The deadline set to be finished with 7.1 is **July 13, 2012**

The group was given the assignment to think about elements of a training program that would be needed to train a new librarian in Instruction.

Martha Parker submitted ideas via Deb Kulczak.

> What would be a good instruction training program for a new hire? Consider new librarian with and without experience, what would be the content of such a program?

In my opinion, an instruction training manual for librarian (new or experienced) should cover the answers to the following questions:

1. **What?**
   a. Explaining what we are trying to do (mission, vision, UAL philosophy).
2. **Who?**
   a. Explaining who carries out the program.
   b. How the program would be administered?
   c. Stating everyone’s roles
   d. Stating accountability levels
   e. Who are the people involved in redirecting the program when needed
   f. Who is overseeing checks and balances
   g. Decide who we are serving (what library base and what programs/faculty).
3. **When?**
   a. When do we implement the program?
   b. Knowing my specific role for me to know “when” something is expected of me
   c. When do we meet to assess accomplishments and discard unnecessary steps (revising the program as needed)
4. **Why?**
   a. What is the goal or intended direction (reasons)?
   b. Knowing the library instruction history and redirecting to meet new UAF goals such as student demographics, new faculty needs, greater emphasis of distance education, higher usage of social media tools,
   c. Stating why we need a librarian instruction manual program
5. **How?**
   a. How are we going to implement consistency within the instruction program?
   b. How are we going to improve our own skill-set (quality of instruction)?
   c. How do we track the progress of our program/decisions?
   d. How do we reward excellence?
6. Where?
   a. Are there specific areas to perform instruction (main building, branches, college classrooms, digital setting (tutorials?),…
   b. I realize some of these questions are obvious to an experienced instruction librarian. The substance of this program would be if we could bring up to speed a new librarian like me with this training manual.

Please note these are only ideas not the table of contents or steps to do the program in a specific order.

The group discussed a mission for the instruction program and felt that the mission was discussed in both of the previous studies in 2009 and 2005 and portions of those could be used. [http://libinfo.uark.edu/committees/committeedetailsarchived.asp?committeeID=39](http://libinfo.uark.edu/committees/committeedetailsarchived.asp?committeeID=39)

1. To create a cohesive instructional program to support the campus curriculum and to teach effective research methods. Identify key learning objectives for conducting research, engage in critical thinking, and evaluate information resources. Develop assessment tools to measure student learning and to evaluate the effectiveness of the program. Expand and revitalize the instruction program by consulting with faculty, campus academic centers, the Learning Collaborative, the Reference Department, and subject librarians.

2. The task force is to review current instruction, establish content in common, and institute standardized assessment. Longer term goals are to make sure that what students are taught is progressive over their time at the University, and to make discernible contributions to their ability to locate, evaluate and use information.

We may want to use the term “University Community” instead of students to better incorporate the research of graduate students and faculty.

The group discussed the idea of an Instruction Mentor from Jennifer Rae Hartman’s ideas listed below.

Training Program Outline for New Instruction Librarians* by Jennifer Rae Hartman

*“New Instruction Librarians” may not be new to the profession or our organization; they are interested in learning or improving their teaching / presentation skills

Summary: TRAINING! Feedback on instructional design (before the session), delivery (done through observation, follow-up after the session), and strategies for improvement (ongoing assessment; identify strengths and areas for improvement; future goals)

Before
   • MENTORS and FORMAL TRAINING 😊
• Training on LC classifications (as necessary)
• Training on different databases (as necessary)
• Training on how to use the classroom equipment (or other relevant equipment in the room / building in which instruction occurs)
• Training on how to approach faculty and build relationships with departments / programs
• Training on diversity issues; English language learners; nonverbal communication & cultural interpretations; generational differences---focus on Millennials
• Training on presentation skills
• Training on classroom management
• Training on how students learn (at least introductory training in info seeking behavior/B.I.)
• Training on LibGuides and other tools
• New Librarian observes Mentor Librarian giving instruction; they discuss how it went, future goals, etc.

**Before Instruction**
• Mentor Librarian works with New Librarian as s/he develops teaching objectives for the session
• New Librarian gives a practice session for Mentor Librarian and/or other Librarians; they discuss how it went, ways to improve, etc.

**During Instruction**
• Mentor Librarian (or another Librarian) observes, takes notes, and helps students who need additional help during New Librarian’s instruction

**After Instruction**
• Discuss Mentor’s evaluation
• Discuss student evaluations (if available)
• Discuss strategies for improvement
• Set a teaching / learning plan for New Librarian with short and long-term goals and dates to assess progress toward goals

**SMART Goals are:**
• Specific
• Measurable
• Attainable
• Relevant
• Timely
Should instruction mentoring be an informal or formal program? The general consensus was that if it was too informal then it would not get done. Although, instruction librarians agreed it is good to observe more than one style of teaching or more than one other librarian to get an idea of your own style for library instruction. Mentoring and observation could take place for 3-6 months. The supervisor, department head, or instruction coordinator should be involved in promoting this mentoring process.

There needs to be a standard statement about instruction in the statement of duties for those librarians who perform instruction.

Other ideas: It is important to know how to use equipment in other buildings before the instruction session begins.

Kate asked if there is a list of content that should be included. Luti cited the examples in the 2009 document.

Tony stated that the Head of Reference would be an appropriate position to assign as the Instruction Coordinator. He also thought it would be a good idea to have some standardized sample talks that new instruction librarians could develop and practice on fellow librarians to provide feedback.

*Welcome to the library and its services.
*1st term paper in English or Communications.
*1st discipline specific term paper.

Phil thought the new instruction librarian should first be introduced to the documentation, 2nd the standards for proficiencies, 3rd identify things to work on, 4th write a statement of goals, 5th be taught Libguides and other technology, and 6th observe instruction.

The idea of delegates to the Instruction Coordinator was discussed.

Patricia suggested that we reinstate the forum because it would be a helpful venue to instruct other reference librarians on more indepth research in the different subject areas.

Elizabeth discussed how the usefulness of team teaching.

Deb pointed out that there instruction librarians might not be new hires, but anyone new to instruction also needs to be trained.

Beth brought up mechanicals. Who is in charge of teaching the new person how to book a room, or how to set up an open class?

Is there a role for the subject groups in instruction training? Judy advises they have a different name if used, but these groups do make natural mentoring groups.
The idea of Master Teachers was discussed. This group could meet similarly to the research group. Natural partners to the library for instruction might be UITS. We need to also learn what other departments are doing to make better instructors. Such as, the Walton graduate students.

We need a mechanism to encourage subject faculty feedback. We may need to teach new hires about relationship building.

A small group of master teachers was brought up again. This group would need to deal with all aspects of instruction including technology and it needs to have formal programming with consequences.

**Donna, Necia, Patricia, and Jennifer Rae volunteered to work on such a group. Donna will ask Sarah if she would also like to participate.** The group will take the structure being discussed in this larger group and identify opportunities for good quality training that can be evaluated on ARL proficiencies. They need to cite the ARL document in their document.

We now seem to be moving in to strategic initiative 7.2.

7.2 Develop ways to train librarians in techniques and methods to meet these standards and evaluative instruments for assessing their progress towards meeting those standards.

Respectfully mag