Next meeting: 7/28/2016

Agenda for 7/14/2016:

1. Action Items
2. Reference Staffing Model Proposal
3. Assessment Proposal
4. Reference Annual Report
5. Reference and Instruction Topics

Topics for future meetings:

- Work on improving library classes with distance education sites (with AL).
- Look at SAILS areas to target.
- Revise evaluation documents to include virtual reference.
- Reference desk redesign
- Revise handout templates

Action Items:

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

Calantha:
1. Make suggested changes to Reference Staffing Proposal and email to DB. (7/28/2016)
2. Email Assessment Proposal to DB. (7/28/2016)

Patrick:
1. Bring feedback about how you would like to receive annual report highlights. (7/28/2016)

Katie:
1. Bring feedback about how you would like to receive annual report highlights. (7/28/2016)

Nick:
1. Bring feedback about how you would like to receive annual report highlights. (7/28/2016)

Discussion:

1. Action Items
   a. PB and CT registered for UnCOILed.
2. Reference Training for CL
   a. CT would like CL to fill out peer instruction evaluation forms when observing librarian instruction sessions.
i. These evaluations would only be used for training purposes and would not factor into performance evaluations.

b. Since the form will be altered, it should have a different name.

c. CL will meet with CT after each session to discuss evaluations. CL will email librarians evaluation highlights.

3. Reference Proposal
   a. Added bullet point for staff.
      i. CT will change it to say “other staff trained in reference” rather than “the Media Services Assistant.”
   b. Referral process now has its own bullet point.
   c. Added mock schedule
      i. The schedule will most likely change a little once student assistant schedules are finalized but the overall structure and number of hours should be the same.
         1. NM will bring a reference schedule for fall semester for the librarians to approve closer to the beginning of the semester.
         2. This schedule won’t be put into effect until the PRAs are trained, which should be the beginning of October. Again, NM will bring a schedule for the librarians to approve when it’s time.
         3. CT will probably give some of her reference hours to NM so that her reference load is more balanced.
      ii. CT and NM will also revisit the schedule next year as they evaluate the shift to using PRAs.
      iii. The librarians don’t want to work 5 p.m. – 10 p.m. shifts.
           1. Instead, the 5 p.m. – 6 p.m. on-call shift will be covered by the librarian working the preceding 2 p.m. – 5 p.m. shift.
      iv. PB will not have an evening shift and will work Fridays instead.
           1. This is not ideal but PB agreed that it will be doable for the upcoming year until the schedule can be revised.
   d. Students
      i. The PRA provided by Circulation will work about 8 hours of reference each week.
      ii. DB gave the Instructional Services Department a work study FTE so they will be hiring a second student assistant.
      iii. Each Instructional Services student assistant will work about 10 hours of reference each week.
   e. Assessment
      i. The Instructional Services Assistant will examine transactions in LibAnswers.
      ii. CT would also like for PRAs to be evaluated at the desk either by herself or NM, similar to how librarians are evaluated. CT will add this to the proposal.

4. Assessment Proposal
a. CT proposes dropping criterion cards so only SAILS and scaffolding data will be used to assess students for this academic year.
   i. Criterion 3.2 has always been met.
   ii. Criterion 1.2 has never been met, but will be replaced by relevant scaffolding assessment questions.
   iii. Dropping the criterion cards will mean that certain Student Learning Outcomes will only have scaffolding data with which to make comparisons.
      1. In these cases, General Psychology scores on scaffolding quizzes will be compared with upper level scores.
   iv. This would be a good opportunity to test how well scaffolding assessment data works when measured against itself.
   v. KS is concerned about dropping criterion cards because they provide a good baseline.
      1. Since the standard for criterion 1.2 has never been met, the card would need to be revised if librarians were to continue using it.

b. The proposal is only for this AY1617 and will be reevaluated next year.

c. Added two indirect measures under the Student Success Outcome.
   i. These will be measured using questions on the existing student evaluation form.
   ii. These measures assess student comfort with library services.

5. Reference Annual Report
   a. There was an almost 15% increase in queries overall, but a decrease in level IV queries.
   b. LibAnswers has had a positive impact on reference data.
      i. It could be that more patrons asked questions, perhaps because of LibChat.
      ii. Or it could be that LibAnswers makes it easier to track queries.
   c. Group study room reservations have dropped since it opened.
      i. This could be because it hasn’t really been advertised since it first opened.
         1. KS will look into creating new advertisements.
      ii. CT suggested getting rid of QR codes since they are not being used at all.
   d. There will be a few changes in format for next year’s report.
      i. Many of the tables will be moved to appendices.
      ii. There will be more five year charts.
   e. CT would like feedback from librarians about which sections from the reference and instruction annual reports they need to see.
      i. In the future, librarians could be emailed packets of relevant information rather than going over everything in the meeting.
      ii. Alternatively, the Instructional Services Department can send out the annual report and receive questions and comments via email.

6. Reference and Instruction Topics
a. Librarians agreed that the reference desk needs to be redesigned to make it more approachable for patrons.
   i. The main issue is that the front panels are too high making librarians hard to see.
   ii. ND thinks there is a lot of wasted space that could be opened up for patrons to sit at the desk or for another computer and keyboard.
   iii. It will cost money to remove existing panels which may not be a worthwhile change if the ultimate plan is to buy a new reference desk.
   iv. CT will email DB about options for redesigning the reference desk.
      1. The goal is for there to be a new reference desk by next fiscal year.
   v. KS believes Dr. Lancaster will be supportive of spending money on this.

b. Photo frames
   i. The digital photo frames are broken and need to be replaced.
      1. KS would like the replacements to be smaller so that they don’t block view of librarians.
         a. CT would like them placed on the side of the desk closest to the door so that they don’t block patrons’ view of the librarians but can still be easily seen by patrons.
      2. KS also thinks the new frames should look more like frames from behind, rather than computer monitors, maybe glass, plastic, or gold-colored.

c. Training students to handle challenging patrons
   i. Mary became frustrated when helping a patron and got NM for help.
   ii. Part of referral training will involve training PRAs to refer difficult patrons to the on-call librarian or to NM.
   iii. In cases of threatening or abusive patrons, PRAs will be instructed to get the first full-time employee they can find who will then handle the situation.

Next Meeting: 7/28/2016
Next meeting: 8/18/2016

Agenda for 07/28/16:
1. Action Items
2. Fall Reference Schedule
3. PRA Training Manual
4. Librarian Reference Training Manual
5. Instruction Annual Report
6. Reference and Instruction Topics

Topics for future meetings:
• Work on improving library classes with distance education sites (with AL).
• Look at SAILS areas to target.
• Revise evaluation documents to include virtual reference.
• Reference desk redesign
• Revise handout templates.
• Create Reference Standards and Best Practices.

Action Items:

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

Calantha:
1. Make changes to reference manuals. (8/18/2016)
2. Email reference training manuals to PB, KS, and ND for feedback. (7/29/2016)
3. Email reference and instruction annual reports to librarians for feedback. (7/29/2016)
4. Make changes to Ref. Analytics form. (8/18/2016)

Patrick:
1. Schedule specialized database training with CL for week after next. (8/18/2016)
2. Send CT feedback on training manuals. (8/3/2016)

Katie:
1. Schedule specialized database training with CL for next week. (8/18/2016)
2. Send CT feedback on training manuals. (8/3/2016)

Nick:
1. Schedule specialized database training with Casey for next week
2. Send CT feedback on training manuals. (8/3/2016)

Discussion:
7. Action Items
   a. Librarians would like to get liaison packets comprised of reference and
      instruction annual reports data, as opposed to going over reports during the
      meeting.
   b. CT will email librarians both AY1516 reports.
      i. Librarians will respond with sections they think should be added or
         removed.
8. Fall Reference Schedule
   a. Will be revised once PRAs are trained, presumably at the end of September.
   b. Librarians approved the schedule.
9. Training manuals
   a. KS pointed out that both manuals should be entirely in the same font.
   b. Peer reference assistant training manual
      i. Timeline is less detailed than in the librarian manual
         1. KS suggested changing “Week 5 – 6” to “Occurs week 5 or 6” to
            make it clearer when each session will take place.
      ii. Checklist
          1. Includes goals and objectives that should be completed each
             session.
      iii. Shift coverage
          1. PRAs will contact Natalie when they are unable to make their
             shift, either on the same day or in the future.
          2. When a PRA is unable to make a same-day shift, the IS
             Assistant will ask the on-call librarian first to get the shift
             covered, then another PRA, or the IS Assistant will cover the
             shift.
      iv. Policy
          1. Interacting with patrons
             a. KS suggested that the bullet points for number iv of this
                section be in the same order for both manuals.
             b. The policy directs PRAs to refer “angry” patrons to the
                on call librarian.
             c. CL suggested making the definition of “angry” patrons
                more explicit and different from a patron who is simply
                frustrated or anxious.
   c. Librarian reference training manual
      i. Table of contents
      ii. Introduction
          1. Purpose of manual
          2. Expectations for librarians
      iii. Timeline
          1. How long training should take
          2. Sessions often go more than an hour
      iv. Checklist
1. Same as will be included in overall new librarian binder
2. Sixth session is a template for shadowing
   a. Librarians should look at this lesson plan to think about what they want to cover during their shadowing sessions
   b. Shadowing sessions will be separate from specialized database training
      i. DB doesn’t want database training done at the desk to avoid distractions.
      ii. PB, ND, and KS should schedule specialized database training with CL in the next few weeks.
3. Lesson plans
   a. Goals and objectives pulled directly from training checklist.
   b. Training activities correspond with each objective.

v. Shift coverage
1. Librarians would like it made clearer in this section that these procedures only apply to same-day absences from reference shifts or parts of shifts, due to illness or personal emergency.
   a. Librarians will continue to handle switching shifts on their own, when they know in advance that they won’t be able to make their shift.
   b. CT would like librarians to let her know when any shift changes occur, whether it’s same-day or in advance of the shift in question.
   c. Librarians agreed that “other staff trained in reference” did not need to be added to the shift coverage order.

vi. Reference desk policy
1. Interacting with Patrons
   a. Librarians would like level IV questions added explicitly to number iv of this section.
   b. KS suggested adding a point about not doing patrons’ homework for them.
2. Safety
   a. PB recommended adding the phone extension for the campus police department.
3. Reference shifts
   a. This section should use the same language Shift Coverage section earlier in manual.
4. CT will remove the sentence that doesn’t allow reading books at the desk for the librarian manual; it will stay in the PRA manual.

vii. Training activities
1. CT is using the training activities for CL’s reference training and getting helpful feedback.
10. Ref. Analytics form
   a. Now that LibCal is used for booking consultations, CT would like there to be a way to track scheduled consultations separately from all level IV questions.
      i. Librarians agreed to add “LibCal Consultation” to Question Source field.
      ii. Librarians agreed to change “F2F Appointment” to “F2F Consultation” in the Question Source field.
   b. CT suggested dropping the Duration field since this data is not reported in any library documentation.
      i. It can help determine the level of the question.
      ii. The form is using the maximum number of fields; removing Duration would free up a field.
      iii. Outreach may use the data in an infographic.
      iv. CT tabled this discussion until the next meeting.
         1. Librarians will bring any objections they have to removing Duration, otherwise CT will remove it.
   c. There was some discussion about the field Departmental Affiliation of Patron and Departmental Affiliation of Question
      i. All agreed that Departmental Affiliation of Question should be included for all level III and level IV queries.
      ii. It was unclear whether Departmental Affiliation of Patron was a necessary field to have at all, though all agreed that it need not be a required field for any queries.

11. CT would like to create a Standards and Best Practices document for reference service.
   a. She passed out materials for librarians to use as guidelines.
   b. Librarians will bring their thoughts to the next meeting.

12. Instruction annual report
   a. Tabled until the next meeting

Next meeting: 8/18/2016
Next meeting: 9/15/2016

Agenda for 8/18/16:
7. Action Items
8. Fall Reference Schedule
9. PRA Training Manual
10. Librarian Reference Training Manual
11. Instruction Annual Report
12. Reference and Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at SAILS areas to target.
- Revise evaluation documents to include virtual reference.
- Reference desk redesign
- Revise handout templates.
- Create Reference Standards and Best Practices.
- Summer 2017 instruction workshop

Action Items:

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

Calantha:
1. Add “Hardware Issue (II)” to Question Type field in Ref. Analytics.
   (9/15/2016)

Patrick:
1. Bring three to five standards and best practice ideas. (9/15/2016)

Katie:
1. Bring comments about keeping duration in Ref. Analytics form. (9/15/2016)
2. Bring three to five standards and best practice ideas. (9/15/2016)
3. Email librarians about how Outreach will be using NY Times virtual reality glasses. (9/15/2016)

Nick:
1. Bring three to five standards and best practice ideas. (9/15/2016)

Casey:
1. Bring three to five standards and best practice ideas. (9/15/2016)

Natalie:
1. Add “summer instruction workshop” to future topics.
Discussion:

13. Action Items
   a. CT received feedback on reference training manuals, made changes to them, and will meet with DB next week to discuss them.
   b. CT emailed annual reports to librarians and received comments.
   c. NM made changes to Ref. Analytics form.
   d. Librarians all scheduled specialized database training with CL.
   e. Librarians all brought comments about reference standards and best practices.

14. Ref. Analytics Form
   a. Made discussed changes.
      i. Added LibCal consultation as a possible Question Source.
      ii. Changed “F2F Appointment” to “F2F Consultation.”
      iii. LibCal Consultation might get broken out into a separate category for distance learning.
   b. CL and CT suggested adding “Hardware Issue (II)” as a Question Type.
      Librarians agreed.

15. Reference Standards and Best Practices
   a. Tips for Creating a Positive Reference Interaction
      i. Originally created by Chelsea Baker and revised by CT.
      ii. Currently used in training.
      iii. CT suggested librarians look at this document to get ideas for reference standards and best practices.
   b. RUSA Guidelines are already an appendix to the Peer Instruction Evaluation form.
   c. Librarian comments
      i. PB thinks RUSA guidelines are very specific.
         1. Might be too detailed for our purposes.
         2. The best practices document will be used primarily for training and evaluation and is not necessarily something that would be read often.
      ii. KS wondered why we don’t just use the RUSA guidelines instead of creating our own from scratch.
         1. CT agrees with PB that the RUSA guidelines are too detailed. CT wants reference best practices to be applicable to our specific environment and context.
         2. KS suggested referencing RUSA guidelines in new best practices document as well as the “Tips” document and CT agreed.
         3. KS suggested adding a point about open and closed questions to the “Tips” document.
         4. KS suggested making method for query prioritization more explicit.
iii. CT would like this document to match the Instruction Standards and Best Practices.
iv. CL likes the dialogue examples in the RUSA guidelines and would like to include dialogue examples in the new best practices document.
   1. CT thinks this would also be helpful for student assistants working at the reference desk.
   2. CL didn’t get much training prior to working at the reference desk at a previous job and would have appreciated a best practices document to get a sense of what to expect from reference service.
v. ND said the RUSA guidelines are not very helpful since they are mostly common sense. The new best practices document should have more practical steps than those listed in the RUSA guidelines.
d. For the next meeting each librarian will bring three to five items to include in the new best practices document.

16. Reference Assessment Plan
   a. Added “each semester” to “Newly-hired librarians” bullet point in Patron Evaluation section.
   b. Changed “Dean” to “director.”
   c. Changed “assessment” to “evaluation.”
   d. Changed “is maintained” to “will be maintained” in Peer Evaluation section to match language from survey cards.

17. New Librarian Reference and Instruction Training
   a. CL’s training
      i. CL and CT both need to observe an instruction session to complete their instruction training.
      ii. Each librarian needs to invite CL and CT to one instruction session. They can observe the same one.
      iii. CL would have liked to have two mock instruction sessions with CT before final one in front of librarians.
      iv. CL found roleplaying and practicing real-life scenarios helpful in reference training.
   b. PB suggested that all librarians could do mock instructions at the end of the summer to try out new ideas or to get back into practice.
      i. CT would not want to require this and it would not be formally evaluated. It would be more like an optional workshop.
      ii. Librarians liked this idea.
   c. Normally there is an instruction workshop every summer attended by all librarians.
      i. There was not enough time this past summer but should happen next summer.
      ii. NM will add it as a future topic in the minutes.
18. LibCal Appointments
   a. CT would like librarians to consider using My Scheduler to reach out to
distance learners.
      i. This could take the form of a phone, WebEx, or LibChat consultation.
         Librarians’ office hours would be available to students who can’t come
to the library.
      ii. PB reminded everyone that librarians can have their own LibChat
         accounts that students could access from the librarian’s profile box.
      iii. Since CT and CL both have many distance learners, they will add a
         field to their My Scheduler forms asking how students would like to
         meet.
            1. Other librarians are not required to do this since they don’t
               have any, or very many, distance learners.
            2. CT and CL will report back on distance consultations later in
               the semester and librarians will revisit personal LibChat
               accounts and revising the Ref. Analytics form to specify
               consultation format.
            3. Librarians don’t necessarily need to set up personal LibChat
               accounts to accommodate chat consultations. They could
               simply notify the person at the reference desk that they will
               take the chat question from that student when it appears.
   b. DB and CL would like students to be able to attach documents to LibCal
      appointments. This isn’t possible right now, but Springshare said they may
      offer this in the future.

19. UNIV 1001 Tours Update
   a. There are 32 UNIV 1001 sections this fall.
      i. Librarians and NM will each lead five tours and DB will lead two tours.
      ii. NM sent out a tour schedule which librarians have approved.
      iii. All tours are on the Ilstaff calendar.
   b. There are not many qualified student assistant volunteers available to help
      so NM will be asking staff and possibly librarians to act as helpers for some of
      the tours.
   c. The tours will start on Friday, August 26th and continue through the
      following Friday.
   d. CT and CL will meet with NM to go over the tour outline and learn how it
      works.
   e. In the past, the IS Department has held four helper training sessions (two per
      student helper) but this year student assistant schedules simply won’t allow
      this so there will only be two helper sessions altogether. Helpers may attend
      either one.

20. Reference and Instruction topics
   a. New York Times virtual reality glasses
      i. CL brought some of the glasses for everyone to try out.
ii. The free app can be downloaded at nytvr.com.
   1. You can stream or download the videos on the website.
   2. Videos can be viewed like normal on the website or in virtual reality with the glasses.

iii. CL has ten to fifteen sets of the glasses in her office.
   1. These can be used for promotional purposes.
   2. KS suggested an email to faculty saying that the first people to respond get to keep a pair.
   3. NM suggested that faculty or departments with the most library visits get to keep a pair.
   4. ND suggested putting them on reserve.
   5. KS will take them and figure out how to use them for promotional purposes. She will email librarians what she decides.

b. Supporting e-learning
   i. Many general education classes are going online, particularly in English and Languages and Human Resources.
   1. CT spoke with the Amy Ward and Joy Patton of Human Resources about ways the library can support online courses.
   2. Amy Ward asked CT to record an upcoming Social Work session. The video would then be uploaded to Blackboard for the online class next semester.
      a. CT agreed to test this method out although she expressed concerns about the video and sound quality of this format.
      b. It was important to Amy that CT be speaking directly to students. This way, online classes can get almost the same instruction experience as face-to-face classes, rather than clicking through a series of slides in a tutorial.
      c. NM wondered if it's possible to record a split screen video in which the librarian's face is on one side and a screencast is on the other. This way online students would still be able to see the librarian's face and hear their voice without the potential issues of recording a face-to-face session on video.
      d. KS said this is possible in Collaborate, but may not be possible in WebEx.
   3. Shelley Bailey approached CT about a synchronous WebEx library instruction session. CT figuring out how to make this work.
   4. Amy Ward has also requested video mini-lessons on individual topics, like APA style, and peer review.
      a. The lessons would include homework that students would turn in for points.
b. Once these mini-lessons are made, they could be embedded in Blackboard modules for other courses.

5. These functions need to be in place by next semester.

ii. CT wants to look into alternative software for creating e-learning modules.
   1. Adobe Captivate can do a lot but has many limitations, namely that it is complicated to learn and tutorials can take months to create and update.
   2. One of the IS student assistants is researching different programs.
   3. Captivate will be retained in order to update existing tutorials.
   4. Ideally all existing tutorials will be migrated to a new format that is easier to use, for both tutorial creators and end users.
   5. This software would hopefully be easy enough to use that the other librarians would feel comfortable using it to create content for their own liaison areas.

iii. CT would like for each librarian to eventually record their own introduction video that could be embedded in course guides for online courses.

iv. KS pointed out that videos must have either closed captions or a transcript for ADA compliance. CETL has a service that creates transcripts for videos.

v. KS wondered why the library can’t just use LibWizard for these purposes.
   1. Human Resources faculty have specifically asked that CT’s face and voice be included in these videos, though other faculty may be more flexible on that aspect.
   2. LibWizard could be useful for cases that don’t require the “presence” of the librarian or screen captures.

vi. By November 1st, CT would like to have a new software in place for creating these videos and other e-learning modules, if not sooner.

Next meeting: 9/15/2016
Next meeting: 9/29/2016

Agenda for 9/15/16:
13. Action Items
14. Fall Reference Schedule
15. Upcoming Reference Survey
16. Scaffolding
17. Video Tutorial Tracking
18. Reference Best Practices
19. Reference and Instruction Topics

Topics for future meetings:
- Work on improving library classes with distance education sites (with AL).
- Look at SAILS areas to target.
- Revise evaluation documents to include virtual reference.
- Reference desk redesign
- Revise handout templates.
- Create Reference Standards and Best Practices.
- Summer 2017 instruction workshop

Action Items:

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

Calantha:
2. Email librarians about standard scaffolding test questions. (9/29/2016)

Patrick:
2. Contact IT about computer lab locations and hours. (9/29/2016)
3. Figure out how to process NY Times VR glasses with ND and CL. (9/29/2016)

Katie:
1. Publicize NT Times VR glasses in next newsletter. (9/29/2016)

Nick:
1. Figure out how to process NY Times VR glasses with PB and CL. (9/29/2016)

Casey:
1. Figure out how to process NY Times VR glasses with PB and ND. (9/29/2016)

Natalie:
1. Create computer lab hours and locations cheat sheet for the reference desk. (9/29/2016)
Discussion:

21. Action Items
   a. CT added “Hardware Issue (II)” to Ref. Analytics form.
   b. Librarians all brought suggestions for reference best practices.
   c. KS brought comments about how data from the duration field of the Ref. Analytics can be used.
      i. Duration can help determine question level.
      ii. The duration entries could be used to estimate time spent answering reference questions for outreach purposes.
      iii. Since the Ref. Analytics form already has the maximum number of fields, CT thinks that if other fields need to be added in the future, the duration field could be removed to make room.
      iv. CT encouraged everyone to enter the duration of reference transactions even though it is not required.
   d. KS emailed librarians about NY Times virtual reality glasses.
      i. CL wondered where they should be kept.
      ii. All agreed to put them on reserve at Circulation.
      iii. KS will publicize the glasses in the next newsletter.
      iv. CL, KS, and ND will figure out how to process the glasses.

22. Fall Reference Schedule
   a. An IS student assistant has given notice so there will only be three PRAs.
      i. The IS Department plans to hire a new student assistant in the spring.
      ii. The goal is to train new PRAs in the summer from now on so that they will be ready to start in the fall.
   b. In a previous discussion of reference staffing librarians agreed to have a PRA on the desk during part of the night shift.
      i. Librarians agreed that they would prefer to have a PRA work during the day instead of during a night shift.
      ii. Librarians agreed that the 8 a.m. hour should be on-call since the data show very few questions during that time.
         1. DB has said that all hours of reference should be covered since the library is fully staffed.
         2. CT will ask DB about this.
         3. Librarians would alternate being on call at 8:00 a.m.
      iii. PB would prefer not to work five hours of reference on Friday.
         1. KS agreed to take 9:00 a.m. to 1:00 p.m. on Friday and PB will take her Wednesday afternoon.
         2. PB will be on call during the 8:00 a.m. hour if DB allows.
      iv. Sam has expressed interest in working Thursday morning reference again. Mary will work 10:00 a.m. to noon on Thursdays during which Sam will be on call.
23. Upcoming Reference Survey
   a. CT and NM brought copies of the reference survey they plan to put at the desk for about three weeks.
   b. This survey will measure patron satisfaction with reference service before PRAs at the desk.
   c. The same survey will be given at the end of the semester to gauge patron satisfaction with reference service after PRAs have been at the desk for a few months.

24. Scaffolding
   a. CT suggested that the library stop using SAILS.
      i. It costs a lot of money and the results are difficult to directly compare with scaffolding test results.
      ii. CT recommends that the library move toward in-house assessment only.
      iii. In this case there would be no outside, official assessment.
   b. Since all freshmen are required to take Comp I and II, unless they test out, CT thinks this is the best place to assess freshmen as a whole.
      i. Freshmen would take the English scaffolding pre-test at the beginning of Comp I and the post-test at the end of Comp II.
      ii. KS and PB agreed.
   c. The test for Comp I and II will ask for major or field of study.
      i. Scores could be extrapolated out to other liaison areas.
      ii. Scaffolding in other departments will not begin at freshman level.
   d. Some Comp I or II sections may not receive library instruction which may affect their scores on the pre and post-test.
      i. Maybe sections that do receive library instruction will have higher scores.
      ii. If librarians divide up all the sections of Comp I and II, with CT doing the majority, it may be easier to get every section into an instruction session before they take their post-test.
      iii. Alternatively, students could take both tests in Comp I and in Comp II.
   e. Pre and post-tests
      i. Scaffolding test questions are currently based on the old ACRL standards and not the new framework.
      ii. The English and Languages department has a test they want all of their students to take. This test could include additional information literacy questions provided by the library.
      iii. Librarians agreed that there should be five standard-format questions that address information literacy competencies.
      iv. Librarians will come up with subject-specific questions for their scaffolding areas that conform to the standard format. Departments can ask for additional questions to be added to the scaffolding test.
      v. There will be a question bank for each topic area.
         1. KS worried that putting same questions in same order will make it too easy for students
2. CT would like to try it this way next year and see how it works.
   vi. CT will send out an email to librarians about which five questions will need to be standardized.
   vii. Once five questions are standardized CT will make sure they map directly back to ECU general education standards as well.
   viii. There should be a “what’s your class standing” question added to the scaffolding test.

   f. Levels
      i. For psychology, freshmen are tested in Gen Psych, PSYCH 2313, (considered same level), a junior level course, and a senior capstone.
      ii. Comp I and II will become the freshman level for all departments.
      iii. CT would like testing to take place in sophomore and senior levels for other scaffolding departments during the 2017-2018 academic year.

25. Video Tutorial Tracking
   a. LibGuides is reporting no clicks for tutorial links and widgets but Google Analytics is reporting many clicks.
   b. Because of this, Instructional Services will continue to track tutorial clicks with Google Analytics since the LibGuides tracker is not working.
   c. The LibGuides box with the CatPAC widget and link has customizable text.
      i. In order to customize the text, the box must be copied and not mapped.
      ii. In order for the CatPAC widget and link to be tracked in LibGuides, they both must be mapped assets.

26. Reference Best Practices
   a. Tabled until next meeting

27. Reference and Instruction Topics
   a. Buying a new public scanner
      i. The scanner is experiencing more traffic due to increased texts being placed on reserve.
      ii. The copiers will eventually be replaced by the same model used in Instructional Services and the Director's office which has a scanner.
   b. Computer lab cheat sheet
      i. CL would like a cheat sheet of computer lab locations and hours to keep at the reference desk.
      ii. PB will contact IT about computer lab hours and NM will create the cheat sheet based on that information.
   c. NM suggested an alternate layout for the instruction room in which the podium and netbook charging station are switched.
      i. The podium and netbook charging station both need power and Ethernet outlets.
      ii. With the tables turned diagonally to face the podium, there would be space to group all the tables together (rather than split by the aisle like they are now).
Next meeting: 4/13/17

Agenda for 3/30/17:

7. Instructional Services Department Plan
8. Assessment Plan
9. Instruction Activities
10. Reference Desk Schedule

Topics for future meetings:

- Instructional Services Department Plan
- Instruction Activities
- Reference Desk schedule

Action Items:

All:
5. Submit Reference and Instruction agenda topics for the upcoming Instruction Committee meeting by emailing Beth by Wednesday at 5 p.m.
6. Print the minutes from the prior Instructional Services Committee meeting and bring to each new meeting.
7. Look for a book that can be used to find additional instruction activities.

Calantha:
1. Formulate proposed changes to Instructional Services Plan Goal III and bring a copy to the next Instructional Services Meeting.

Patrick:
1. Formulate proposed changes to Instructional Services Plan Goal V and bring a copy to the next Instructional Services Meeting.

Casey:
1. Formulate proposed changes to Instructional Services Plan Goal II and bring a copy to the next Instructional Services Meeting.

Amber:
1. Formulate proposed changes to Instructional Services Plan Goal I and bring a copy to the next Instructional Services Meeting.

Marla:
1. Formulate proposed changes to Instructional Services Plan Goal IV and bring a copy to the next Instructional Services Meeting.

Beth:
1. Complete a Reference Desk schedule for Dead Week and Finals Week.
2. Work on a Reference Desk schedule for Intersession and Summer Session.

Discussion:

1. Statistics for Instruction Annual Report
   a. There are five sets of tables and statistics reported in the AY1516 Instruction Annual Report that DB doesn’t need included and it was suggested that with the Instructional Services Committee’s approval, the information can be removed from the upcoming Annual Report.
   b. CT supplied a handout of the graphs and tables whose elimination were up for debate and gave an explanation of each.
      i. It was decided that the set of statistics titled “Number of Course Sections Which Required Research (Fall and Spring Semesters)” can be removed.
         1. If the analysis within this section of the report is needed by anybody, BG can still supply the numbers upon request.
         2. The information is derived from the Syllabi Analysis Report which will continue to be assembled and disseminated.
         3. The information within the table is based upon a broad definition of “research” as referenced within each syllabus and can be subjective.
      ii. It was decided that the table titled “Non-Returning Faculty” can be removed.
         1. There are a number of uncorrelated reasons a professor might not return for instruction each consecutive year.
         2. As a liaison, each librarian will have a better sense of which professors have not returned for instruction and why they did not need Instructional Services.
      iii. It was decided that the set of statistics titled, “Instruction Sessions for Newly-Hired Faculty” can be eliminated.
         1. CT and CL described to MR and AB how they were able to form relationships with new faculty during the New Faculty Training which takes place at the beginning of each academic year.
         2. There is a lot of outreach at the beginning of each academic year so that the faculty learn who their liaison contacts are and vice versa.
         3. During convocation there are a lot of opportunities to meet faculty and attend both School and Department meetings. CT explained that each librarian contacts the Deans and/or Chairs of their liaison departments and will get invited to introduce themselves during the School and/or Department meeting.
iv. It was decided that the two sets of statistics titled “Subject Guides” and “Course Guides” can be removed.
   1. The same information is captured in a third set of statistics in the Annual Report outlining the “hits” for all Instructional Guides.
   2. This information is provided by BG to each librarian at the end of April and it is also included in the Liaison Report.

2. Instructional Services Department Plan
   a. CT introduced this as a document outlining the major goals the Instructional Service Committee.
   b. CT explained the timeline she would like the committee to follow in formulating the new Instructional Services Plan.
      i. The report is updated every three years and the previous report covered summer 2014 – spring 2017.
      ii. The Work Plan is due by the end of May but because everybody will be busy with the Annual Reports, CT would like to have it finished by the end of April.
      iii. Since this project is due soon, the Instructional Services Committee will meet every week starting 4/13/17.
   c. The Committee members discussed the division of the work, with each librarian taking one of each of the five major goals. While each librarian has an assigned goal, everybody will come together, collaborate, and vote the final proposals.
   b. There were budget and staffing impediments to contend with for implementing the last Instructional Services Plan and some of those impediments will have a legacy in the next Plan. For example, budget constraints limited the implementation of Goal I and alterations to the Reference Desk.
      i. There are completed goals.
      ii. There are goals that will carry-over.
      iii. There are goals that might require alternative strategies.
   e. For the next meeting, each librarian will copy and paste their assigned goal from the Instructional Services Plan document and formulate new goals, strategies and possibly action-steps (not necessary for the next meeting). Each librarian will create a new document and bring a copy to the next meeting.
      i. Keep the formatting of the original document.
      ii. Use as much of the wording of the original document as desired.
      iii. Keep as much of the old goal as desired or come up with a replacement goal. New goals can be either Reference or Instructional in nature.
   f. The five goals were assigned to each librarian.
      i. CT: Goal III – Improve quality of instructional services.
ii. CL: Goal II – Improve the electronic environment in which instructional services are delivered.

iii. PB: Goal V – Promote continued improvement among library faculty and teaching faculty.

iv. MR: Goal IV – Improve staffing and tracking of instructional services.
   1. This goal has been met and can be replaced with a new goal.
   2. One possibility discussed was increased marketing of library services, including one-on-one consultations.

v. AB: Goal I – Improve the physical environment in which instructional services are delivered.

3. Assessment Plan
   a. CT introduced the Assessment Plan and explained that everybody will be involved and everybody will vote on what the librarians want included.
   b. Usually the Assessment Plan is discussed in the Librarians’ Meeting
   c. Student Learning Outcomes vs. Student Support Outcomes. We’re considered a Service department.
   d. CT wrapped Scaffolding to outcomes moving forward.
   e. CT kept three outcomes.
      i. Outcomes 1 and 2 are both directly correlated with SAILS and are based upon ACRL sub-outcomes and, subsequently, ACRL framework. For these two outcomes, we’re transitioning from the SAILS assessment to Scaffolding assessment.
      ii. Outcome 3 is truly more of a support outcome.
          1. The data to assess this outcome is taken from the surveys submitted by students.
          2. CT is especially interested in retaining outcome 3.1 through any possible changes to the Assessment Plan.
   f. This report is probably going to be changing in the future by being more associated with the library as a whole and not just the Instructional Services Department; the Instruction Services Department might retain one outcome with the other two outcomes tied to other departments.

4. Instruction Activities
   a. CT would like to create a pool of instruction activities everybody can use during instruction sessions.
      i. The activities will be tied to Scaffolding. For example, some activities will be used at the Freshman level, others used at the Sophomore level.
      ii. CT has asked DB to buy two books. One is a book with 50 activities that are mapped to the Framework. The other librarians can choose the second book.
      iii. Each librarian will choose an activity and demonstrate it during an upcoming Instructional Service Committee Meeting, like a faux instruction session.
iv. The pool of activities will not be static: ideally, there will
additions and subtractions.

v. Currently, each librarian has his or her own personal selection of
activities. For example, CL has a set of activities for her Nursing
students.

vi. CT would like to have the pool of activities created by August for
the upcoming academic year.

b. There are currently MLA and APA citation worksheets and we need more
worksheets created for other citation styles. Individual liaisons who
represent a department which use other styles are responsible for creating
new worksheets for those citation styles.

5. Reference Desk schedule for Dead Week, Finals Week, Intersession and Summer
Session

a. BG will create a schedule for Dead Week and Finals Week to bring to the next
Instructional Services Committee Meeting on April 13th where it will be
finalized.

b. BG will create an Intersession and Summer Session schedule by the
beginning of May.

c. We will not have any PRAs on the Reference Desk over the summer.

i. All our current PRAs are graduating this spring.

ii. The Instructional Services Department will be hiring one student
worker for the summer but he or she will be needed to help with
other projects.

iii. The library is currently fully staffed and during the summer the
library is closed on Sundays and is only open until 7:00 each day.

iv. The overarching theory of The Reference Desk schedule is that
it's primarily staffed by librarians with PRAs inserted where and
when possible.

Next Meeting: 4/13/17
Next meeting: 4/20/17

Agenda for 4/13/17:
11. Reference Desk Schedule
12. IS Department Plan

Topics for future meetings:
- Discuss grant opportunities.
- More formalized versions of the Instructional Services Plan Goals and comments.
- Instruction activities.
- Reference Desk Schedule for Intersession and Summer Session.
- Search box data gathering.
- Scaffolding – PB on 4/20/17 and CT on 5/11/17.

Action Items:
All:
8. Submit reference and instruction agenda topics for the Instruction Committee meeting by emailing Beth by Wednesday at 5 p.m.
9. Print the minutes from the prior committee meeting and bring to each new meeting.
10. Email BG with vacation days, exceptions and preferences for the Reference Desk Schedule by Thursday, 4/20/17.
11. Explore new learning activities for pool of activities.

Calantha:
1. Prepare learning activity for the first post-Finals Week Instructional Services Meeting.
2. Email AB a copy of the Instruction Room Technology Proposal.
3. Work on a more formalized draft of Instruction Services Plan Goal III and email to everybody.
4. Review MR's draft and come up with comments for the next meeting.
5. Update Scaffolding information in Instruction Services Plan Goal III.

Patrick:
1. Supply CT with a new voice recorder.
2. Work on a more formalized draft of Instruction Services Plan Goal V and email it to everybody.
3. Review AB's draft and come up with comments for the next meeting.

Casey:
1. Work on a more formalized draft of Instruction Services Plan Goal II and email it to everybody.
2. Review CT's draft and come up with comments for the next meeting.

Amber:
1. Work on a more formalized draft of Instruction Services Plan Goal I and email it to everybody.
2. Review CL’s draft and come up with comments for the next meeting.
Marla:
1. Work on a more formalized draft of Instruction Services Plan Goal IV and email it to everybody.
2. Review PB’s draft and come up with comments for the next meeting.

Beth:
1. Complete a Reference Desk schedule for Intersession
2. Work on a Reference Desk schedule for summer.

Discussion:
2. Reference Desk Schedules
   a. Dead Week and Finals Week Reference Desk Schedule.
      a. Email copy to DB for final approval.
      b. Email Copy to SB to check his availability.
      c. In-put schedule to the Reference Desk Calendar.
      d. CT appreciates Staff and PRAs who are able to work Dead Week and Finals Week.
      e. No meetings scheduled during Dead Week or Finals Week.
         i. Librarians’ Meetings resumed after Finals Week
         ii. Instructional Services Meetings resumed after Finals Week.
   1. Intersession and Summer Session Reference Desk Schedule.
      i. Email BG with planned days off, scheduling exceptions and preferences by Thursday, 4/20/17.
      ii. BG will have an Intersession Reference Desk Schedule completed by the next Instructional Services Meeting on 4/20/17.
      iii. BG will have a Summer Session Reference Desk Schedule completed by the 5/11/15 Instruction Services Meeting.
   2. Instructional Services Department Plan
      a. AB introduced proposed changes to the Instructional Services Department Plan Goal I.
         i. Parts of original Strategy 1 retained - Update the Reference Desk area.
            1. New signage for scanner.
            2. Reprint and Rehang some signs.
         ii. Parts of original Strategy 2 retained- Update the Instruction Room.
            1. Better adhesive to attach posters to wall.
            2. Circular tables and screens.
            3. Biggest priority is updated technology.
         iii. Action Step to combine the cost of new furniture with the funding of computer grant idea.
            1. Grant is guaranteed funding.
            2. Usage Statistics will be boosted by more reliable technology because the more that’s shown during
Instructional Sessions, the more those resources will be used by students.

iv. Original strategy 3 retained – Use of campus spaces.

v. Possibly allow students to use Netbooks within the library.
   1. Greater mobility.
   2. Greater use of the Collaborative Spaces.

b. CL and CT introduced proposed changes to the Instructional Services Department Plan Goal II.
      1. Documentation on how to create tutorials.
      2. Action Step to create a template/revise template.
      3. Migration of Academic Integrity tutorials to LibWizard.
      4. CT explained that it was more important to maintain current tutorials than create new ones.

   ii. Improvements to databases and resources.
      1. Record video tutorials on how to use databases and incorporate in LibGuides. For example, WestlawNext.
      2. Look at content from other libraries.
      3. Action Step to create search boxes to navigate tutorials and add to re-usable content.

   iii. Course Guides and LibGuides
      1. Create re-usable content.
      2. Too much text.
      3. Mapping vs. copying.
      4. Track searching and links.

c. CT introduced proposed changes to the Instructional Services Department Plan Goal III.
   i. Original Strategy 1 has been completed and will be removed.
   ii. Original Strategy 2, concerning Scaffolding, will be moved to Strategy 1.
   iii. Original Strategies 3 and 4 will be combined to create Strategy 2.
      1. CT discussed improved ability to deliver effective information literacy instruction with CL’s discussion of Goal II.

d. MR introduced proposed changes to the Instructional Services Department Plan Goal IV.
   i. All original Strategies under Goal IV have already been completed.
   ii. MR changed Goal IV to a focus on increased visibility of Instruction and Reference Services.
      1. Embed librarians in locations all over campus and social media.
      2. Action Step to research models which would work best.
3. CT pointed out that scaffolding makes librarians more included/embedded.

4. Liaison relationships vs. embedding.

iii. Join Blackboard for on-line classes. Also related to Goal III.
    1. Discussion Boards and an “ask the librarian” Forum.
    3. Targeting especially receptive professors.
    4. WebEx.

iv. Assessment and how faculty would prefer to interact. Ties into PB’s Strategies for Goal V.

v. Marketing plan for Instruction.
    1. More targeted methods to promote both Instruction and Reference
    2. Blurred line between liaison duties and Instruction duties.

vi. New Strategy 4 - Outreach to current faculty who under-utilize Instructional Services.

vii. Student/librarian relationship similar to Advisee/Advisor relationship.

e. PB introduced proposed changes to the Instructional Services Department Plan Goal V.
    i. Altering Goal V to focus on improving teaching skills among library faculty and teaching faculty.
    ii. Original Strategy 1 is retained - Teaching yearly workshop for librarians.
        1. WebEX is already planned for summer.
    iii. Original Strategy 2 is retained – Develop new Instructional Services Plan.
    iv. Original Strategy 3’s focus is changed to surveying students and faculty in alternating years.
        1. Obtain feedback from faculty who don’t already participate.
        2. Benefits of focus groups vs. surveys.
        3. Related to Goal IV.
        4. Assignment Workshop for faculty.


vi. Add Strategy 5 – Create a pool of Learning Activities.
    1. Each librarian will present a possible Learning Activity.
    2. Tied to Strategy 4 and mock instructions.

Next Meeting: 4/20/17
In attendance: PB, CT, MR, AB, CL, BG

Next meeting: 5/11/17

Agenda for 4/20/17:
13. Reference Desk Schedule
14. IS Department Plan

Topics for future meetings:
- Work on timeline for the Instructional Services Plan.
- Reference Desk Schedule for Summer Session.

Action Items:
All:
12. Submit reference and instruction agenda topics for the Instruction Committee meeting by emailing BG by Wednesday at 5 p.m.
13. Print the minutes from the prior committee meeting and bring to each new meeting.
14. Email BG with vacation days, exceptions and preferences for the summer Reference Desk Schedule.
15. Add an “Objectives” section to each Goal of the Instructional Services Plan, after the Performance Indictors.
16. Add possible dates to the Action Steps of the Instructional Services Plan, if desired.

Calantha:
1. Prepare learning activity for the next Instructional Services Meeting.
2. Work on a more formalized draft of Instruction Services Plan Goal III, and email to everybody.
3. Incorporate all the changes to the Instruction Services Plan and bring copy to the meeting on 5/11.

Patrick:
1. Work on a more formalized draft of Instruction Services Plan Goal V and email to everybody

Casey:
1. Work on a more formalized draft of Instruction Services Plan Goal II and email it to everybody.

Amber:
1. Work on a more formalized draft of Instruction Services Plan Goal I and email it to everybody.

Marla:
1. Work on a more formalized draft of Instruction Services Plan Goal IV and email it to everybody.

Beth:
1. Complete a Reference Desk schedule for summer.
Discussion:

3. Reference Desk Schedules.
   a. Intersession and Summer Session Reference Desk Schedule.
      a. Others are willing to work some of the Fridays during Intersession so Casey doesn’t have work all of them.
      b. Casey prefers that Trevor not be scheduled for afternoons at the Reference Desk.
      c. Trevor won’t be scheduled to work nights once this semester ends.
      d. Discussion of fall evening schedule.

2. Review of Action Items from the 4/13/17 meeting.
   a. Emailing Reference Desk availability for the summer.
   b. Calantha will prepare a learning activity for an upcoming meeting.

3. Instructional Services Plan.
   a. AB made changes to the Instructional Services Plan Goal I and PB reviewed changes.
      i. Strategies 1 and 2 – update Reference Desk area and Instruction Room.
         1. Switch Action Steps 1 and 2 for both.
         1. Dates of Action Step 1. Timeline to be discussed further at the next meeting.
         2. References to “IS Committee” vs. “All librarians.”
         3. Increases in class size may increase the need to find alternatives to the Instruction Room.
         4. Instruction within the library increases chances of repeat use by students.
         5. Use of computer labs is determined by professor’s preference. Professors book computer labs for Instruction Sessions.
   b. CL made changes to the Instructional Services Plan Goal II and AB reviewed the changes.
      i. Dates of the Action Steps. Timeline to be discussed further at the next meeting.
   c. CT made changes to the Instructional Services Plan Goal III and CL reviewed the changes.
      i. Change reference to Environmental Sciences.
      ii. All action steps are good.
      iii. Performance Indicators are good.
   d. MR made changes to the Instructional Services Plan Goal IV and CT reviewed the changes.
      i. CT suggested re-arranging the strategies by date.
ii. Switched Strategy 1, embed librarians in classroom, to Strategy 3, making marketing more of a priority as Strategy 1.

iii. Committee vs. individual responsibilities.

iv. CT presents the Plan and revising is completed by the IS Committee.

v. CT suggested different wording for several of the Performance Indicators.

e. Overall formatting changes to the Instructional Services Plan.
   i. Meaning of Outcomes vs. Indicators.
   ii. At the end of every year CT goes through the Plan and makes comments on the status of the Action Steps (ex: completed, postponed).
   iii. Use of neutral language in Performance Indicators, by removing words like “increase”.
   iv. Number of faculty using embedded librarians vs. number of librarians embedded in classrooms.
   v. Add and Objective section after Performance Indicators.
   vi. Number of Objectives can vary but the language needs to be quantifiable.

f. PB made changes to the Instructional Services Plan Goal V and MR reviewed the changes.
   i. Dates of the Action Steps.
      1. Add possible dates to Action Steps if desired.

4. MR discussed the option of having a link in librarians’ emails that allow students and faculty to connect directly to My Scheduler.
   a. Students accessing email off-campus would not benefit from a link to My Scheduler.
      i. WebEx or Skype option in the future.
      ii. Improvements and characteristics of My Scheduler.
   b. Include in the Instructional Services Plan’s Goal IV, under the Marketing section.

5. Follow-up email after contact has been made that includes a survey.
   a. To be included as Action Step in Goal III.
   b. Changes to Peer Reference Evaluations.
      i. Include PRAs in Peer Reference. Librarians evaluate PRAs and PRAs evaluate Librarians.
      ii. Add observational element to Peer Reference Evaluations.
      iii. Reformat the Peer Reference Evaluations.

6. Scaffolding Update by PB.
   a. Looking forward to changes that streamline the process.
Instructional Services Committee Meeting
4/20/17
In attendance: PB, CT, MR, AB, CL, BG

i. Eventually there will be a liaison handbook explaining how to administer scaffolding.

Next Meeting: 5/11/17
Next meeting: 6/15/17

Topics for future meetings:
- Examine reusable content guide for areas to improve.

Agenda for 5/11/17:
1. Summer Reference Schedule
2. IS Department Plan (Timeline and Finalization)
3. Tracking required one-on-one consultations (Instructional Annual Report)
4. Sample Instruction Activity

Action Items:
All:
17. Submit reference and instruction agenda topics for the Instruction Committee meeting by emailing CT by Wednesday at 5 p.m.
18. Print the minutes from the prior committee meeting and bring to each new meeting.

Calantha:
1. Make agreed upon changes to the IS Plan and present it to Dana.

Patrick:
1.

Casey:
1.

Marla:
1.
Discussion:

4. Review of Action Items from the 5/11/17 meeting.
   a. CT prepared a learning activity, the summer Reference Desk Schedule, and
      the IS Plan timeline for the librarians to review.
   b. Everyone had emailed preferences for the summer schedule to CT.

5. Reference Desk Schedules.
   b. Summer Session Reference Desk Schedule.
      a. CT presented one without BG and AB.
         a. CT mentioned there were some open hours present and
            TS no longer has a weekly shift.
         b. MR mentioned she might have some shifts she needs to
            switch with someone for appointments.
         c. Everyone agreed to the schedule as proposed.

6. Instructional Services Plan.
   a. CT mentioned she had to take out a few strategies due to an unsustainable
      estimated workload.
      i. CT felt one strategy about database tutorials fell more under
         Collection Services.
         1. Casey agreed to take that over in her department.
      ii. CT felt the reusable content did not have the same urgency as
          other strategies.
          1. CL argued that the reusable content strategy was still
             important enough to keep in some format.
             a. CT agreed to place it as a future topic of discussion in
                the IS Committee.
          iii. CT felt that the embedded librarian’ strategy would be somewhat
               redundant and asked the librarians to take it out.
               1. Everyone agreed it could be removed.
      iv. CT felt the needs assessment strategy fit more into the Access
          Services Department’s marketing plan or the library’s work plan.
          1. Everyone agreed it could be removed.
      v. CT felt the yearly mock instructions was too burdensome.
         1. PB argued that it should be included in some way, even if it is
            not its own strategy.
         2. CL suggested it be included in the yearly teaching workshop
            strategy and PB agreed.
         3. CT agreed to try to incorporate it in some way.
   b. CT presented a draft of the IS Plan timeline and asked for input.
      i. Everyone agreed to the timeline as presented.
   c. CT thanked everyone for their help with the IS Plan.

7. Tracking required one-on-one consultations.
   a. CT and BG discovered an issue while working on the Instruction Annual
      Report.
b. CT suggested several possible ways to start tracking required one-on-one consultations and asked for input.
   i. CT suggested required F2F consultation be added to the Question Source box in RefAnalytics.
      a. BG felt that might be confusing for the next IS Assistant, as almost all the instruction statistics run through LibInsight.
   ii. CT suggested an alternative solution, which would be to add the required one-on-one consultation numbers to the llstaff calendar instance.
      a. Everyone agreed to this solution.
      b. CT said she would present it to Dana.
   iii. MR suggested using a separate form which feeds into LibInsight for librarians to record required consultations as a future improvement to the system.

5. Sample instruction activity.
   a. CT presented the committee with the citation relay game as a possible addition to the activity repository.
   b. Everyone agreed that it should be added to the repository.

Next Meeting: 6/15/17
Instructional Services Committee Meeting Minutes from June 15, 2017

Present: Patrick, Calantha, Marla, Casey, Kaylie

Agenda for 06-29-17:

1. Preferences for Liaison Areas
2. Instruction Standards and Best Practices
3. Tutorial Update
4. Poster Sticking Solutions

Future:
5. WebEx Workshop
6. Scaffolding Plan

Action Items:

Calantha –
- Forward Academic Integrity emails to Patrick (6/29)
- Add required face-to-face consultations with RefAnalytics (6/29)
- Update Ilstaff instance procedure with college/school (6/29)
- Add college/school to LibInsight (6/29)
- Edit APA box by moving template to the top (6/29)

Patrick –
- Share Academic Integrity emails with everyone (6/29)

Casey –
- Meet and work on updating Instruction Standards and Best Practices (6/29)

Marla –
- Meet and work on updating Instruction Standards and Best Practices (6/29)
- Send department/college cheat sheet to Calantha (6/29)

Discussion:
- Summer Projects Responsibilities
  - Calantha wants most projects finished by July.
  - Casey mentioned that Trevor can help with projects.
    - He can especially help with Boot Camp since he likes to role-play.
  - Five major responsibilities
    - Poster sticking solutions (Patrick)
      - Posters becoming unstuck due to humidity.
      - May need to reprint a few posters.
    - Tutorial migration (Patrick and Calantha)
      - Functional, but not pretty.
      - In the process of transferring to another software program.
    - WebEx workshop (everyone)
      - Responsibility is complete.
      - All everyone has to do now is attend the workshop.
        - Wendy is hosting.
      - If anyone has questions about WebEx, they can email Calantha.
    - Instructional Services and Best Practices (Marla and Casey)
      - Get done this month.
    - Scaffolding Plan (Patrick and Calantha)
      - Do next month.
Tracking required one-on-one consultations
  o Calantha mentioned that Dana wants everyone to add through RefAnalytics.
    ▪ 3 F2F consultation categories: 1. F2F, 2. LibCal, 3. Required F2F
    ▪ Everyone is OK with adding required face-to-face consultations.

Missed chat procedures
  o Everyone needs to check the dashboard for tickets.
  o Email patron to respond.
    ▪ Can look up full name if not given in the chat.
  o Check for missed chats at beginning and end of shifts.

Annual Reports
  o Missing from original agenda
  o Add college/school box on LibAnalytics form.
  o Add department to llstaff calendar instances.

Calantha wants to change the way meeting minutes are written down.
  o Use Librarian’s Meeting Template

Casey wants to change APA Reusable Content Form by moving Word template up.

Casey and Trevor are going to clean up Publication Finder.
  o Some links are not working in the catalog and EDS.
  o Quick Fix Solution: Go straight to Publication Finder to find article.
  o Publication Finder will hopefully be a go-to resource.
  o Link to Publication Finder is buried somewhere.
  o Casey will try to figure out how to add a search box for Publication Finder to the Reusable Content guide.

Patrick mentioned that a patron was being too loud in the library the other day.
  o Everyone discussed different solutions on how to handle situation.

Calantha urges everyone to read get a copy of One Shot Instruction Survival Guide and to take notes.
  o Marla liked the book.
  o Book is based on the ACRL Framework.

Casey wants to encourage faculty to use journals more.
  o Bring more attention to electronic journals and EBSCO.
  o All a matter of liaisons communicating with their departments.

Calantha will not be emailing agendas anymore.
  o Everyone will need to print off minutes from the last meeting.

Next Meeting: June 29, 2017
Agenda for 07-13-17:
7. Finalize the Instruction Standards and Best Practices
8. Scaffolding Plan
9. Tutorial Update

Future:
10. YouTube Tutorial (Casey)

Action Items:
Calantha –
  • Update llstaff instance procedure with department (6/29)
  • Add department to LibInsight (6/29)
  • Meet with Patrick to work on scaffolding plan (7/13)

Patrick –
  • Investigate Department of Geography & Geotechniques (7/13)
  • Talk to Dana about sticking solution (7/13)
  • Meet with Calantha to work on scaffolding plan (7/13)

Casey –
  • Make YouTube documentation (9/14)

Marla –
  • Update Instruction Standards and Best Practices, send it to Casey and then send it to everyone else (7/13)
  • Review ACRL Standards for Proficiencies for Instruction Librarians and Coordinators to see if there’s standards for online environments (7/13)
  • Make documentation for video transcripts (9/14)

Discussion:
• Action Items from last meeting
  o Calantha forwarded Academic Integrity emails to Patrick and added required face-to-face consultations with RefAnalytics.
    ▪ She will ask everyone to add department to LibInsight instead of college/school.
  o Casey thinks the template in the APA box should be left alone.
  o Patrick shared Academic Integrity emails with everyone.
  o Marla sent cheat sheet to Calantha.
• Preferences for Liaison Areas
  o Casey wants to keep Nursing and Art.
    ▪ She has also developed a relationship with Sociology but is willing to give it away.
  o Patrick wants to have Environmental Science and Psychology.
    ▪ Possibly Sociology and Family & Consumer Sciences.
  o Calantha wants English and Human Resources.
    ▪ Possibly keep School of Business.
    ▪ Calantha is willing to give up History and Political Science.
  o Casey doesn’t want to have Biology.
June 29, 2017

Instructional Services Committee Meeting Minutes from June 29, 2017

Present: Patrick, Calantha, Marla, Casey, Kaylie

- Marla would like Education and Communication.

- Instruction Standards and Best Practices
  - Recorded sessions
    - Add subtitles to each recorded video using YouTube’s tool.
    - Add transcript by copying and pasting the subtitles from YouTube’s tool.
      - Casey’s suggestion: Add transcript in description and add subtitles if possible.
  - Upload videos to YouTube.
  - Calantha thinks one or the another (transcript or subtitles) should be required.
    - Transcripts should be standardized.
  - Marla says YouTube uploads will have to be standardized.
  - Calantha would like to have YouTube documentation done by September 14.
  - Calantha’s suggestion: Possibly add “If instructor doesn’t have a preference, anything over 10 minutes must be segmented.”
  - “Online Sessions” section can be renamed “Online Instruction.”
    - Section can be divided into smaller sections:
      - Recorded Sessions
      - Live Sessions
      - Course Guides
        - Course guides could feature a short introduction video.
  - Everyone should finalize standards during the next meeting.

- Tutorial Update
  - Academic Integrity is finished.
  - Calantha finished ¾ of Plagiarism.
  - Patrick almost finished with Cheating.

- Poster Sticking Solutions
  - Patrick found some chained poster frames online.
  - Everyone likes the frame that doesn’t hang from ceiling.

Next Meeting: July 13, 2017