LIBRARY INSTRUCTION/INFORMATION LITERACY POLICIES AND PROCEDURES GUIDELINES FOR SCHEDULING LIBRARY INSTRUCTION SESSIONS

Policies
- Generally, all Library Faculty members teach library instruction sessions for the First-Year Information Literacy Program with University 101, English 101, and English 102. Teaching assignments are made in consultation with the Coordinator of Library Instruction. If a Library Faculty member is unable to keep an appointment to teach a class, it is his/her responsibility to reschedule the class or find another Library Faculty member to teach the instruction session, in consultation with the Coordinator for Library Instruction.

- Library Faculty members are assigned to work with the various academic programs on campus.

- Library Faculty members are primarily responsible for conducting library instruction classes within their assigned liaison disciplines. If a liaison is unable to teach a class within his/her assigned discipline, s/he is responsible for finding another Library Faculty member to teach the instruction session.

- When help is required, all Library Faculty members are expected to assist with any session.

- Library instruction sessions or support are offered to students in all distance education courses, online courses, and courses at the University Center in Greenville, in addition to the Spartanburg campus. Library Faculty members assigned full-time or part-time to the University Center-Greenville campus are expected to teach library instruction sessions there in all subjects, though on occasion Library Faculty members from the Spartanburg campus may elect to conduct sessions there. For web-based and distance education courses, Library Faculty members may participate in webcasts or live chat, and create library guides, handouts, tutorials, videos, or monitor course discussion lists about library research.

Procedures
- Library instruction sessions for University 101 are pre-scheduled. English 101 and 102 sections are assigned by the Coordinator of Library instruction in consultation with the Library Faculty. In both cases, Library Faculty members have the right to request working with a particular professor or section. It is a general policy that a Library Faculty member will teach all sections of English 101 or English 102 taught by a particular professor.

- Each Library Faculty member has the authority to schedule classes in his/her liaison area(s).

- All classes must be scheduled in the Outlook Calendars for the correct location: Computer Lab, Room 118, UCG, and Other (for other locations on the Spartanburg campus). All Outlook Calendar entries must include the course number, Classroom Faculty name, number of students (if available), and the Library Faculty member’s initials.

- Classes with 18 or fewer students should normally be scheduled in Room 118. If library instruction sessions must be scheduled simultaneously in the Computer Lab and Room 118, and the size of both classes exceeds 18 students, the librarians teaching the sessions will confer regarding the best utilization of the Computer Lab and Room 118.
To allow for preparation time, classes are ideally scheduled at least one week in advance. Schedules for the following week are printed from the Outlook Calendars on Sunday evening and placed in the binder at the Reference Desk. If a session is scheduled or canceled after the schedule has been printed, the change must be made in both the Outlook Calendar and in the binder, and the Computer Lab staff notified of the change.

An Information Literacy Form is available behind the Reference Desk and online in the Library Instruction folder on the P drive. It is to be used to report statistics for each scheduled session. Two copies of the paper form should be submitted to the Coordinator of Library Instruction within two weeks of the session. Alternatively, the online form may be filled out and attached to the session entry in Outlook Calendar, within two week of the session. Paper handouts, activities, or printouts of Library Guides that Library Faculty members want preserved in the library instruction notebooks and file behind the Reference Desk should be submitted to the Coordinator of Library Instruction along with the Information Literacy Form.

A Library Faculty member not assigned to the University Center Greenville campus who elects to teach an instruction session there should coordinate with one of the University Center librarians to schedule a room.

When a Library Faculty member is approached about scheduling a library instruction session(s) for an area in which s/he is not the liaison, s/he should provide the Classroom Faculty member with the contact information for the liaison librarian, and, if possible, alert the liaison librarian by sending the Classroom Faculty member’s contact information via email. Alternatively, the online Library Instruction Request Form may be used by the Classroom Faculty member.

The Library Faculty member should respond to all requests for library instruction sessions within two business days.

The Library Faculty member reserves the right to cancel a library instruction class due to unforeseen circumstances, such as illness, technology problems, or the lack of timely communication from the Classroom Faculty member.

The Library Faculty member will make every effort to contact the Classroom Faculty member as soon as possible in order to notify her/him of the cancellation and to reschedule the class.

LIBRARIANS’ RESPONSIBILITIES FOR CLASSES

Procedures

- Abides by the USC Upstate Library Standards for Library Instruction/Information Literacy. (Please see below).

- Attempts to confirm class with Classroom Faculty member as soon as possible, at least within two business days after request is made.

- Requests a copy of the research assignment from Classroom Faculty member. In cases where a broader view of the course is necessary for planning an effective session, a copy of the course syllabus may also be requested.
Schedules the session in Outlook Calendar and completes the Information Literacy Form (including notes on strengths and weaknesses of the class and possible improvements) after the session.

When pulling materials for library instruction sessions, uses the Book Truck Form (found in the Library Instruction folder on the P drive) to identify materials to be used during library instruction sessions. Attaches completed form to book truck and places in appropriate location. Materials should not be pulled earlier than forty-eight hours prior to a class. Materials should be returned to the circulation desk as soon as possible after the last class is taught.

Submits paper or electronic copies of the Information Literacy Form, paper handouts, and printouts of Library Guides (if preservation in the library instruction file is desired) to the Coordinator of Library Instruction within two weeks of the instruction session. One copy of the Information Literacy Form along with any paper handouts or printouts of Library Guides will be filed in the Library Instruction Notebooks behind the reference desk to be accessible to reference librarians.

If the Library Faculty member wishes to keep a record of his/her class sessions, s/he should make a copy of the Information Literacy Form.

At the end of the semester, the Coordinator of Library Instruction moves the forms and handouts to the Library Instruction filing cabinet behind the Reference Desk.

GUIDELINES FOR LIBRARY INSTRUCTION ASSESSMENT AND PEER OBSERVATION FORMS

Student Feedback Forms

Policies

- For the purposes of improvement and assessment, feedback is sought from students on the usefulness and quality of the library instruction sessions.

- Student Feedback Forms should be administered for all sections in the courses comprising the First-Year Information Literacy Program and for all full-period library instruction sessions in the Library Faculty member’s liaison areas. They may be used for other types of sessions as the Library Faculty member deems appropriate.

- In addition to providing feedback to the Library Faculty member, two questions on the Student Feedback Form are tracked for program assessment. No specific information about the Library Faculty member or specific course sections is reported for this assessment.

Procedures

- Upon scheduling a library instruction session, the Library Faculty member orders student feedback forms the Coordinator of Institutional Effectiveness and Compliance. Student Feedback Forms have two common questions that are tracked for program purposes and a series of optional questions, of which the Library Faculty member may select up to three, or create a custom question in consultation with the Coordinator of Institutional Effectiveness and Compliance. Feedback Forms should normally be ordered at least two weeks prior to their administration.
Student Feedback Forms may be administered at the end of the library instruction session or by the Classroom Faculty member at a later date, as agreed upon by both parties.

- The Library Faculty member will receive the original forms as well as printed reports from the Office of Institutional Effectiveness and Compliance.

**Classroom Faculty Feedback Forms**

**Policies**
- For the purposes of improvement and assessment, feedback is sought from Classroom Faculty on the usefulness and quality of the library instruction sessions.

- In addition to providing feedback to the Library Faculty member, one question on the Faculty Feedback Form is tracked for program assessment. No specific information about the Library Faculty member, the Classroom Faculty member, or specific course sections is reported for this assessment.

**Procedures**
- A Faculty Feedback Form for each course section is sent along with the Student Feedback Form to the Classroom Faculty member. The Office of Institutional Effectiveness and Compliance will send the original forms back to the Library Faculty member after processing.

**Peer Observation Forms**

**Policy**
- Peer observation is valued as a means of improving teaching in library sessions, finding out how other librarians teach similar content, and for learning more about a particular subject area. Peer observation may take place on a formal or informal basis. Formal peer observations for the purpose of receiving feedback to improve teaching should make use of the Peer Observation Form. All Library Faculty active in the library instruction program are strongly encouraged to have at least one formal peer observation each year, and to also serve as an observer once a year. While peer observation is intended to be improvement-oriented rather than narrowly evaluative of performance, librarians may, at their discretion, include completed Peer Observation Forms as part of the documentation for library instruction for administrative reviews and promotion and tenure files. Informal peer observation for purposes other than improving teaching does not require the use of the Peer Observation Form, although such observations may be reported descriptively for the purposes of administrative reviews at the discretion of the librarian requesting the observation.

**Procedures for Peer Observation**
- A formal peer observation is initiated by the librarian wanting to be observed (Librarian) as early as possible in the semester. For most peer observations, any librarian active in the USC Upstate library instruction program may act as an observer (Observing Librarian). For peer observations intended to serve as documentation in a promotion and tenure file, the Librarian should include at least one in which the Observing Librarian is a tenured or tenure-track librarian.

- The Librarian requesting observation will meet with the Observing Librarian to discuss the objectives of the observation. A limited number of focused objectives should be chosen that seek to address specific items on which the Librarian desires feedback. Objectives may include, but are
not limited to, items listed under Instructional Design Skills, Presentation Skills and Teaching Skills on the instructions for the Peer Observation Form.

- The Observing Librarian will attend the library session and take notes on the session with the objectives in mind. After the session, the observing librarian will complete the Peer Observation Form.

- The two librarians will schedule a meeting, preferably within two weeks of the library session, but in all cases before the end of the semester in which the peer observation takes place. The purpose of the meeting is to discuss the session and allow the Observing Librarian to give verbal feedback on the session. This should not preclude a constructive atmosphere of dialog.

- The Observing Librarian will give the completed Peer Observation Form to the Librarian at the meeting or another suitable time. If the peer observation is done for an administrative review or for a promotion and tenure file, the Librarian being observed will inform the Observing Librarian of due dates, and both librarians will be responsible for completing the process in a timely manner.

**STANDARDS FOR LIBRARY INSTRUCTION AT THE USC UPSTATE LIBRARY**

**Policy**
- Contingent upon Classroom Faculty cooperation, Library Faculty members will adhere fully to the procedures listed below.

**Procedures**
- Cooperation in scheduling
  - Proportionate to hours worked and assigned to public services duties, willingly cooperates with library instruction requests and shares library instruction workload.
  - Teaches classes not taught before.

- Preparation of Instruction Session
  - Allows adequate time for preparing the instruction session.
  - Adheres to the common learning outcomes of the First-Year Information Literacy Program for University 101, English 101, and English 102 library sessions.
  - Develops learning outcomes for session in consultation with the Classroom Faculty member.

- General Presentation Skills
  - Greets class and introduces him/herself.
  - Projects his/her voice adequately, varying it in level and pitch.
  - Uses good body language (gestures, moves around, etc.).
  - Makes eye contact.
  - Behaves courteously.

- Course Specific Presentation Skills
  - Time permitting:
    - Makes him/herself familiar with basic content of course and shows confidence using sources included in session.
    - Builds on what students already know.
    - Gives examples specific to course research.
    - At all times:
o Presents sources logically and in an organized way.
o Communicates goals of session with students.
o Focuses on key concepts.
o Avoids covering too much.
o Fills time well.
o Gives accurate information.

• Teaching aids
  • Time permitting:
    o Prepares an electronic handout, Library Guide, or paper handout (or uses one on file) that lists sources appropriate for research assignment.
    o Uses appropriate instructional aids.
    o Interaction with Students
    o Considers different learning styles in preparing the session.
    o Uses active learning, especially in First-Year sessions.
    o If possible and appropriate to class objectives, develops ways to provide students hands-on experience in all sessions.
  • At all times:
    o Encourages students’ questions.
    o Answers questions clearly.
    o Encourages students to seek further assistance.

• Interaction with Classroom Faculty Member
  • At least one week before the session:
    o Communicates with Classroom Faculty member before the class and cooperatively sets the goals of the session.
    o Discusses research assignment with Classroom Faculty member and demonstrates understanding of the research assignment.

• Adherence to Procedural Guidelines for Library Instruction
  o Please see Librarians’ Responsibilities for Classes section.

Utilization of Feedback
• Constructively reviews feedback from students and Classroom Faculty member, and incorporates feedback into future library instruction sessions.
• Discusses ways to improve library instruction sessions with Library Faculty and Coordinator of Instruction.
• Shares information about classes taught with other librarians.

Awareness of Other Classes Being Taught
• Consults library instruction notebook of handouts at the reference desk and Library Guides for individual course sections to keep abreast of assignments, resources presented and notes on classes.
• Notifies reference librarians of specific assignments that are unusual or demand specialized resources. Places copies of regular or unusual assignments in the assignments notebook behind the Reference Desk. Responds to any communication about questions asked at the reference desk regarding research assistance for classes conducted by Library Faculty member.