Baseline
- Important to establish a baseline in terms of where we are today regarding existing:
  - Classes/instruction sessions
    - Parameters sought:
      - All classes in 2015, including: course name/num, dept., class type and term
    - Partnerships – outside of the traditional teaching departments (i.e. writing center, academic integrity, etc)
    - Much of the raw data can be obtained from Desktracker
    - The baseline establishes the basis for how we measure change/improvement between current state and future state
    - Important for subject specialist to be in tune with changes at the dept. and university level that
      - may impact the services we deliver and new opportunities we should explore
  - As part of that baseline, Joel will be:
    - Observing select instruction sessions, not to personally critique individuals but rather to understand how content is being delivered and how it is being received

Vision, roadmap and positioning statements
- The vision: Integrating instruction (research and problem solving skills) into the classroom and larger departmental and university goals
- How do we get there?
  - Identified four key phases
    - Requiring specific actions and timelines (projects)
  - Phase 1: Developing positioning statements
    - Explaining the benefits we provide to our users and the problems we can solve for our users
    - The brainstorming discussion at our last meeting (2/17/2016), laid the preliminary foundation for developing positioning statements
    - More to come in the future related to the topic
  - Phase 2: Targeting & Relationship Building
    - Identify classes with a research component or classes that have specific assignments that require the use of information resources, research skills and problem solving
    - Identify key partnerships
    - At the next meeting (3/16/2016), as group, we will brainstorm on potential areas to explore
      - Each subject specialist is asked to identify potential areas within their disciplines
  - Phase 3: Program redesign
• Re-examine the overall program design for instruction in terms of content and delivery
  o What’s important to our users?
    ▪ Curriculum based instruction becoming increasingly important
  o What do we need to be better at from a process, skills and knowledge standpoint?
    o Focus on increasing impact

  ▪ **Phase 4: Communication**
    • Integration and consistency of messaging among the various channels
      o Website – for example
        ▪ Improving the Research Services pages
        ▪ Creating separate portals for students and faculty
        ▪ Highlighting case studies exhibiting how we have solved problems for our users
      o LibGuides – for example
        ▪ Provide better content
        ▪ Utilize class guides more to help close the loop for students
        ▪ Emphasizing dedicated personal assistance
      o Better integration of VR/Chat
      o Physical
        o Will start to formulate a more detailed plan
        o What other elements do we need to consider?
          ▪ Open classes or general sessions – lots of effort expended in planning with minimal results
            • Need to re-examine our strategy
          ▪ The actual reference desk
            • Consistent training (esp. for nights and weekend staff), sharing of assignments, etc.
      ▪ **VR Platforms**
        • Currently running two: QuestionPoint and LibChat.
        • Should we migrate to a single platform?
        • Experiments with LibChat should move forward.
      ▪ Where should documents reside related to our planning efforts? TBD

**Action Items**
• Obtain details of classes/instruction in 2015 (Beth provided raw data)
• Obtain list of partnerships outside of traditional teaching departments (Beth provided a preliminary list)
• Each subject specialist is asked to identify potential areas within their disciplines in preparation for the **3/16/2016** meeting

**Future Agenda Items:**
• More detailed discussion on actions and timelines related to the phases
• More detailed discussion on positioning statements
• More detailed discussion on metrics and assessment
• More detailed discussion on potential new information services
• If you have agenda items, please send to Kathleen or Joel.

Kathleen
- Spring International Scavenger Hunt – I emailed with Mandy Howard who is very open to us rewriting the questions that the students do. I’ve already talked to Sarah about suggesting some new questions that focus on what we think is important for these students to know, and I’ve mentioned it to a few others. We’d like to stick with just seven questions and we’re thinking to include a questions that would take them to Performing Arts and Media, too. In the next week or so, please email me and/or Sarah with suggestions you have for new questions.