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

Strategy 1: Update the Reference Desk furniture, arrangement, and signage to increase approachability and functionality. [Carry over from previous IS Plan]

Action Step 1: Research best practices in Reference Desk furniture, arrangement, and signage.
   Who: Instructional Services Committee
   When: Fall 2017
   Comments:

Action Step 2: Research grant options to pay for updated furniture.
   Who: Instructional Services Committee
   When: Fall 2017
   Comments:

Action Step 3: Discuss options, including costs, for purchasing new furniture, rearranging the space, and developing new signage, and draft grant proposal.
   Who: Instructional Services Committee
   When: Spring 2018
   Comments:

Action Step 4: Present proposal to the Director. Revise proposal as necessary.
   Who: Instructional Services Librarian
   When: Spring 2018
   Comments:

Action Step 5: Implement proposal, if approved and funded.
   Who: All librarians
   When: Summer 2018
   Comments:

Strategy 2: Update the Instruction Room furniture, technology, decorations, and arrangement to increase functionality and aesthetics. [Carry over from previous IS Plan]

Action Step 1: Research better sticking options for research posters and implement.
   Who: Media Services Librarian
   When: Summer 2017
   Comments:
Action Step 2: Research best practices in library classroom furniture, technology, decorations, and arrangement.
Who: Instructional Services Committee
When: Fall 2018
Comments:

Action Step 3: Research grant options to pay for updated technology and furniture.
Who: Instructional Services Committee
When: Fall 2018
Comments:

Action Step 4: Discuss options, including costs, for purchasing new furniture, technology, decorations, and rearranging the space, and draft grant proposal.
Who: Instructional Services Committee
When: Spring 2019
Comments:

Action Step 5: Present proposal to the Director. Revise proposal as necessary.
Who: Instructional Services Librarian
When: Spring 2019
Comments:

Action Step 6: Implement proposal, if approved and funded.
Who: All librarians
When: Summer 2019
Comments:

Strategy 3: Make better use of campus spaces and resources to accommodate a broader range of courses, for instance course sections that are too large to fit in the Instruction Room or situations where the Instruction Room is already booked.
[Carry over from previous IS Plan]

Action Step 1: Identify campus spaces which are available to us and the contact person for each of these spaces.
Who: Instructional Services Committee
When: Fall 2019
Comments: Robin Robertson and Scott Barton are good contact people about campus spaces.

Action Step 2: Discuss scenarios in which each of these spaces could be utilized.
Who: Instructional Services Committee
When: Fall 2019
Comments:

Action Step 3: Create procedures for when and how to use the spaces and communicating these possibilities to faculty.
   Who: Instructional Services Committee
   When: Spring 2020

Performance Indicators:
   • Number of reference questions.
   • Feedback regarding physical environment on Service Surveys and Student and Faculty Instruction Evaluations.

Objectives:
   • Make instruction room more conducive to student learning.
   • Increase student accessibility and learning with updated technology.
   • Improve approachability of reference desk.
   • Utilize additional student learning spaces around campus.

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

Strategy 1: Maintain online tutorials.

Action Step 1: Replace existing Academic Integrity tutorials using new software.
   Who: Instructional Services Librarian and Assistant
   When: Summer 2017

Action Step 2: Replace all other tutorials using new software.
   Who: Instructional Services Librarian and Assistant
   When: Fall 2017-Spring 2018

Action Step 3: Create new tutorials.
   Who: Instructional Services Librarian and Assistant
   When: Summer 2018-Spring 2020

Action Step 4: Continue revising tutorials as needed to ensure quality of content and functionality.
   Who: Instructional Services Librarian and Assistant
   When: Summer 2018-Spring 2020
**Strategy 2:** Increase quality and quantity of virtual instruction and reference.

Action Step 1: Attend a workshop to learn the WebEx software.
Who: Instructional Services Committee
When: Summer 2017
**Comments:**

Action Step 2: Revise the Instruction Standards and Best Practices policy to include virtual instruction.
Who: Instructional Services Committee
When: Summer 2017
**Comments:**

Action Step 3: Create virtual research consultation standards and best practices.
Who: Instructional Services Committee
When: Fall 2017
**Comments:**

Action Step 4: Begin marketing WebEx instruction sessions and research consultations to liaison faculty.
Who: All librarians
When: Fall 2017
**Comments:**

**Performance Indicators:**
- Number of hits to tutorials.
- Number of virtual instruction and reference sessions held and positive evaluations from users on virtual instruction sessions.

**Objectives:**
- Increase use of tutorials.
- Increased ability to meet the needs of online students.

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

**Strategy 1:** Continue scaffolding information literacy instruction in individual departments.

Action Step 1: Maintain scaffolding in Psychology.
Who: Instructional Services Librarian and Psychology liaison
When: Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020
**Comments:**
Action Step 2: Continue implementing scaffolding in English & Languages and Environmental Science department.
   Who: Instructional Services Librarian and Environmental Science liaison
   When: Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020
   Comments:

Action Step 3: Create scaffolding plan.
   Who: Instructional Services Committee
   When: Summer 2017
   Comments:

Action Step 4: Begin scaffolding documentation.
   Who: Instructional Services Committee
   When: Fall 2017
   Comments:

Action Step 5: Begin implementing scaffolding in the next targeted department.
   Who: Instructional Services Librarian and appropriate liaison
   When: Fall 2019 - Spring 2020
   Completed:

Strategy 2: Revise the Instruction and Reference Evaluation Plans.

Action Step 1: Revise the Instruction and Reference Evaluation Plans to include a virtual (self-evaluation) component.
   Who: Instructional Services Committee
   When: Fall 2017
   Comments:

Action Step 2: Revise the Reference Evaluation Plans to include Peer Reference Assistant and on-call components.
   Who: Instructional Services Committee
   When: Spring 2018
   Comments:

Action Step 3: Revise the Reference Peer Evaluation Forms.
   Who: Instructional Services Committee
   When: Summer 2018
   Comments:

Action Step 4: Present proposed changes to the Instruction and Reference Evaluation Plans to the Director.
Who: Instructional Services Librarian  
When: Fall 2019  
**Comments:**

Action Step 5: Implement the new instruction and reference evaluation components.  
Who: All librarians  
When: Spring 2020  
**Comments:**

**Performance Indicators:**  
- Number of instruction sessions in scaffolded departments.

**Objectives**  
- Stronger relationships with and increased presence in scaffolded departments.  
- Creation of more comprehensive evaluation plans.

**Goal IV: Increase the visibility of instructional services.**

**Strategy 1:** Create a plan for marketing instructional and reference services to students and faculty.

Action Step 1: Review current marketing methods and their effectiveness.  
Who: Instructional Services Committee  
When: Summer 2019

Action Step 2: Create plan.  
Who: Instructional Services Committee  
When: Fall 2019

Action Step 3: Present plan to Director and revise as necessary  
Who: Instructional Services Librarian and Instructional Services Committee  
When: Fall 2019

Action Step 4: Implement plan, if approved.  
Who: All Librarians  
When: Spring 2020

**Strategy 2:** Target courses that are: non-returning, identified in Syllabi Analysis, and specified in the General Education Program’s Learning Outcome 3.

Action Step 1: Identify courses to target.
Action Step 2: Create plan to target courses.
Who: Instructional Services Committee
When: Summer 2019

Action Step 3: Implement plan to target courses.
Who: Liaison Librarians
When: Fall 2019

Performance Indicators:
- Usage of instruction and reference services.
- Number of requests for instruction in previously non-returning courses who had previously not used Instructional Services

Objectives
- Increase librarians’ understanding of why faculty do not use instructional services.
- Increase number of non-returning courses with library instruction.
- Increase usage of instruction and reference services.

Goal V: Improve librarian teaching skills.

Strategy 1: Conduct yearly teaching workshop for librarians.

Action Step 1: Select teaching workshop topic and define workshop goals.
Who: Instructional Services Committee
When: Spring 2018, 2019

Comments:

Action Step 2: Arrange teaching workshop.
Who: Instructional Services Librarian and Director
When: Spring 2018, 2019

Comments:

Action Step 3: Prepare for workshop.
Who: Instructional Services Librarian and Assistant
When: Summer 2018, 2019

Comments:

Action Step 4: Participate in teaching workshop.
Who: Instructional Services Committee
When: Summer 2018, 2019

Comments:
Action Step 5: Implement skills learned in previous workshop through either instruction or reference.
   Who: All librarians
   When: Fall 2018 - Spring 2019, Fall 2019 - Spring 2020
   Comments:

Action Step 6: Evaluate use of the skills learned in previous workshop through self-evaluation one week after said instruction session or reference interaction.
   Who: All librarians
   When: Fall 2018 - Spring 2019, Fall 2019 - Spring 2020
   Comments:

Strategy 2: Develop new Instructional Services Plan.

Action Step 1: Brainstorm ideas for what to include in new plan, what steps would be necessary to accomplish each objective, and when each step should take place.
   Who: Instructional Services Committee
   When: Spring 2020
   Comments:

Action Step 2: Draft a formal plan and submit to librarians for review. Revise as necessary.
   Who: Instructional Services Librarian
   When: Spring 2020
   Comments:

Action Step 3: Present plan to Director and revise as necessary.
   Who: Instructional Services Librarian
   When: Spring 2020
   Comments:

Action Step 4: Implement plan.
   Who: Instructional Services Librarian
   When: Summer 2020
   Comments:

Strategy 3: Create and maintain pool of learning activities.

Action Step 1: Create a repository for activities.
   Who: Instructional Services Librarian
   When: Fall 2017
   Comments:
Action Step 2: Collect instruction activities from librarians on a rotation schedule.
   Who: Instructional Services Committee
   When: Fall 2017, Spring 2018, Fall 2018, Spring 2019
   Comments:

Action Step 3: Evaluate and review the repository.
   Who: Instructional Services Committee
   When: Summer 2018, Summer 2019
   Comments:

**Performance Indicators**
- Number of instructions using learning activities.
- Instruction evaluation numbers.
- Number of instructions.

**Objectives**
- Improve relationships with the campus community.
- Inclusion of more user-centered instruction techniques.
**Timeline**

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Research better sticking options for research posters in Instruction Room (1.2.1).</td>
<td>• Research best practices in Reference Desk furniture, arrangement, and signage (1.1.1).</td>
<td>• Discuss options for the Reference Desk, and draft grant proposal (1.1.3).</td>
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<tr>
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<td>• Replace Academic Integrity tutorials using new software (2.1.1).</td>
<td>• Research grant options to pay for updated furniture (1.1.2).</td>
<td>• Present Reference Desk redesign proposal to the Director. Revise proposal as necessary (1.1.4).</td>
</tr>
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<td>• Attend a workshop to learn the WebEx software (2.2.1).</td>
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<tr>
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<td>• Revise the Instruction Standards and Best Practices policy to include virtual instruction (2.2.2).</td>
<td>• Create virtual research consultation standards and best practices (2.2.3).</td>
<td>• Maintain scaffolding in Psychology (3.1.1).</td>
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<td>• Create scaffolding plan (3.1.3).</td>
<td>• Begin marketing WebEx instruction sessions and research consultations to liaison faculty (2.2.4).</td>
<td>• Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
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<tr>
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<td>• Maintain scaffolding in Psychology (3.1.1).</td>
<td>• Revise the Reference Evaluation Plans to include Peer Reference Assistant and on-call components (3.2.2).</td>
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<tr>
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<td>• Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
<td>• Select teaching workshop topic and define workshop goals (5.1.1).</td>
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<tr>
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<td>• Begin scaffolding documentation (3.1.4).</td>
<td>• Arrange teaching workshop (5.1.2).</td>
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<td>• Revise the Instruction and Reference Evaluation Plans to include a virtual (self-evaluation) component (3.2.1).</td>
<td>• Collect instruction activities from librarians (5.3.2).</td>
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<td>• Create a repository for instruction activities (5.3.1).</td>
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<td>Year 2</td>
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<td>Fall 2018</td>
<td>Spring 2019</td>
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<td>• Implement Reference Desk redesign proposal, if approved and funded (1.1.5).</td>
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<td>• Discuss options for the Instruction Room, and draft grant proposal (1.2.4).</td>
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<td>• Create new tutorials (2.1.3).</td>
<td>• Research grant options to pay for updated technology and furniture for Instruction Room (1.2.3).</td>
<td>• Present Instruction Room proposal to the Director. Revise proposal as necessary (1.2.5).</td>
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<td>• Continue revising tutorials as needed to ensure quality of content and functionality (2.1.4).</td>
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<td>• Revise the Reference Peer Evaluation Forms (3.2.3).</td>
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<td>• Prepare for workshop (5.1.3).</td>
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<td>• Participate in teaching workshop (5.1.4).</td>
<td>• Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
<td>• Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
</tr>
<tr>
<td></td>
<td>• Evaluate and review the instruction activity repository (5.3.3).</td>
<td>• Implement the new instruction and reference evaluation components (3.2.5).</td>
<td>• Implement the new instruction and reference evaluation components (3.2.5).</td>
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<td>• Evaluate use of the skills learned in previous workshop through self-evaluation (5.1.6).</td>
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<td>• Collect instruction activities from librarians (5.3.2).</td>
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<tr>
<td>Year 3</td>
<td>Summer 2019</td>
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<td>Spring 2020</td>
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<td>- Implement Instruction Room proposal, if approved and funded (1.2.6).</td>
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<td>- Identify courses to target (4.2.1).</td>
<td>- Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
<td>- Continue implementing scaffolding in English &amp; Languages and Environmental Science department (3.1.2).</td>
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<td>- Create plan to target courses (4.2.2).</td>
<td>- Begin implementing scaffolding in the next targeted department (3.1.5).</td>
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</tr>
<tr>
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<td>- Prepare for workshop (5.1.3).</td>
<td>- Create marketing plan (4.1.2).</td>
<td>- Implement marketing plan, if approved (4.1.4).</td>
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<td>- Participate in teaching workshop (5.1.4).</td>
<td>- Present marketing plan to Director and revise as necessary (4.1.3).</td>
<td>- Implement workshop skills through either instruction or reference (5.1.5).</td>
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