Yale University Library Research Education Program Plan

20 January 2009

I. Document Purpose:
This program plan articulates the mission and vision of the Yale University Library Research Education Program, the persons and learning outcomes it aims to serve, and the activities offered to fulfill its ambitions. It serves as a strategic guide for the commitment to quality standards of service, a coordinated management of Library resources, and to develop a marketing plan toward providing faculty and student focused support.

II. Purpose of the Library Research Education Program:

Mission Statement

The Library Research Education Program exists to advance the information and technology fluency of Yale undergraduate and graduate students, faculty, and staff. The program promotes and provides instruction that fosters intellectual growth and creativity and strengthens analytic, critical, and technical skills for life-long transformation of information into knowledge.

In support of teaching research concepts and methods, Library staff collaborates with faculty and other members of the Yale community to develop and deliver in-person and online classes, workshops, instructional guides and other tools.

The Library is committed to assessing the quality and effectiveness of the Library Research Education Program in order to continuously improve and align it with Yale’s educational and research objectives and programs.

Vision Statement

As part of our vision, we anticipate that all Yale undergraduate, graduate, and professional students, faculty and staff will be excellently prepared to succeed in the dynamic 21st century by being fluent in identifying, retrieving, evaluating, and utilizing information and collections. The knowledge and instructional expertise of librarians and information specialists are fully integrated into student education, teaching and learning support.

To achieve this vision and fulfill the needs of its clients, including students in the three stages of the educational lifecycle, pre-major undergraduate, major undergraduate, and graduate studies, the Program aims

• to strengthen and market the Library’s extensive and diverse professional instructional expertise
• to articulate the information fluency skills needed at each stage of the education lifecycle at Yale
• to coordinate the multitude of instructional efforts
• to provide simple and easily accessible assistance
• to progressively develop information and technology fluency through education at Yale.

III. Environment

A. External Scan

1. Yale Education

In 2003, the Committee on Yale College Education provided the University a focused review of undergraduate education, summarized in the Report on Yale College Education. Among the report’s recommendations was an emphasis on the use of primary source materials; writing
across the curriculum, and the development of critical thinking skills. Each of these objectives are advanced by an understanding of the organization of scholarly communication, the retrieval and evaluation of information resources, and the ethical use of publications and other intellectual and creative expressions. The Library has a well established tradition of supporting teaching and learning through the preservation and organization of the artifacts of human communications. In addition, the Library shares these educational objectives and employs specialists to provide faculty assistance in developing student knowledge and skills to effectively identify and utilize information resources. Furthermore, the Library provides personal assistance for students to become life-long learners.

2. Demographics
As reported for 2007, the Yale student body consists of 11,229 students, distributed almost evenly between undergraduate and graduate students. More than 97% are full-time students. The Corporation has approved the creation of two new colleges by 2013, which will increase the undergraduate population by 15% within the next decade. There are 1782 instructional faculty members, working in over 145 academic programs and departments, http://www.yale.edu/departments/.

The number of international students at Yale in fall 2007 increased slightly (1.9%) to 1803 individuals from 102 countries, representing 16% of the Yale student population and the largest international student enrollment in Yale’s history. The distribution of international students closely resembles the distribution of students in the 2006-2007 academic year.

- China 300
- Canada 215
- Korea 152
- India 130
- Germany 77

International scholars (researchers, visiting faculty and fellows) continue to affiliate with Yale University in large numbers as well. The total number for the academic year 2006-2007 remains at a level similar to the previous years with a total of 1828 scholars from 99 nations. The number of international scholars has more than doubled over the last decade and Yale University remains in the top ten U.S. institutions hosting international scholars

3. Technology
From 2007-08 Netreg stats, 93% of Yale undergraduate students have laptops and almost 100% of undergraduate students own a computer. The count for the number of unique computers on the campus network is 5800 and there are approximately 5300 undergraduates. The ratio of Mac computers to Window computers is two to three.

Technology has transformed the college campus and the college experience. Technology savvy students arrive on campus with not only laptops but iPods and cell phones. They are increasingly connected to their peers via social networking software such as MySpace, Facebook and instant messaging.

Library resources have evolved to meet this next generation of student’s needs. The Library is currently implementing two new interfaces to its collections to meet this need. The first, YuFind, is a new interface for Orbis that enables user tagging, annotation and sharing. Also in development is a tool called Metagallery, designed to work in collaboration with the Library's Visual Resource Collection, Metagallery enables the integration of personal, institutional and vended digital content for use in teaching and learning. Metagallery also allows the sharing of images or image groups as well as annotation and tagging.

The Library has also added new equipment to support not only the discovery of information but the creation of it as well. The Bass Library will be offering a media check-out service this year to
allow students to borrow video cameras, digital SLR [single lens reflex] cameras, microphones, lights, and other equipment to produce media for in-class projects and beyond. The Library also checks out Personal Response Systems (Clickers) for classroom use and GPS devices for geographic field work. An experimental teaching space in the Bass Library is equipped with Tablet PCs with collaborative learning software for innovative teaching.

4. Teaching Culture
Teaching is strongly associated with academic departments at Yale. There are few requirements for undergraduates and the teaching environment is distributed. Mandatory library instruction is required by 8 departments/schools for majors or graduate students in English, History, History of Art, Architecture, Film Studies, School of Drama, Classics, and Religious Studies. Teachers in the introductory English 114, 115 and 116 arrange and require library classes for all students in these introductory writing courses. Most graduate programs offer an introductory course on the research of the discipline and these include the participation of subject specialists to cover information resources and skills to utilize them. In a few schools, e.g. Law, Theology, Music, full semester research methods courses are offered by librarians for graduate students.

Although there is no central teaching center at Yale, a community of experts offering faculty course support has evolved and is developing a coordinated program through the Collaborative Learning Center. Partners in this effort number over 60 from 45 different administrative units across campus. The Library is a key leader in this collaborative. A list of services offered by these units may be found at: http://www.library.yale.edu/eli/referral/referral.html.

With greater emphasis on Yale students studying abroad, new opportunities and challenges emerge for supporting access to information and developing skills in using communication networks and libraries in different settings. Simultaneously, the University is recruiting students and scholars from around the world which makes simple and self-evident access to library resources increasingly important. New educational challenges arise in meeting the needs of both these client groups.

5. Student preparation
There is a pervasive impression among the faculty that students are technologically savvy, but not well equipped to effectively evaluate and utilize information. Others observe that Yale students are not as prepared as one might assume in the use of information technologies or in their strategies for finding authoritative information. At present we are unaware of any systematic assessment methods used on campus to gather data to support these impressions, although discussions have begun with the Yale College to seek a grant to explore ways to offer faculty support to gauge student learning outcomes.

B. Internal Scan

1. Resources

Staffing: The YUL currently has approximately 70 librarians, archivists, and curators who are engaged in Library Research Education. With the exception of the Director of Undergraduate and Library Research Education, these professionals devote between 1-15% of their time to preparing and providing library instruction and materials. An estimated two thirds of this time devoted to instructional activities is contributed to research education programs targeted to undergraduate majors and graduate students. They also serve as subject specialists building library collections and offering consultation and reference services to the populations they serve. Arts, Beinecke, Divinity, Medical, Science, Law, Social Science Libraries and Research Services and Collections have an assigned coordinator of unit research educational activities.

Space: At least 14 teaching spaces are available to Library instructors that can accommodate a range of class sizes and services including workshops, tutorials, consultations, and study of restricted collections. (see attachment A for an inventory of the teaching spaces). The four
teaching spaces in the Bass Library provide new technologies such as the SMART podium, the CopyCam, and the Document Camera allowing for innovative approaches to library instruction. The ability to split both teaching spaces into two rooms and the rearrangement of furniture in one also allows for more flexible and simultaneous sessions.

**Collections:** The YUL houses over 12 million volumes, covering all disciplines taught at Yale. In addition, extensive “special collections” complement the University’s general collections by providing primary source materials in an extraordinary variety of formats, ranging from cuneiform tablets to digital photographs, documenting the unique history of cultures and individuals. These are highlighted at: http://www.yale.edu/collections_collaborative/primarysources/. Over 10 million non-book items are also available, including serials, maps, manuscripts, audio visuals, microforms, and government documents. Nearly a million electronic books, over 60,000 electronic journals and extensive sets of databases are also available and require different skills to access. The general collections are housed in 21 library locations, requiring readers to be able to use the library online catalog, ORBIS, to identify and locate resources.

2. **Activities:**

In 2006-2007, 1521 instruction sessions for groups were held reaching 12,281 participants, an increase in both over the previous year. There was a total of 89,484 reference questions asked, many of which involve instruction of readers seeking information.

Significant web space is dedicated to YUL instructional efforts, although many pages are difficult to find, and the decentralized nature of the library system currently makes a comprehensive inventory of online instruction materials difficult. Nevertheless, YUL makes available a variety of online research guides and overviews, text and video tutorials and other resources such as blogs, podcasts, and options for RSS feeds. In addition, other web tools have been used including the adoption of LibGuides for easier and more standardized subject guides; instructional tutorials utilizing new technologies such as VoiceThread; and the use of social software such as Del.icio.us for webliographies, Facebook for advertising library events, and Twitter for announcements about the Library.

Similarly, YUL offers information on tours and orientations, although again, one must go to a variety of library websites to have a comprehensive understanding of what is offered where and when. Several Yale University libraries offer physical tours, although some, such as the Medical Library ceased doing so; for the past two years the Social Sciences Library has offered tours in as many as seven languages. Sterling Memorial and Bass Libraries each have a brochure outlining a self-paced tour of its public facilities. A podcast tour of Sterling Memorial Library conducted by historian David McCullough is available on iTunesU, http://www.library.yale.edu/librarynews/2008/05/new_netcast_a_guided_tour_of_s.html. Orientation sessions are offered each semester primarily to Freshmen at Sterling Memorial Library (Freshman Library Workshops).

Yale library instruction principally focuses on course-integrated instruction, usually at the request of faculty members. The emphasis is on hands-on learning, so many classes are held in designated Library Teaching Spaces [attachment A]. Several curators and librarians also teach segments of discipline-based research methods courses.

YUL librarians and curators also regularly teach a variety of stand-alone general classes throughout the semester. The Medical Library teaches dozens of sessions per semester on knowledge management tools, such as RefWorks and Endnote; SML and Kline Science Library also teach RefWorks and Endnote classes regularly. The Kline Science Library teaches bibliographic verification techniques to administrative support staff. The Medical Library teaches classes in PowerPoint and discipline-specific tools and databases, such as PubMed. The Library Map Department hosts a series of workshops on introductory GIS (geographical information systems) methods.
In the spring of 2008, the library experimented with Research **Clinics and drop-in assistance** to address discrete research needs. Ten clinics and short 30-minute sessions focused topics such as Public Opinion Poll Research, Publishing a Website Using Your Pantheon Account, and Finding Images. The instructors for these sessions were librarians and the ITS Student Techs working in the Bass Library’s Collaborative Learning Center. Only two of these services were well attended [the Publishing a Website with Your Pantheon Account and the Finding Images drop-in hours]. The lack of attendance at these sessions can be attributed to poor advertising and the experimental nature of this first effort.

The Medical Library has extensive and well-established **Liaison and Personal Librarian programs** that are well received by both the student populations and, increasingly, the faculty they serve. The Kline Science Library has liaisons and a proactive DUS/DGS [Directors of Undergraduate Studies/ Directors of Graduate Studies] contact program for new graduate student orientations. Although these personalized relationships include consultation about developing research design and information retrieval strategies, they are another opportunity to educate students. The Personal Librarian program initiated by the Medical Library is in the process of being expanded to incoming undergraduate students in Yale College. In spring of 2008 Research Services and Collections piloted a personal library program with the Directed Studies program. In Fall 2008 the Personal Librarian Program was rolled out for all the 1304 incoming Yale College Freshman.

The **Librarian Role in Classes** is slowly establishing itself, although permissions are restrictive and reduce the ability to communicate easily with students. There is some question as to whether the librarian role constitutes instruction, reference service, or technical support. The Law and Medical Schools continue to use the Blackboard course management system, and a variety of library instruction activities are available in these venues. With the addition of the new citation helper function in Classes*v2, the role of the librarian may expand. This feature enables users to create citation lists using Orbis, library databases, Google Scholar, and imports from RefWorks and Endnote.

3. **Administrative structure:**

Library research education is not centralized within one administrative unit. Those professionals involved in providing this important Library service do so as part of a mix of responsibilities, including, for example, in-depth subject consultations, building collections, and instructing students in basic search techniques. Furthermore, they are guided in the delivery of research education by either one of about twenty department heads or one of seven instruction coordinators who are peer members in a library department. These department heads include directors of school and department libraries, curatorial groups, and the head of the Research Services and Collections Department.

The Associate University Librarian for Public Services position since 1996 has included the charge to, “provide overall leadership for the library’s instructional activities, advancing teaching and learning as a strategically important aspect of all reader services and strengthening the impact of the library on education at Yale.” Various reorganizations have changed the mix of reporting lines to this position, but at any one time, no more than half of the 50 librarians or curators engaged with instruction were in the direct reporting line to this administrator; at present less than a fifth of instruction professionals in the Library have this administrative relationship to the AUL responsible for Library Teaching and Learning. In 2008, the Library introduced a new organizational structure which resulted in at least five administrative units that include professionals providing Library Research Educational services, each structure reporting to a different AUL with different primary responsibilities. These AULs offer administrative direction for the Council of School and Departmental Libraries, the coordination of Special Collections, the Beinecke Rare Book and Manuscript Library, Area Curators, Manuscripts and Archives, and
Research Services & Collections. At the same time, this reorganization gave priority to the educational program by augmenting the AUL for Public Service title with acknowledgment of a library role for teaching and learning.

This dispersed form of management for the Library Research Education program builds on the diverse and rich subject expertise that has been developed to support the research and teaching of Yale’s academic disciplines and programs. However to strengthen the Library’s role in Yale’s educational process, a thoughtful review of the program in 2007\(^1\) identified the need for a shared purpose and mission, coordinated strategies, and stronger advocacy among these decentralized efforts. To lead the implementation of recommended directions, a Director of Undergraduate and Library Research Education was created and hired by the end of 2007.

The **Instruction Group** has existed in its current iteration for approximately 10 years. The group was initially formed as an independent group focused on instructional efforts in the YUL, but after two years it began reporting to the Service Quality Improvement Council group. The Library's Instruction Group’s Statement of Purpose aims 1) To prepare Yale University students to make effective life-long use of information, information sources and systems; 2) To support Yale faculty in providing students skills needed to succeed in completing coursework and research, and; 3) To facilitate the campus community's productivity through continuous awareness of information resources and their use.

The Instruction Group, made up primarily of individual libraries’ or departments’ instruction coordinators, has provided a forum for instruction librarians to share their ideas and methods for teaching library sessions. Additionally, in the early years, the Instruction Group planned and implemented the general instruction program and sponsored instructional sessions on the online catalog, general content databases, and a few other topics. In later years the group focused on improving the quality of instruction in the YUL by bringing in outside speakers to present about instruction techniques. To these ends, the Instruction Group has been successful in creating a place for the exchange of ideas and the sharing of new methods. However, as the YUL looks towards the future of library service for the Yale community, instruction and course support is increasingly important in equipping students and faculty for the information-rich world they encounter both at Yale and beyond. The decentralized nature of the 21 libraries at Yale makes it difficult to conceive of a unified, library-wide instruction program. Many have advocated for a unified program and vision for instruction in the Yale libraries as vital for educating the community on research methods and communicating the value of library instruction. To that end, they suggest that creating a Library Research Education Program that crosses all libraries and disciplines should be the goal of a newly configured Instruction Group.

4. No universally agreed upon set of **Research Education objectives** is articulated across the Yale Library. Faculty who engage librarians and curators in supporting their teaching efforts may provide course objectives that include research methods involving the identification, location, evaluation and use of information. In some cases, librarians suggest incorporation of some or all of the ACRL Information Literacy competencies\(^2\) as objectives for their portion of teaching students. However, there is no overarching attempt to identify what a student should know and when in his/her education the knowledge about information retrieval and scholarly communication should be developed.

One area which is seldom considered part of these objectives is the understanding of how to access a research library and the expected relationships between a library and its clients. As evidenced by the growing category of questions posed through Ask!Live, understanding of issues of authorization to use licensed materials, responsibilities to share use of collections [e.g. loan

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2 Details of the ACRL standards may be found at: [http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm)
periods, privileges, recall services], and the ability to request and obtain materials held by other libraries, require orientation and education.

Beyond teaching readers how to find and access information sources, a new role for librarians emerges around the organization of personal information systems. Researchers long ago maintained shoeboxes of index cards with idiosyncratic and highly personal methods of organizing their source materials. Today's technologies offer more efficient automated tools to maintain bibliographies as well as emerging systems to organize digitized full text and images, gathered for personal use. These tools create opportunities for librarians and information specialists to share their knowledge of information management.

5. A prerequisite for updating the Library’s Research Education Program calls for **self-awareness and reflection**. The opinions of over 50 persons who have a stake in the future of the Library Research Education program were gathered in a process conducted by the Director of Undergraduate & Library Research Education and the Associate University Librarian for Public Services during the months of March – June 2008. During this information gathering process, key stakeholders were invited to a series of information gathering meetings as a part of the next major step in strategically developing a plan for the Library Research Education Program. The process involved gathering information, assessing needs, and building an inventory of the current instruction efforts. The following six themes emerged as potential goals for the Program:

- Design innovative services and refine existing services to provide high-quality Library Research Education for all our categories of users;
- Promote and market the Library Research Education services throughout the Yale University community;
- Create a set of shared tools and best practices for the Library Research Education Program to reduce redundancy and to create efficiencies within the system;
- Determine an organizational structure to support the Library Research Education Program;
- Raise the quality of the instruction provided in the YUL by creating an on-going educational program for library instructors on teaching methods.
- In collaboration with the Collaborative Learning Center, develop a set of services specifically for undergraduates.

The findings from this information gathering process strengthen and expand the initial recommendations of the earlier Work Group report. The combination of these two projects will help shape the following initial set of program goals and objectives the Library Research Education Program; responsibilities for implementing actions are noted in parentheses after each item.

**IV. Goals, Outcomes, and Actions Items**

1) **By 2010, the Library Research Education Program ensures that there are adequate educational opportunities to provide all instruction librarians with effective and current teaching skills.**

Outcome: By 2011 and ongoing, all instruction librarians in the YUL will have acquired the necessary instructional skills for effective teaching in classes and through interactions such as consultations.
Action items:

- By August 2009, working with the Standards & Best Practices subcommittee, identify the necessary instructional skills for YUL instruction librarians and communicate common instructional objectives across the YUL. [Research & Education Subcommittee]
- Plan thematic quarterly retreats (6 forums over the next 3 years) for instruction librarians to try out new instruction formats, seek feedback, and learn from colleagues. Like SCOPA, these retreats should be planned in advance around a theme relevant to that particular year, i.e. Web 2.0 issues or instructional design. [Research & Education Subcommittee]
- Work with the Collaborative Learning Center to expand on previous educational efforts offered in the Summer 2008, engage in the creation of a program for informing and improving teaching skills among campus instructors; ensure that at least 75% of participants will be those offering library instruction. [Research & Education Subcommittee]
- Create a regional instruction symposium by 2012 in order to provide a forum to identify and learn “best practices” among instruction librarians, and to develop communication ties with other experts in the region. [Research & Education Subcommittee]
- Create by 2009 and maintain an annotated list of educational possibilities for instruction librarians. [Research & Education Subcommittee]
- Semi-annually review the library and educational literature to identify and recommend to the appropriate selectors current publications in the area of library instruction and related pedagogy. [Research & Education Subcommittee]

2) By July 2011, have in place a coordinated marketing plan to effectively align the Library Research Education Program with campus educational programs that prepare the Yale community for 21st century success in using information.

Outcome: By October 2010, 75% of all teaching faculty, 90% of all undergraduate students, by their junior year, and 80% of graduate students will be aware of the Library Research Education Program and know where to find information about its offerings.

Action items:

- Create by August 2009, maintain, and communicate throughout the Library, a current list of campus opportunities to orient, welcome and recruit students to Yale [e.g. campus-wide orientations, mailers, fairs, college, departmental and residential college activities]. [Promotion & Marketing Subcommittee]
- Create by August 2009 a LibGuide for Library Research Education for students, faculty, and staff that contains items such as a “menu” of services and tools for faculty and students provided by the Library Research Education, a print & electronic listing the Lib Res Ed services, a “Five Things you Should Know about the Library” video, etc. [Director of Undergraduate and Library Research Education and Promotion & Marketing Subcommittee]
- Improve by August 2009 the appearance of information (in print & electronic formats) used to advertise library research education services and student learning outcomes. The materials should be flexible, updated annually, and be modular to make it easy for School and Departmental libraries and curators to include their own personalized information. [Promotion & Marketing Subcommittee]
- Review the benefits and recommend by April 2009 use of give-aways such as flash drives, mouse pads, bookmarks, etc. advertising the Library Research Education Program to distribute at events such as the Graduate and Undergraduate Fairs. [Promotion & Marketing Subcommittee]
- Collect samples of instructional materials from across the YUL and produce by January by 2009 a place on the Web to share these materials. [Promotion & Marketing Subcommittee]
• During spring, 2009, identify champions on campus of the Library Research Education activities, seek their testimonials about what works well, and incorporate into marketing efforts their ideas for both improving the service effectiveness and ways to inform more faculty about the offerings. [Promotion & Marketing Subcommittee]

• By 2010 identify at least 5 new opportunities where “field librarianship” is possible, i.e. ways by which librarians can have a physical presence within departments, schools, and other areas outside the library to more directly reach constituents. [Promotion & Marketing Subcommittee]

• By Summer 2010, design and implement a survey to gauge awareness of the Program among faculty and students. [Director of Undergraduate & Library Research Education and AUL for Public Services/Teaching & Learning]

3) By January 2011, design and implement a program by which all pre-major undergraduate students gain basic skills by their junior year in using library and information resources.

Outcome: By January 2011, all pre-major undergraduate students will be proficient in the basic skills required for using library and information resources.

Action items:
• By August 2009, determine core competencies that undergraduate students need prior to undertaking research in a major field, as well as those competencies expected of a beginning researcher in at least the eight disciplines for which there are mandatory requirements for students to attend a library instruction session [Standards & Best Practices Subcommittee and Director of Undergraduate & Library Research Education]

• By 2010, engage library and campus stakeholders, explore ways to offer students self-assessment of their competencies in utilizing information resources in order to effectively improve their development in these areas, working with faculty and instruction librarians. [AUL for Public Services/Teaching & Learning]

• By January 2010, plan an interdisciplinary foundational toolkit, with one library research tool in place as a proof of concept, for helping students get started in their research. This toolkit will help build the necessary skills students need before engaging in a higher level with their subject specialist. [Instructional Design Subcommittee]

• Over the next three years, utilize the Personal Librarian Program to better inform first and second year students via a monthly email message or other appropriate communication channels about library current programs, resources and services. [Instructional Design Subcommittee & Promotion & Marketing Subcommittee]

4) By the end of the 2009 academic year, develop an understanding among instruction librarians of what competencies and skills are needed to utilize information resources in conducting research within a discipline, focusing on at least two academic fields each within the humanities, social sciences, physical and biological sciences. [Standards & Best Practices Subcommittee]

Action items: [to be developed]
• Survey all school and departmental libraries and subject specialists to determine the learning objectives used to design research education materials.

• Work with the McDougal Graduate Teaching Center to provide information skills sessions for graduate students.

• Hold a symposium with key faculty to discuss use of information in humanities research methods and ways to develop skills for entering scholars

• Working with the CLC, develop a new faculty orientation program.

5) By December 2008, identify an organizational structure to ensure the program’s success in meeting its goals.
Outcome: By December 2008, an organizational structure will be created to ensure that there is YUL input in the planning and implementation of the Library Research Education program goals and that the newly formed group will be seen as the go-to group on campus for Library Research Education.

Action items:

- During the 2008 fall semester, reconfigure the Instruction Group to support the mission and vision of the Library Research Education Program (see below section on Organizational Structure). [Research Education Committee]
- During fall 2008, determine structures and implement modes of communication to foster information sharing among instruction librarians such as monthly brown bag lunches, utilizing information sharing tools. [Research Education Committee]
- By June 2009, redesign the Library Research Education web presence to reflect the new mission and goals of the Program and to more effectively support the learning needs of our users. [Instructional Design Subcommittee & Research Education Committee]
- By July 2009 identify a persons or units in the Library responsible for students at each stage in their lifecycle [pre-major undergraduates, each major in the College, and graduate students in FAS and each professional school] including mechanisms for handing off a student when they are ready to pass to the next stage. [Director of Undergraduate and Library Research Education]
- By March 2009, identify additional relationships within the Library to support the Program’s mission to engage all Library stakeholders [e.g. subject specialists, curators, archivists, technologists, managers]; as appropriate, amend the organizational structure begun in 2008. This will recognize effective programs to offer specific training, as for example, in support of international students, those studying abroad, students with special needs, geographic information systems, special collections, and unique formats. [Director of Undergraduate and Library Research Education]

V. Recommendations for a Reconfigured Instruction Group

Committee Purpose

The purpose of the Research Education Committee [REC] is to support the mission of the Library Research Education Program and coordinate, in conjunction with the Director of Undergraduate & Library Research Education, the instructional activities in the YUL to achieve the goals of the program. The Committee will also support the librarians, curators, and staff providing instruction in the Yale University Library.

Name Change

Instruction Group has been an appropriate name for the group to date, but no longer accurately describes the purpose of the group. The suggested name for the group is – Research Education Committee.

Membership

Membership on Research Education Committee should reflect the varying focuses and needs of librarians with instruction responsibilities throughout the Yale University Library. Membership could loosely follow the current make-up of the Instruction Group, which includes instruction...
coordinators and those responsible for instruction in their units. Drawing a membership that represents libraries and units throughout the YUL, however, should not be the only criteria for membership. Members should possess a shared interest in creating an innovative, forward-looking program of research education as part of YUL public services. Members are responsible for bringing concerns to and from their departments as well as sharing in the appropriate forums and instructional activities of their units.

**Sponsorship**
The Research Education Committee will be sponsored by the AUL for Public Services, Teaching and Learning, and responsible to the Public Services Management Council.

**Governance**
The committee will have a chair that directs the group. The chair will serve a two-year term. The Instruction Group Chair has rotated off and the Director of Undergraduate and Library Research Education has been appointed Chair of the Research Education Committee during this transition period. Within the committee several subcommittees will be established to address the key parts of the Program’s mission. The purpose of the subcommittees will be to break the larger group into smaller, agile working groups focused on discrete parts of the Library Research Education Program. The subcommittees should also draw on the talents of staff beyond the Library Research Education Committee membership for particular projects or initiatives. The subcommittees may only have 2-3 members, with additional staff members as needed from throughout the library. Possible working groups based on the Program Goals are:

- **Standards & Best Practices [SBP]**—this subcommittee would focus on recommending standards and best practices for instruction both online and off-line in the YUL. These standards would take into account the ACRL Information Literacy competencies and others as appropriate. Recommendations would be made to the PSMC and AUL for adoption.
- **Instructional Design [ID]**—the instructional design subcommittee would be responsible for keeping current on instructional design methodologies and assisting in the implementation of those methodologies for in-person and online instruction.
- **Research & Education [RE]**—this subcommittee is tasked with keeping current on the new literature and methods relating to library instructional pedagogy. This group will also stay current on the emerging social networking tools that can be utilized in our instructional efforts. Additionally, this group will plan the various forums with internal and external presenters.
- **Promotion & Marketing [PM]**—the objective of this subcommittee is to create a set of tools to promote the Library Research Education Program. These tools will include online and print materials.

**Transition**
The Instruction Group has provided an important forum for instruction librarians in the Yale Library for over a decade, and certain activities should be put in place to provide continuity and a space for the sharing of ideas. To this end, a quarterly event should be arranged for all librarians, curators, and other library staff engaged in instruction. The 90 minute session will allow staff to give updates on their work in instruction. This will be facilitated by the current Chair of the Instruction, and a monthly topic will be selected by suggestions made on the YUL instruction listserv.

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3 Current Members include: Kelly Barrick, Janene Batten, Hannah Bennett, Remi Castonguay, Eva Guggemos, Suzanne Estelle-Holmer, Jan Glover, Emily Horning, Diane Kaplan, Tang Li, Ian McDermott, Joe Murphy, Barbara Rockenbach Camilla Tubbs, Jesse Vestermark, Lei Wang.