

Instructional Initiatives – Strategic Planning August 19, 2004

Where are we going?

Should we be doing more? Should we be doing less?

What data do we have?

- ARL data has us counting # of sessions and students served but we need better data, there is still underreporting

Can we compare data across the years?

- Increases over the last 5 years

Do we have data on usage of web tutorials?

- No use counts, but qualitative data (comments) on use
- Better coordination needed of classroom instruction with web-based tools
- Use web resources to be more efficient – not enough time to reach all classes

Ways to reach all sections of English 15- beyond the classroom?

- Use homework assignments instead of using valuable class time

1st Level Instruction

- Can we apply TQM-like process to identify student needs?
- Students need to learn the library to do “X”
- Think about Best Practices, learn from the experiences of a few
- Brown bags/interest group for sharing methods/hints/tips for English 15

- TEACH THE TEACHER - idea tried once before but was not entirely successful; take a different strategy this time
- Identify key courses within a department/major/curriculum
- Should emphasis be shifted from English 15/CAS to FY seminars?
- Do we have data on # of FY seminars and which classes have been taught?
- E.S. coordinated program in CAMS to cover those key courses
- Need to provide a face to the library

Strategies

- Develop English 15 program
- Develop FYS program
- Emphasize promote tutorials

With class or stand alone?

- What about students coming from campuses?
- What is taught at campuses? More coordination needed with campuses and programs for transfer students
- Remember that there are students who are graduating now from the branch campuses.

- Buy-in from faculty necessary – they must be partners in this process – and we must offer suite of options to meet diverse needs
- Do we need a parallel group for instruction (with campus) CDGL, subject heads brown bags?

CREDIT INSTRUCTION

- Cost effective -- lots of time, small classes
- What is the need?
- Overload of responsibilities (esp. problematic for untenured)

P/T process

How is credit instruction perceived by broader faculty?

- university wide faculty are surprised to hear that library faculty teach
- evaluating teaching – tension with research
- perhaps it doesn't get valued in relation to the effort expended (within the library)

Do we value the time spent on instruction?

- Credit?
- Course related?
- Credit instruction improves our skills as librarians – that should be valued
- Do we need to work toward increased enrollment?
- Closer integration with methods classes (co-teaching model?) [on purpose and by default]
- enrollment from students interested in going on to library school
 - remember our responsibility to recruit people to the profession
- some real strengths
- we need to clarify our program of credit instruction, address current ambivalence

Credit Instruction

- These courses are also “teach the teacher” opportunities
- How is credit instruction evaluated/valued in the P/T process? How much is it worth in the dossier? A pragmatic question from the untenured

Recognize intangible values of teaching - -

Conflict in choosing to teach or not

Budget issues – credit/income/payment for non LST classes

HELP – a continuum between reference and instruction

What is our role in Grad and undergrad education?

- we disagree amongst ourselves
- Do we need to develop an overall statement of priorities?

Could we use a threaded discussion to engage a larger group in this discussion?

- another intangible – credibility with teaching faculty – we understand the process and pitfalls
- Are there ways to share the load?
- Is credit instruction more important in some disciplines more than in others?

Where do we go next?

Still have a ways to go to get to a higher level of consensus

Develop community of practice

Open house is an effective way to reach a large # of students

- Could be promoted as first tier of library instruction program
- Apply to statement of library learning objectives

Marketing – build awareness of library role in student learning

We need to tell our story

- why we are different from Google
- more effective, more efficient

- look to develop new SDI resources that will work better than interest group websites (for example)

Next steps

- threaded discussion
- series of meetings to discuss specific items – strategic plan
- forum for an ongoing leadership/discussion priority setting (core group of change-makers)