although CB found it cumbersome to use. We would have to upgrade our LibCal subscription if we wanted to use this. Perhaps we should discuss ways to advertise our availability for research appointments though.

Next Meeting: 03/05/15
Next meeting: 04/01/15

Agenda for 03/06/15:
1. Action Items
2. Conference Reference Schedules
3. Subject Guide Template
4. Chat Reference Discussion
5. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL)
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:
1. Look into starting a free trial of LibAnswers. (4/1/2015)
5. Update subject guide blueprint with new changes. (4/1/2015)
6. Reschedule the next two committee meetings. (4/1/2015)
7. Let Jenny know that she will be designated individual at some times during OLA. (4/10/2015)

Dana:
1.

Patrick:
1. Add link to the Department of Environmental Health Sciences to the Websites tab of the EHS subject guide and ensure that other subject guides link to departments. (4/1/2015)

Katie:
1. Approach Jen and Wendy about periodically tracking questions and give them Reference Levels Breakdown so they can better ascertain what should be referred to librarians. (3/6/2015)
2. Add “What’s on this page” box to Writing and Citing page of the Political Science subject guide and ensure that all other pages have “What’s on this page” boxes. (4/1/2015)
3. Add links to the Department of Mass Communication and the Department of Communication and Performance Studies to the Websites tabs of the
Discussion:

1. Action Items
   a. AL will be gone with the car during OLA.
   b. CB published the generic research guide and will come up with options for where it should go on the website.
   c. NM sent out posters with variations of the Use icon but all agreed to keep the gears.
      i. The free Piktochart output includes a large footer with their logo. Removing it would violate their terms of use but KS can modify it to make it smaller and less noticeable.
      ii. Alternatively, Piktochart offers a $40 yearlong subscription for educational institutions. Subscribing would allow output without the watermark. The login could be shared, although that would violate Piktochart’s terms of use. This option would save Katie from spending time, allow them to be printed faster, and enable a much higher-quality, more aesthetically-pleasing product. The subscription could be useful for future projects. CB will discuss this option with AL.
   d. DB got Adobe Digital Editions to work.
   e. Mary got the Collaborate launcher installed on most computers that needed it. Libref 18 may still need it since there was a patron using that computer when Mary was here.
   f. KS has been unable to meet with Jen and Wendy to discuss reference question tracking because of weather closures.

2. Conference Reference Schedule
   a. KS has a conflict on Tuesday, March 24 from 9:30 – 12:30 so KS will be at Reference 10:00 – 1:00 and CB 1:00 – 4:00.
   b. Since all librarians will be gone during the day of Thursday, April 30, Jenny will be the designated individual.
   c. DB took PB’s night shift on Monday, April 27 and PB will take her split shift.
   d. NM will notify everyone when the schedule is on the calendar so they can check for conflicts.
   e. NM will work on the finals week reference schedule and have it done by next meeting if not sooner.

3. Subject Guide Template
   a. The text in the “What’s in this guide?” box was changed to say, “links below” instead of “links in this box.” Instead of a bulleted list, CB will try to code it so that the links will span the box. The link names will be updated to match the new page names.
b. All “What’s on this page” boxes will be top boxes. Each will have a bulleted list of the page content.
c. Books & More
   i. Finding Books
      1. “This page will help you to:
         • Search the CatPac to find books and other materials about your topic,
         • Browse the library’s [discipline] books, and
         • Keep up-to-date on the latest [discipline] books to arrive at Linscheid Library!”

d. Articles & More
   i. Finding Articles
      1. “This page showcases [discipline] resources that will help you find articles and more from the following:
         • Journals,
         • Magazines, and
         • Newspapers.”

e. Web Sources
   i. Recommended Websites
      1. “This page provides links to reliable [discipline] related web sources, such as:
         • Professional associations,
         • ECU departments, and,
         • Other useful sites.”

f. Writing and Citing
   i. Using Sources
      1. “This page will help you to use your sources effectively. Using your sources involves:
         • Double-checking that your sources fulfill the assignment requirements,
         • Organizing your sources,
         • Incorporating the information in your sources into your project, and,
         • Citing your sources properly.”

g. Will resume Subject Guide discussion at next Librarians’ Meeting.

4. Chat Reference
   a. NM and her student Melissa prepared a lit review of chat reference articles.
      Most articles were positive. The librarians agreed that it would be worthwhile to get a free trial of LibAnswers since LibChat comes with it and we would want to get LibAnswers eventually, anyway.
      i. One article says that 40% of their reference questions came from chat.
      ii. Several articles say that chat reference is helpful for patrons who are less comfortable using English. ECU has a substantial international student population who could benefit from this service.
iii. Patrons often use chat reference inside the building because they don’t want to leave their computers or because they don’t want to approach the Reference Desk.

iv. Many chat questions are lower level suggesting that students or staff could field them. In one article, only 10% of questions had to be referred to a subject specialist.

v. The number of credit hours for online enrollment could make a stronger argument for using chat reference.

vi. Depending on the service, faculty could put a chat widget on their Blackboard pages.

vii. Statistics showing the busiest hours of chat reference match with our busiest hours.

viii. One article says they discontinued chat but the article is seven years old.

b. What happens when multiple users are asking questions at the same time?

i. It depends on the service. LibChat allows questions to be transferred among librarians. Multiple people can be logged in at the same time so if the person at Reference is busy, some questions could be picked up by someone else. It wouldn’t be too challenging, though, to field multiple low level questions at a time.

1. The Instructional Services librarian and assistant could be logged in all the time to catch overflow from the Reference Desk.

2. According to one article, over half of baccalaureate institutions staff chat reference with fewer than five librarians.

ii. It wouldn’t be a chat room. A new window would open for each conversation.

c. The chat widget should definitely be on the library homepage, at least as an icon if not the chat window itself.

d. It would be a good idea to log out of chat ten minutes before closing to avoid getting “trapped” in a conversation. There are canned messages that appear when chat is offline.

e. Even though chat and email are both forms of virtual reference, these articles indicate that they have different uses and different audiences so they aren’t really interchangeable.

5. Reference and Instruction Topics

a. Group Study Room Notes Codes

i. If a patron calls to cancel their reservation before it begins, in the notes section type, “Code: Patron Cancelled.”

ii. If the library closes unexpectedly use, “Code: Closed.”

b. There are two meetings scheduled for the rest of the semester.
Instructional Services Committee Meeting  
03/06/2015  
In attendance: CB, PB, KS, DB, NM

i. The meeting scheduled for 4/02 should be rescheduled to 4/01 because a Tech Services Librarian candidate is coming to interview on Thursday.

ii. KS will be gone for the meeting scheduled on 4/16 so it should be rescheduled for the afternoon of 4/10.

iii. For now there doesn’t seem to be a need to add additional meetings as our primary IS Plan task for the rest of the semester is to discuss whether or not to pursue chat reference, but it could prove necessary later on.

Next Meeting: 04/01/15
Next meeting: 04/10/15

Agenda for 04/01/15:

1. Action Items
2. Summer Teaching Workshop
3. LibChat Training
4. Course Guide Blueprint Continuation
5. Reference & Instruction Topics

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL)
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile

Action Items:

All:

1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Play around in LibChat and review LibChat Basics & Beyond guide and LibAnswers V2 Basics 3 video. (4/10/2015)**

Chelsea:

1. **Put the finals and intersession reference schedule on the calendar.** *(4/10/2015)*
2. **Figure out poster sizes and layout for Instruction Room posters. (4/10/2015)**
3. **Email everyone links to LibChat training materials. (4/10/2015)**
4. **Talk to Sam about how to change the refdesk calendar. (4/10/2015)**
5. **Subject and course guide updates after migration**

Dana:

1.

Patrick:

1.

Katie:

1. **Approach Jen and Wendy about Circulation students periodically tracking questions and give them Reference Levels Breakdown to share with students so they can better ascertain what should be referred to librarians. (3/6/2015)**

Discussion:

1. Action Items
   a. The finals and intersession schedule looks good. The intersession schedule can be altered as people figure out their vacation plans.
b. The reference schedule for ACRL worked out well, although NM’s absence indicated that Sam may need a refresher on how to update the refdesk calendar.

c. AL approved the Piktochart subscription.
   i. Melissa will figure out the sizes and layout for the posters. They shouldn’t hang lower than the desks.

d. KS has been unable to meet with Jen and Wendy about reference tracking.
e. PB and KS made the requested updates to their subject guides.

2. Summer Teaching Workshop
   a. CB will bring topic suggestions to her meeting with AL.
      i. DB suggested that there should be no workshop unless one is mandated by the grant. There is still too much to do for the LibGuides 2 migration.
      ii. PB suggested a topic on increasing interactivity in instruction sessions. He also suggested a LibGuides 2 workshop to allow time to work on the migration.
      iii. CB suggested a workshop on the new ACRL framework. Since there aren’t any experts to bring in, a workshop on this topic would be more informal.
      iv. KS suggested a topic similar to the previous interaction workshop that was done for the grant. AL has been planning a follow up for this, but CB is uncertain as to whether this will occur this summer.

3. LibChat Training
   a. CB has gotten everyone a LibAnswers account. It should be possible to focus solely on implementing LibChat for now, although it is just a module within the larger LibAnswers product. The other features of LibAnswers may prove useful in the future.
      i. LibAnswers has a built in reference analytics system that could be useful. The current LibAnalytics form could be easily migrated to LibAnswers. Doing so would free up that form for other uses. Plus, LibChat statistics feed directly into the LibAnswers analytics system which would make it easier to track those transactions.
   b. The LibChat operator console can be accessed from the LibAnswers dashboard. The dashboard also shows all open tickets that have come through the LibAnswers system.
      i. There are three options for displaying the chat widget: in-page in a box, a button pop out, or a slide-out button from the left, right, or bottom.
         1. KS doesn’t recommend using the slide-out option because patrons are often confused by mouse hovering.
   c. New chats appear in the operator console. Clicking on the question will open a separate chat window.
   d. There are canned messages for common questions.
Instructional Services Committee Meeting  

04/01/2015  

In attendance: CB, PB, KS, DB, NM

e. It can be set up so that there is a question queue and fallback options.  
   i. The queue should probably begin with a generic refdesk account.  
      Then, if no one is logged in at the Reference Desk, the question would  
      go to CB, then to NM. The refdesk account wouldn’t show each  
      librarian’s name but it could be protocol for the operator to give their  
      name at the beginning of each transaction.

f. Everyone will look over the training materials for the next meeting. NM will  
   send out links to the guide LibChat: Basics and Beyond and the video  
   LibAnswers v2 Basics 3: LibChat.

4. Course Guide Blueprint
   a. Evaluate  
      i. “About this page” is called “Evaluating Your Sources”.  
         1. “This page will help you evaluate the information sources you  
            have found. Evaluating can involve examining: currency,  
            relevance, authority, accuracy, purpose.”  
         2. Keep the word “can” because not all criteria are always  
            necessary in evaluating sources.
      ii. The CRAAP test should be required. Everything else will be optional  
           depending on the course.
   b. Use  
      i. There is a lot of content on this page. This may be a good opportunity  
         to experiment with tabbed boxes in the future.
      ii. “About this page” is called “Using Your Sources”.  
         1. “This page will help you to use your sources effectively. Using  
            your sources can involve: Citing your sources properly, legally,  
            and ethically.”
      iii. MLA and APA should be the only style options on the page. Chicago  
           and AMA can stay in reusable content.
         1. In the future it may be helpful to have separate boxes for book,  
            article, and webpage citation examples so that the guide owner  
            wouldn’t have to delete the extraneous source types from a  
            copied box.
      iv. The Academic Integrity and Writing Center boxes should stay on the  
           page.
      v. The Citation Builders box will be deleted but the Citation Machine link  
         will go in the list of links at the end of each style box.
      vi. CB will create a new box that links to the Citation Styles page and to  
          Purdue OWL and it will go in the upper right corner. These links can  
          then be removed from the styles boxes.
      vii. The Get Organized box is optional and will live in reusable content  
           since only students doing in-depth research really need help in this  
           area.
      viii. The navigation arrows are turned on.
5. Reference and Instruction Topics
   a. Length of time that a group vacates the GSR before we can mark it as "left early."
      i. There should be at least one half hour slot left in their booking when they've left in order to count as “left early.” It’s not always obvious when a group has left for good or if they may be coming back so use your judgment.
      ii. If the number of students in the room does not match the booking info, edit the group number for that slot.
   b. AL has said that there will no longer be an early warning when passwords are about to expire. There should still be a popup notification after logging in.

Next Meeting: 04/10/15
Instructional Services Committee Meeting
04/10/2015
In attendance: CB, PB, KS, DB, NM

Next meeting: 04/20/15

Agenda for 04/10/15:
1. Action Items
2. LibAnswers
3. LibGuides 2
4. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile.

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:
1. Tell DB availability for Nick’s training. (4/20/2015)
2. Have NM get Use poster reprinted and hang all posters. (5/21/2015)
3. Have NM replace Reference Levels breakdown at the Reference Desk with a version that is double-sided with thick lamination. (5/21/2015)

Dana:
1. Add link to Career Center guide to the Campus Resources box. (6/2/2015)

Patrick:
1.

Katie:
1. Design blue “i” image to use as resource icon in LibGuides 2. (5/21/2015)
2. Add librarian names to main page profile images. (5/21/2015)
3. Tell DB availability for Nick’s first week. (4/20/2015)

Discussion:
1. Action Items
   a. CB and KS still need to tell DB their availability for training during Nick’s first week.
   b. The posters are done. CB thinks the outer posters may be too small. The small text is unreadable from across the room.
i. All agree to keep the current size. They won’t look too small when spread apart with arrows between them. The larger headings are readable.

ii. NM will get the Use one reprinted and hang them all up.

c. KS met with Jen and Wendy about tracking questions at Circulation.

   i. KS thinks it would be too time-intensive and inconsistent for students to track questions. Instead KS, Jen, or Wendy would track questions for one day to get a sample.

   ii. DB suggested getting a sample just during busy hours instead of tracking questions for an entire day. There should be some nighttime hours; during study hall would be good.

   iii. Questions would be entered into the existing form since it already has a Circulation Desk user.

   iv. This is meant to be a supplement to the regular tracking data so it doesn’t need to be very detailed.

2. LibAnswers

   a. LibChat has lots of useful features including canned messages, file uploads, transcripts, and patron feedback.

   b. The training materials gave a good overview of the features so all agreed that there does not need to be a more formal trial at this time.

   c. All agree to recommend purchasing LibAnswers when there is money available, though this is unlikely to happen in the next fiscal year.

3. LibGuides 2

   a. Subjects

      i. CB proposed eliminating the General subject which has an unwieldy number of guides assigned to it. Instead there will be a new subject called Tutorials and Help.

         1. Guides assigned to the Tutorials and Help subject will include: Citation Styles, FAQ, Research Posters, The Research Process, and Tutorials. These will be Topic Guides.

            a. CB will delete the General subject and create the Tutorials and Help subject post-migration.

            b. The librarians who own the guides that belong to the Tutorials and Help subject will need to assign this subject to the applicable guides.

      2. CB proposed that General Purpose type guides not be assigned a subject. These would include guides like About the Library.

      3. Career Center will be a Topic Guide, but will not be assigned a subject. DB will add it to the Campus Resources box.

      4. Librarians will need to assign guide types post-migration.

      5. Changed the homepage headings to not be all caps.

      6. Changed “Guide Owners” to “Librarians”.

      7. Changed “Guide Types” to “Types”.


b. A-Z Databases
   i. The default text of each limiter will say, “Limit by Subject” “Limit by Type” and “Limit by Platform”.
   ii. Types
       1. Databases can be filtered by type. Types are listed in alphabetical order.
       2. The database types are Articles, Ebooks, Multimedia, Newspapers, and Reference. All agreed not to include explanatory text in the limiter menu for these categories.
          a. Historical newspapers will not be a separate type.
          b. Multimedia will include databases for images, music, and streaming video, such as JoVE and Naxos.
          c. Reference
             i. Will include many of the databases that don’t fit in other categories.
             ii. It’s better to keep it at one word since “Encyclopedias and Dictionaries” or “Ready Reference” wrap and don’t look as good. Most patrons probably won’t use the type limiter without being prompted so the language used for each type may not matter that much.
          d. KS suggested Primary Sources but there is only one database that would fit into this category and it could probably fit in one of the other categories.
   iii. Vendors
       1. This was renamed “Platforms”.
       2. Although DB finds it useful, it’s possible to remove this limiter since most patrons wouldn’t be interested in this information.
          a. It could be useful to help patrons differentiate between different EBSCO databases.
       3. Many vendors only supply one database. To avoid listing every vendor in this limiter, the policy will be that only vendors that supply two or more databases will be listed.
       4. DB will add the EDS subject profiles to the database list.
   iv. Best Bets
       1. There will only be two per subject.
       2. Other possible names for this feature include: top picks, librarian picks, highly recommended, five star, starred. The language for this should be decided by next meeting.
       3. Librarians should consult their students about which names they prefer.
       4. DB does not recommend listing EDS as a best bet.
   v. Search results
       1. The description can be displayed beneath the title or shown when hovering over the title.
Instructional Services Committee Meeting  
04/10/2015  
In attendance: CB, PB, KS, DB, NM

a. All agree that the description should be displayed.

2. To get more information on the database, users can click the “i” resource icon or click the word “more” under the description.
   a. The word “more” implies more description. This method also requires two clicks.
   b. All agreed to continue using a blue “i” icon with alt text saying, “opens in new window” to make it accessible.

vi. Resource icons
1. Resource icons will appear in subject and course guides.
2. There are many possible icons to use including a trial version icon, an ODL logo, and a blue arrow for streaming video.
   a. The ODL icon says “funded by ODL” on hover. It will be used even for databases that are only partially funded by ODL to raise awareness of how these databases are provided.
   b. The streaming video icon is unnecessary since multimedia is already a type.
   c. Instead of putting EBSCO in the title of every EBSCO database, there could be an EBSCO resource icon. The logo would probably be too small to read, though, since the icons are only 16px wide.
   d. The blue “i” info icon will be a resource icon. Katie will work on replicating the current icon.

vii. Permalink icon
1. Clicking the permalink icon will display the permalink with the friendly URL and the option to email the link.
2. The link will still work in database links created by the librarian, even if DB alters the asset.

viii. Thumbnails
1. Not all resources have thumbnails available so these would have to be created from scratch.
2. Many thumbnail images would have to be manually resized.
3. An EBSCO thumbnail could be used in place of the word “EBSCO” in the database title.
4. All agreed to forgo thumbnails for now.

c. Clean up
i. Some clean up could be done post-migration but that would be during annual report time so it would be better to get as much done now as possible.

ii. Springshare provided a report of items to consider deleting, which CB organized by liaison areas for the librarians. Not all of these items have to be deleted, but there is no point migrating something that will be deleted later. Items 1-3 are from the Springshare report. Librarians should complete 1-7 by the next Librarians’ Meeting.
1. Stale guides (haven’t been updated in at least a year)
2. Low hits (fewer than 100 hits in the past year)
3. Non-migrating boxes (have no equivalent in LibGuides 2).
4. Other guides from the Guide Index:
   a. Guides such as test guides can probably be deleted.
   b. CB will talk to staff about deleting their test guides.
5. Unused images
   a. The image manager doesn’t indicate which images are unused so just delete the obvious ones.
6. Use the link checker but keep in mind it may give false positives.
7. Reusable content
   a. Assigned responsibility to new boxes.
   b. Deleted the box titled Research Graphic because the actual graphic is now located in the box called Research Process.
   c. Deleted the box titled Recommended Books because it was nearly identical to the one titled Viewpoint Series.
   d. Librarians should look for others that need to be deleted for next Librarian Committee meeting.
   e. DB should be emailed whenever something is added to Reusable Content.
8. Checking Over Subject and Main Webpages
   a. Every subject or main webpage guide must be checked for the following:
      i. Images that convey information or content, such as the icons in the header, must have alt text.
         1. Images that are purely decorative, such as the reflection icons, do not need alt text.
         2. PB’s poster template images should be smaller which will lessen page load time.
      ii. Boxes that can be updated in LibGuides 2, like tabbed and gallery boxes, although these may migrate.
      iii. Underlined text that is not hyperlinked. Underline should be removed.
      iv. Fonts smaller than 12 point.
         1. For giving image credit, the font should be at least 10 point, but preferably 12 point.
      v. Forms, input, search boxes. CB will need to add label element to these.
      vi. Tables must use percentages instead of pixels.
         1. CB is creating a call numbers box template. KS has already fixed the Hours box.
b. For now, librarians will only check guides that are always published.
   i. Course guides do not need to be checked until after migration.
   ii. This task would probably be too challenging for students to help with and librarians would have to make all the changes themselves anyway.
   iii. The goal is to finish clean-up by May 11.
   iv. The final three meetings for the semester will be devoted to discussing LibGuides standards and tying up loose ends.
      1. The LibGuides standards document is on the Instruction Department webpage.
      2. KS made square profile pictures of the librarians for the main page. Next she will add librarian names to their pictures.

4. Reference and Instruction Topics
   a. Sunday reference
      i. CB came in on Sunday, April 5 and noticed that at 2:00 the library had not yet been opened. Two Circulation students had switched their shifts and the one who was supposed to open did not have keys.
      ii. Librarians need to make sure they get to the library for their Sunday shift by 1:30, if not sooner, to make sure the Circulation students are there.
   b. Reference Level Breakdown sheets
      i. Right now there are two single-sided sheets with thin lamination. Should they be double-sided, thick laminated, or placed under a blotter on the desk?
         1. They will be reprinted double-sided with thick lamination.
   c. Reference email
      i. Librarians should check the refdesk inbox several times throughout their shifts.
      ii. Refdesk emails should be deleted after they’ve been answered.
   d. Reference sign
      i. Make sure to put the “Ask at Circulation” sign up at end of your shift.
   e. Is “How do I change my password?” the same as “How do I reset my password?”
      i. Yes. The predefined question should be changed to “How do I reset/change my password?”
   f. CB made two Collaborate videos for Psychology classes.
      i. Let CB know if you plan to make a Collaborate recording so she can offer guidance.
      ii. Other librarians should be able to make Collaborate videos. They cannot schedule a synchronous session with a student from their own rooms but these sessions can be scheduled from the library room.

Next Meeting: 04/20/15
Next meeting: 05/21/15

Agenda for 04/20/15:
1. Action Items
2. Springshare Migration
3. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile.

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*

Chelsea:
1. Have NM get Use poster reprinted and hang all posters. (5/21/2015)

Dana:
1.

Patrick:
1.

Katie:
1. Design blue “i” image to use as resource icon in LibGuides 2. (5/21/2015)
2. Add librarian names to main page profile images. (5/21/2015)
3. Optimize ODL icon. (5/21/2015)

Discussion:

1. Action Items
   a. DB has created the schedule for Nick’s training.
   b. DB added a link to the Career Center guide to the Campus Resources box. She also asked that Peggy Saunkeah link to the guide from the Career Center page.

2. Springshare Migration
   a. All agreed to keep “best bets”.
      i. Students preferred this option and said that the gambling connotation did not occur to them.
      ii. Other Oklahoma universities are using “best bets”.

b. Standards Revision
   i. Creating Your Profile
      1. Staff users should not upload a photo if they don't want it to appear on the website.
      2. Added the designation for using the “strong” html element for creating bold text (<strong>Liaison Areas:</strong>).
         a. The “strong” element works better for screen readers.
         b. The LibGuides text editor automatically uses the “strong” element when bolding.
   ii. Creating and Maintaining Guides
      1. New Guide Settings
         a. Guide Type
            i. General Purpose: General and departmental library webpages. These should not be assigned a subject.
            ii. Course Guide: All course guides.
            iii. Subject Guide: All discipline guides.
            iv. Topic Guide: Career Center, Citation Styles, FAQs, Research Posters, Research Process, Tutorials, other guides as agreed upon by the Instructional Services Committee. These should all be assigned to the Tutorials & Help subject.
            v. Internal Guide: Reusable Content, test and training guides, and any other guide not intended for public viewing. These should not be assigned a subject.
            vi. Template Guide: Subject and Course Blueprints. These should not be assigned a subject.
         b. Associate subject, course, and topic guides with an appropriate subject category. Do not assign subjects to General Purpose, Internal, and Template guides.
         c. Tags should not be used.
         d. Enable Previous/Next links on Subject and Course Guides. This is optional on other types of guides.
      2. The sections Main Page Organization and Other Pages Organization were replaced with Subject Guides Organization and Course Guides Organization.
         a. Subject Guides Organization
            i. “See Appendix A for an example of the Subject Guide Blueprint.” In case items are accidentally deleted from the blueprint, the appendix will show the original language.
ii. Main page includes the Campus Resources, Get Help, and Librarian Profile boxes, and a visual or multimedia box in the middle.

iii. Books & More
   1. Specified the Interlibrary Loan: Books box should be used.
   2. Added Evaluate Books as an optional box. Included the requirement that “If you add this box, you need to add all the ‘Evaluate X’ boxes to the appropriate pages” which applies to course guides as well as subject guides.

iv. Articles & More
   1. Added Searching Databases box and the Interlibrary Loan: Articles box.
   2. Added Evaluate Articles as an optional box.

v. Web sources
   1. Added “list of applicable websites with university departmental page listed first. (e.g. ECU Department of Art)”
   2. Added Evaluate Websites as an optional box.

vi. Writing and citing
   1. Added Citation style box appropriate for discipline, Academic Integrity box, Writing Center box, and Need More Help? box.
   3. “Alternatively, the librarian may choose to link to the Citation Styles guide or an individual page of that guide rather than adding content to this page.”
       a. CB will create a visually appealing box linking out to the Citation Styles guide and Purdue OWL.

b. Course Guides Organization
   i. “See Appendix B for an example of the Course Guide Blueprint.”
   ii. “Librarians may add or delete content as they see fit.” On rare occasions required boxes may be deleted.
Instructional Services Committee Meeting  
04/20/2015  
In attendance: CB, PB, KS, DB, NM

iii. Main Page  
1. The Hours box is now optional since library hours will be displayed in the header.

iv. Search  
1. Changed “electronic resources” to “databases”.
2. The Interlibrary Loan box may be for articles or books or both.

v. Use  
1. “Alternatively, the librarian may choose to link to the Citation Styles guide or an individual page of that guide rather than adding content to this page.”

iii. Maintenance  
1. “The Instructional Services Department will then review the guides during the month of July.”
2. Changed “books” to “content items” to be consistent with LibGuides 2 language.
3. There should be warning text for links that take users outside the LibGuides system and tabs that take users to new guides.
   a. Links need either a description or hover text telling users that the linked page is outside the library website.
      i. The warning could be added to the end of every link description or put in hover text, if possible.
      ii. Librarians could use a resource icon to denote links that go outside the system and put the warning in the hover text of the icon.
      iii. Links open in the same window by default in LibGuides. This setting must be changed separately for each link.
   b. Users should also be warned if a link will open in a new window.
   c. Users are not familiar with the terms “guide” or “LibGuide” so these should not be used.
   d. Tabs within guides should not redirect outside the system.
   e. This discussion was tabled until Friday’s Librarian meeting.

iv. Subject homepages are automatically generated by the LibGuides system.

v. Considered adding an Accessibility section or an Images section which would address alt text, using headers for tables, and resizing image thumbnails. This will be discussed at the next Librarian meeting.
c. Can Distance Education create a LibGuides page since their office is physically located in the library?
   i. CB objects because this would make students think Blackboard is under library purview.
   ii. It would only work if they could have their own header which is possible with a LibGuides CMS upgrade.

3. Reference and Instruction Topics
   a. How to record referrals
      i. Tabled until the next IS meeting.

Next Meeting: 05/21/15
Next meeting: 06/04/15

Agenda for 05/28/15:
1. Action Items
2. LibGuides
3. Summer Priorities
4. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile.

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. **Delete all course guides from LibGuides 2. (6/4/2015)**

Chelsea:
1. Add to the LibGuides Standards that a guide should be reviewed before being published. (6/4/2015)
3. Have NM put command strips on corners of Instruction Room posters. (6/23)
4. Email DB liaison area preferences. (6/15/2015)

Dana:
1.

Patrick:
1. Email DB liaison area preferences. (6/15/2015)

Katie:
1. Email DB liaison area preferences. (6/15/2015)

Nick:

Discussion:
1. Action Items
   a. Everyone completed guide clean up.
   b. The posters are up in the Instruction Room. It would be a good idea to put more command strips on the corners to prevent further bowing.
   c. KS reused the blue “i” image from LibGuides 1 as a resource icon, added librarian names to the profile images, and optimized the ODL icon.
2. LibGuides
   
a. Course Guide Blueprint
   i. The URLs for the buttons on the main page have to be updated individually.
   ii. The page contents are listed on the bottom of the page in a draft box.
   iii. Search
   1. Optional boxes are listed in the draft box but are not on the page since it would most likely be more work to delete unneeded boxes than to add relevant boxes.

   iv. Use
   1. CB deleted the text version of the Incorporating Sources tutorial because the link was broken. It has closed captioning so it is still accessible.
   2. Get Organized can be pulled in from the Reusable Content box if desired.

   v. Options for Updating Course Guides
   1. LibGuides CMS gives access to Publishing Workflows, which requires another librarian to review a guide before it’s published. Each librarian would have reviewing capability and would review in their spare time.
      a. DB thinks this may be too much extra work for everyone.
   2. Option one is to update all the course guides in LibGuides 2 during the summer.
      a. Each librarian has a lot of course guides, many of which may never be used again.
   3. Option two is to delete all the course guides in LibGuides 2 and start from scratch in the fall, using the v1 site for reference.
      a. All agreed to this option.
      b. All agreed that it should be a best practice, though not necessarily a requirement, that each guide is reviewed by a student assistant or other library employee before the guide owner publishes it. CB will add this to the Standards.
      c. Everyone will delete their course guides by 6/4.
   4. Option three is to keep everything in LibGuides 2, revising as needed, beginning in fall.
      a. It would be easy to miss things.
      b. Guide responsibilities may change.

   vi. De-duping
   1. Action items for this process will be in the Librarian Meeting minutes.
   2. After all course guides have been deleted, librarians will delete all assets with zero mappings. The number of mappings for an
3. Summer Priorities
   a. CB will be at a grant workshop in OKC on 6/18 so this meeting will be rescheduled for 6/23.
   b. It's unlikely all of the items in the summer plan can be accomplished in the five scheduled summer meetings. The librarians will decide if more meetings are necessary at the 6/23 meeting.
   c. The first priority is the reference staffing discussion which has been carried over from spring. This is AL’s priority.
      i. The discussion should result in a report for AL, not necessarily active staffing changes.
      ii. The focus of the discussion is to determine if the current staffing method is appropriate for the questions being asked and the level of service expected.
   d. The second priority is working on Springshare products.
      i. Getting LibAnswers and LibChat up and running will be the first priority.
      ii. In LibCal, deciding whether to use the other two modules, the calendar and scheduler. This shouldn’t take much time.
      iii. Updating the Reference Desk form in LibAnalytics.
      iv. Consider using a LibAnalytics form for recording instruction sessions.
      v. Investigating LibSurveys and LibStaffer though these may not get any use.
   e. ITV & Collaborate training
      i. Collaborate training has already been completed.
      ii. The ITV training would likely focus on becoming familiar with the equipment.
      iii. Librarians can pursue individualized training as needed; there is no need for group training.
f. The redesign of the Reference Desk and Instruction Room is tabled.
g. Select and make contact with next scaffolding department.
   i. All agree that Communication should be next. CB and KS will work on this.
h. AL is planning a summer teaching workshop as part of the IMLS grant so this does not need to be on the agenda.
i. ND’s reference and instruction training is progressing.
   i. CB will ask librarians to meet with ND in the next couple of weeks to work on reference and instruction training.
   ii. Librarians should decide which liaison areas they want to give up and email DB before she gets back from vacation.

4. Reference and Instruction Topics
   a. CB asked NM to help field a reference question when she was busy helping another patron. Is this situation a referral, what is the answer to the Where were you? entry on the reference form, and who records the question?
      i. This situation is not a referral. A question counts as being referred if the original person tried to answer it but ultimately had to send the patron to someone with more expertise.
      ii. This counts as “roaming” for the Where were you? entry.
      iii. The person who gave the answer records the question. In cases when a question is actually referred, it would be recorded by both people who answered it. The first person would record it as a lower level question and the second person would record it as a higher level question.
   b. CB will add a field to the reference form to record the patron’s department. This will be added when the other changes are made later in the summer.
      i. DB has been including the department in the Explain Other field to record consultations.

Next Meeting: 06/04/15
Next meeting: 06/23/15

Agenda for 06/04/15:
1. Action Items
2. LibGuides
3. Annual Reports
4. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile.

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. Consider ways the Instruction Department can facilitate professor and course retention in the instruction program. (7/30/2015)

Chelsea:
1. Email DB liaison area preferences. (6/15/2015)
2. Have NM put command strips on corners of Instruction Room posters. (6/23/2015)
3. Follow up with Roy Degler about tracking guide usage details. (7/30/2015)

Dana:
1.

Patrick:
1. Delete all course guides from LibGuides 2. (6/4/2015)
2. Email DB liaison area preferences. (6/15/2015)

Katie:
1. Email DB liaison area preferences. (6/15/2015)
2. Look into having Public Services send librarians updates on faculty resignations. (6/23/2015)

Nick:
1. Email DB liaison area preferences. (6/15/2015)

Discussion:
1. Action Items
a. PB still needs to delete his course guides. Assets with zero mappings should only be deleted after course guides have been deleted.

2. LibGuides
   a. Unused assets should be deleted and copied assets should be reused when appropriate.
   b. June maintenance should be carried out as usual by checking links, updating videos, highlighting books, etc.
   c. CB will send out final draft of the standards next week.
   d. DB made a first course guide.
      i. She found the template easy to work with.
      ii. She had her version 1 course guide open for reference. The link for that is ecok.v1.libguides.com.
   e. PB got a call from Mark Walling looking for the publication finder. PB sent him a link.
      i. It may be that the publication finder is too hard to find. This situation will be monitored in case changes need to be made. It’s encouraging to know that people are using it.
      ii. Public Services staff like the new website.
      iii. Let KS know if you need more buttons for guides.
         1. PB wants buttons for the services page.
         2. KS should document the code used for LibGuides buttons.
      iv. DB removed a button from the Career Center page but the other buttons didn’t shift to the middle. KS will investigate this.
   f. AL wants CETL to use LibGuides. LibGuides CMS can accommodate this.
      i. Ben Rothrock will have administrative privileges for a CETL group. The CETL group will have its own look and feel which will help differentiate their services from library services.
   g. LibSurveys came from purchasing CMS.
      1. Librarians will have to look into this to see how it overlaps with Survey Monkey.
      ii. An E-reserves module is available through CMS.
         1. CB will look into this and brief KS.
         2. It might be a good option for hosting Pesagis and Journals.

3. Annual reports
   a. Instruction Report
      i. Overall Instruction
         1. There was an overall increase in instruction sessions despite being short a librarian.
         2. Tours decreased slightly, mostly due to fewer UNIV 1001 sections.
Instructional Services Committee Meeting  
06/04/2015 
In attendance: CB, PB, DB, KS, ND, NM

3. Poster sessions decreased. Two were cancelled.
4. The Other category has increased, mostly due to the guided research sessions for Willard Grade Center. LibGuides and tutorials were combined into the course-specific materials category.
5. There has been a substantial increase in instruction over the past five years.

ii. By Department
1. The Other section has surpassed all colleges for the first time, primarily due to sessions for Willard, Upward Bound, and Ada High School.
   a. ECU affiliated groups should take a higher percentage.
   b. Everyone should look closely at their liaison areas to see where they can improve.
2. College of Liberal Arts and Social Sciences
   a. Usually College of Liberal Arts and Social Sciences has the highest number of sessions. This year it was second highest.
   b. There were fewer sessions from art, music, and communication, possible due to losing faculty.
   c. There was a slight increase in English and sociology.
   d. There is an upward five year trend for CLASS, though not as much increase since AY1112.
3. College of Health and Sciences had the third highest number of instruction sessions.
   a. It has stayed steady overall with a slight decrease in nursing.
   b. Chemistry, EHS, FCS, and nursing all increased over the past five years.
   c. Biology has decreased over the past five years, although there were never very many sessions for biology.
4. College of Education and Psychology has seen a substantial increase, primarily due to psychology scaffolding.
5. The Stonecipher School of Business has seen a decrease in instruction.
6. The number of session participants by college is more or less what you would expect based on the sessions by college.
   a. CHS has many more ITV sessions so their participant count is higher.
   b. The two SSB sessions were for upper level classes and so had fewer students enrolled.

iii. Syllabi Analysis
Instructional Services Committee Meeting  
06/04/2015  

In attendance: CB, PB, DB, KS, ND, NM

1. The Instruction Department is still checking the syllabi analysis data so it will be reported on at a later meeting.

iv. By Division
1. The data for sessions by class division looks good. There are a lot of general education classes. These are the classes that should be targeted.
2. There has been a decrease in lower level classes that are not general education and a decrease in upper level classes.
3. Some of the decreases are probably due to faculty leaving. Librarians need to pay closer attention to faculty turnover in order to maintain relationships with these departments. Perhaps Public Services can send this information to the librarians when they receive it from Employment Services.
4. Graduate class sessions have remained low but steady.
5. The Other category is again overrepresented.

v. Course/Professor Retention
1. There were fewer professors new to library instruction, more non-returning professors, and fewer distinct professors than in AY1314. There were two more returning professors than in AY1314.
2. There were fewer new courses, many more non-returning courses, fewer returning courses, and fewer distinct courses compared to AY1314.
3. Although overall instruction numbers are up, the library instruction program is not retaining courses and professors that have participated in the past.
   a. Part of this is due to faculty resignation.
   b. Librarians should let CB know if there are ways the Instruction Department can help facilitate retention.
   c. There were fewer newly hired faculty and a smaller percentage requested instruction. Approaching new faculty is a good way to reach general education classes.

vi. By Librarian
1. Instruction sessions are pretty evenly distributed among the librarians, besides CB. CB saw an increase because of psychology. PB saw an increase as well. DB saw a slight decrease. KS stayed steady.

vii. Freshman Seminar Reflections
1. The positive comments from the UNIV 1001 reflections were, once again, overwhelmingly about the staff. Although, the highest number of negative comments were also in the staff
viii. Tutorial Usage
1. Due to issues with Google Analytics, there are no usage numbers for the tutorial Academic Integrity at ECU and Beyond until May. The problem should be fixed now.
2. The other academic integrity tutorials are highly used.
3. Other tutorials are not used at the same rate because they are not being assigned for classes.

ix. Instruction Guide Usage
1. Course and subject guides have gotten fewer hits since EDS was implemented. Students no longer need to navigate to a guide in order to search a database. This is okay since it means the library is providing better service.
2. Subject and course guides together received approximately 40,000 hits.
3. The majority of hits are for CLASS, then CHS, then CEP, then SSB.
4. Nursing students get a lot of use out of the guides via the Blackboard link.
   a. Librarians should emphasize placing the guide links on Blackboard for departments with a large ITV presence.
   b. Based on DB’s discussions with Roy Degler, it could be possible to get more details about who is clicking on guides, perhaps using Google Analytics. CB will follow-up.

b. Reference Report
   i. Overall Queries
      1. Total queries have increased slightly from AY1314. This is probably due to implementing LibAnalytics in March which caused increased awareness of reference queries. There has been a five year increase as well.
   ii. Extended Hours Queries
      1. Extended hours queries were low this spring compared to last spring.
      2. There were signs for the Group Study Room around campus during last spring which could explain why last year’s spring numbers were higher.
      3. The Outreach Department should look into putting up signs again, as well as sending out email reminders to campus about extended hours.

   iii. By Month
1. The number of queries was uncharacteristically high in March and April because of LibAnalytics. Summer and fall numbers saw a slight decrease.
2. May numbers were down substantially.
   a. Gate count numbers seem to be lower, too.
   b. This could be a result of bad weather.
3. September queries have seen a substantial five year decrease.

iv. By Level
1. Queries are still mostly level II. Level IV queries have increased substantially. There has been a decrease in level I and an increase in level III queries.
2. These changes could be due to the revised reference level breakdown.
3. Level III queries have decreased over the past five years.

v. By Hour
1. The middle and late morning are the busiest reference hours. The afternoon hours have seen an increase in reference questions. This corresponds with gate count numbers.

vi. By Day
1. Tuesday is still the busiest day.

vii. Faculty/Student Consultations
1. Faculty and student consultations have increased across the board. Record-keeping for consultations needs to be revised.

viii. “No” List
1. Requests for a fax machine are no longer highest on the “no” list.
2. Textbooks are now the highest request and up from last year.
3. The number of requests for more computers is the second highest, although down from last year.
4. The next highest numbers are for wireless printing and color printing.

ix. Group Study Room Bookings
1. Group Study Room bookings are down from last year.
2. Librarians should consider new marketing strategies for the Group Study Room, although the decrease in bookings could be due to there being not enough rooms.
   a. Patrons may be going to other study areas (like the Quaid Lounge) instead of specifically requesting the Group Study Room.
3. Administrator cancellations are up which is a good thing. This means there were fewer instances of unconfirmed bookings not being deleted from the calendar.
Instructional Services Committee Meeting  
06/04/2015  
In attendance: CB, PB, DB, KS, ND, NM

4. No one uses the QR code. It could be time for Outreach to design a new sign without the QR code.

5. Mondays and Tuesdays are the busiest days for the Group Study Room. The busiest hours are in the evening, although there have been more groups showing up in the morning and early afternoon than last year.

6. Students using the Group Study Room are overwhelmingly in the nursing department.
   a. It would be a good idea for librarians to look closely at their departments’ use of the Group Study Room.
   b. Use of the Group Study Room will be included in the budget for this year.

4. Reference and Instruction Topics
   a. KS and PB both worked on the same reference question but only PB recorded it. In these cases, both librarians should record the question and the person who initially received the question should record it as a referral.

Next Meeting: 06/23/15
Next meeting: 07/02/15

Agenda for 06/23/15:
1. Action Items
2. LibGuides
3. Reference Staffing
4. LibAnswers
5. Reference & Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at ways to promote reference appointments, including perhaps a link in LibGuides profile.

Action Items:

All:
1. *Add reference and instruction topics to the Instruction Committee meeting in Outlook by Tuesday at 5 p.m.*
2. Review Reference Desk Data for staffing discussion. (7/2/2015)
3. Review LibChat webinar. (7/2/2015)
4. Consider ways the Instruction Department can facilitate professor and course retention in the instruction program. (7/30/2015)

Chelsea:
1. Create new LibGuides group so KS can work on another test header. (7/2/2015)
2. Fix the research process posters by either removing the Research Process Guide URL or correcting it (7/2/2015)
3. Have NM add questions about how to reserve the GSR and how to decipher assignments to the Reference Levels Breakdown. (7/2/2015)
4. Fix the link to the Reference Levels Breakdown in the Library Forms box. (7/2/2015)
5. Have NM add meetings to the calendar. (7/2/2015)
6. Follow up with Roy Degler about tracking guide usage details. (7/30/2015)

Dana:
1.

Patrick:
1.

Katie:
1. Look into having Public Services send librarians updates on faculty resignations. (6/23/2015)
2. Remind Circulation that student assistants should refer printing problems to the Reference Desk whenever possible and record printer problems on the Printer Problem Documentation Log when applicable. (7/2/2015)
3. Create new version of header that will only resize for extra small displays. (7/9/2015)

Nick:

1.

Discussion:

1. Action Items
   a. PB deleted his course guides from LibGuides 2.
   b. CB will send out revised LibGuides Standards.
   c. Everyone emailed DB their liaison preferences.
   d. NM put command strips on the research process posters.

2. LibGuides
   a. Buttons and header
      i. Header
         1. Resizing the window creates a dropdown menu in the header.
         2. All agreed to remove the icon in the left corner and to keep the bar gray.
         3. The header may resize too quickly. It’s currently set to resize at small, i.e. the size of a tablet. KS will create a new one that resizes only for extra small, i.e. the size of a smartphone.
      ii. Buttons
         1. Everyone liked the icons on the course guide buttons. However, the evaluate icon is a gavel and the one on the research process posters is a set of scales.
            a. The Font Awesome website does not have an icon for scales yet.
            b. All agreed to wait until this icon is available before using them on the buttons.

3. Reference Staffing
   a. CB distributed a Reference Staffing handout – see end of minutes. Everyone voiced their general preferences for how the Reference Desk should be staffed.
      i. CB
         1. There should be more on-call hours.
            a. During the summer, including evenings
            b. All day on Fridays
2. There should be no undergraduate students working at the Reference Desk; grad students are okay.
   a. Undergraduate student turnover is too high.
   b. The amount of training needed for this would outweigh the benefits.
3. The library should hire or train more support staff to work the Reference Desk.

ii. KS
1. Night shifts should be covered by staff or students because there are very few questions and almost no higher level questions.
2. Roving reference would make it so patrons wouldn't have to approach the desk for help.
   a. There is no service desk on the 4th floor. Student assistants often direct patrons on the 4th floor who need help to the Reference Desk.
      i. Chat reference may help with this.
   b. Staff could rove on their floor or the reference librarian could rove around the library.
   c. Jen and Wendy are probably too busy to do much roving.
3. Chat reference is a good idea but there should be a way for patrons to get 24/7 help, perhaps by joining a consortium. Patrons who initiate chat when chat is offline could have their chat sent to the refdesk email account.
   a. LibChat allows librarians to customize offline messages but does not support 24/7 chat reference.
   b. It would be better to keep chat in offline mode when there is no one available to answer questions so patrons won't think they're being ignored.
   c. Joining a consortium may not be worth the additional cost.
   d. The possibility of 24/7 reference help is something to keep in mind.
4. The library should be open longer on Saturdays, maybe with reference coverage.
5. The Reference Desk should be moved to the copier area. The counters should be lower and there should be more seating to make the desk more inviting for patrons.
   a. Any redesigns will be informed by the staffing decisions.

iii. NM
1. Students could be trained to answer lower level reference questions. Half of all reference questions are about technology. The majority are level II.
2. Other staff who have expressed interest should be trained for reference.
3. Maybe research consultations should be by appointment only. Impromptu consultations can monopolize librarians’ time.
4. The library could offer an internship for graduate students who could be trained to work reference.
   a. This would present a problem during semesters when no students are interested in the internship.
   b. There may not be many students in the area who would be interested.

iv. ND
1. Chat reference is a good idea.
2. Support staff can be trained for the Reference Desk.

v. PB
1. Support staff should cover the desk during extended hours and slower hours.
2. Students should not work at the Reference Desk.

vi. DB
1. All librarians should work reference.
2. Brandi is interested in reference training. Wendy may be interested as well.
3. Staff could be scheduled during non-peak hours but maybe not for large blocks of time.
4. Students could work at the desk during non-peak hours.
   a. Using only grad students for this would be fine.
   b. Perhaps there could still be a librarian on-call for the students to consult when they need help.
5. The library could hire a part-time librarian for nights and Sundays.
   a. It would be difficult to find a part-time hire. It may be better to work with existing staff and librarians.
   b. A part-time position could disappear when the university faces leaner years.
6. There should always be a full-time employee in the building.
7. There would need to be a major furniture remodel eventually.
8. Hours when the Reference Desk is “closed” should be avoided as much as possible. There should be someone at the desk or on-call at all times.
9. A rotating internship for OU grads may be a possibility.
vii. CB handed out reference data to help inform the discussion. Everyone will review the data and be ready to further discuss staffing at the next meeting.
   1. The first nine pages are annual data. After that is the data collected via LibAnalytics during March – May.
   2. If there are any questions or if additional information is needed, let CB and NM know.

4. LibAnswers
   a. CB distributed a LibAnswers handout – see end of minutes. LibAnswers includes LibChat and RefAnalytics.
      i. RefAnalytics is exactly like LibAnalytics but collects LibChat stats simultaneously so they don’t have to be entered separately.
      ii. LibAnswers includes a knowledge base and texting.
   b. The goal is to get LibChat and RefAnalytics up and running for fall semester.
      i. All agree to meet every week for the rest of the summer to work on this.
      ii. Despite additional meetings, it’s unlikely that LibAnswers will be ready by fall.
   c. Librarians should review LibAnswers V2 Basics webinars and Getting Started guides when they have time. At the very least librarians should view the webinar on LibChat by the next meeting.

5. Reference and Instruction Topics
   a. Reference Topics
      i. What level are “How do I reserve the GSR” questions? Are they resources, since the GSR is a resource, or tech, computers, & machines, since it’s a digital reservation? Should we add that to the cheat sheet?
         1. This is a level II tech question.
         2. NM will add this to the levels breakdown.
      ii. Date/time in LibAnalytics form
         1. There is no need to manually input date and time unless the question was asked within a different hour. For example, if a question was asked at 2:05, but the librarian is recording it at 2:45, there is no need to manually input the time. However, if a question was asked at 2:45 and the librarian is recording it at 3:15, it does need to be manually entered.
         2. Whenever the date/time field is clicked it reverts to midnight. If clicked accidentally, either the page should be refreshed or the actual date and time should be entered before submitting.
      iii. Printer hiccups – need to be added to log form as new category? There is a new printing error in which the Circulation Desk printer shows up
as the default printer but the document still fails to print. KS thought this might need a separate category on the print error log.

1. This new printing error can be described using the existing categories on the print error log.
2. Circulation students seem to be helping out a lot with printing problems.
   a. Student assistants should refer patrons to the Reference Desk if there’s someone there. Otherwise, they need to log the errors once they’ve finished helping. KS will remind Circulation about this.

iv. What is the category for questions about how to decipher an assignment?
   1. These should be level II research and resources since they require basic skills and are part of the research process.
   2. This will be added to the Reference Levels Breakdown as “Interpreting assignments.”

v. Reference Desk monitor
   1. The square monitor is too small.
   2. All agree to switch it with the patron view monitor which is wider.

vi. ND will start making appointments for discipline-specific reference training in the next few weeks.

b. Instruction Topics
   i. Research Process Posters
      1. The URL at the bottom of the four outer posters does not match the LibGuides Standards.
      2. PB and DB prefer to stick to the standards and have the posters reprinted to match the URL standard.
      3. CB and NM will see if cutting off the bottom of the current posters to remove the incorrect URL would be an acceptable solution. If not, they will have them reprinted.
Reference Staffing Handout

Who?

- Librarians
  - All existing
  - Some existing
  - Hire new
- Paraprofessionals
  - Current reference staff
  - Train additional existing staff
  - Hire new
- Student assistants
  - ECU undergrads
    - Existing library student assistants
    - Hire new library student assistants
  - ECU grads – particularly library media specialist students
  - OU SLIS students

How?

- F2F at the Reference Desk, Circ Desk, or combined desks
- F2F research consultations in personal offices or designated consultation area
- LibChat at one of the desks, in personal offices, or at home(?)

What are your preferences?
LibAnswers Handout

View LibAnswers V2 Basics webinars and review Getting Started guides

LibChat

• Departments
• Canned messages
• Chat widgets
  o In-page
  o Embedded
  o Slide-out
  o Question fields – required and optional
  o Look & feel
• Policy
  o Best practices for answering questions
  o Who should be logged in when
  o Librarian nicknames

Reference Analytics

LibAnswers

• System Settings
• Look & Feel
• Language customization
• Initial FAQs
• Question form
• Groups? – where FAQs go
• Queues ?– where incoming questions go
• Unavailable message
• Email settings & templates
• Topics
• SMS auto-responder message and automatic keywords
• System status management
• Policy
  o Best practices for answering questions
  o Tags
  o Status definitions
  o Adding new FAQs
  o Query spy maintenance

Training