Library Instruction Program

Center for Library User Education
Howard-Tilton Memorial Library
Tulane University

September 22, 2015 Revised August 12, 2016
Preface

Prior to Fall semester 2005, the Howard-Tilton Memorial Library collaborated with Tulane’s Technology Services (TS) to create a technology training center within the library. TS created the Innovative Learning Center, staffed by instructional technologists who trained faculty and staff to use website creation software, productivity tools, Learning Management System software, and innovative classroom technologies to the learning experience. The library created the Center for Library User Education (CLUE) to instruct students, faculty, and staff on the use of library databases, the catalog, and information found on the Web. At that time, there was one librarian in the department, the Head of CLUE. Librarians in other departments assisted in providing instructional services to students.

The librarian who held the Head of CLUE position left the university in summer 2005. In 2006, the Head of CLUE position became an Instruction Coordinator position within the Reference Department. The instruction program began to grow after a permanent Instruction Coordinator was hired in 2007. The first version of this document was dated September 1, 2010.

The current update to the document reflects changes in the approach the Association of College and Research Libraries (ACRL) is taking in teaching information literacy in higher education. The Framework for Information Literacy was drafted in 2014 and added to ACRL Standards and Guidelines documents in 2015.
Executive Summary

In a rapidly changing information ecosystem, information literacy is an essential component of work and life. As students create new knowledge, they have an increasing need and responsibility to understand how information is produced and valued, to navigate, and to use information, data, and scholarship ethically. Tulane’s mission statement is “… to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn and to act and lead with integrity and wisdom.” The library’s instruction program advances the mission through instruction in the use of information crucial to success in academic careers and beyond.

The Center for Library User Education (CLUE) leads the library instruction program and collaborates with librarians in other departments to deliver course-related, individual, and Web-based instruction to library users. Outreach to faculty encourages integration of information literacy skills into courses, research teams, and curricula.

This document outlines a library instruction program focusing on teaching information research and evaluation concepts and skills to students at crucial times during their academic careers. Providing just-in-time instruction, through Research Help Desk services, Research Appointment services, and Web-based support is a key part of the library’s instruction program. Assessing student learning is an essential feature of the program. Feedback from students and faculty assist in the evolution of the services and programs provided through CLUE.

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2 Tulane University. Mission Statement. [https://tulane.edu/administration/mission-statement.cfm](https://tulane.edu/administration/mission-statement.cfm)
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I. Introduction
The Center for Library User Education (CLUE) teaches students the skills, concepts, and habits of mind needed to use and evaluate research resources in the 21st Century by focusing on two areas: library instruction taught by librarians in classroom settings and research assistance provided to walk-in users at the Research Help Desk and those outside the library building.

II. Mission, Vision, Definition of Information Literacy

A. Mission

In support of Tulane University’s mission, librarians in the Howard-Tilton Memorial Library (H-TML) assist students in learning a set of skills, abilities, and habits of mind that enable them to find, access, evaluate, and manage information sources for their academic studies and to create new knowledge.

B. Vision

Librarians assist all Tulane students in becoming information literate by collaborating with faculty to embed a series of sequenced information literacy instruction sessions into critical points in the curriculum, contributing to students’ academic and life-long learning success.

C. Definition of Information Literacy

Information literacy is a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Using the Framework for Information Literacy for Higher Education, librarians help students become information literate by:
- collaborating with faculty to integrate information literacy skills into the curriculum
- creating and curating Web-based tutorials, research guides, research help handouts
- teaching course-related workshops and stand-alone research workshops
- providing in-depth research assistance appointments
- in-person and virtual research interactions

III. Program Structure

Ideally, library instruction is integrated into core curriculum courses that require students to find and use information and into discipline specific gateway courses that introduce discipline-specific research tools and methods. Because Tulane’s curriculum has very few required courses, it is not possible to reliably ensure that students participate in a series of sequenced information literacy instruction sessions. Within this environment, the library instruction program, alternately, attempts to reach students at critical points in the curriculum, collaborating with faculty to embed a series of sequenced information literacy instruction sessions into critical points in the curriculum, contributing to students’ academic and life-long learning success.

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3 Tulane’s purpose is to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn and to act with integrity and wisdom. See: http://tulane.edu/administration/mission-statement.cfm
points in their academic careers by targeting courses at a variety of levels so students will be introduced to the library, to discipline-specific tools, and to advanced research skills during their academic careers.

A. Levels of Instruction

1. First-year library orientation

The Tulane Interdisciplinary Experience Seminar (TIDES) program is a course that all freshmen take during the fall semester of their first year. In Fall 2016, the TIDES program will begin to phase in sections that include a number of course anchors. Information and Research Literacy is one of the anchors. With this new approach to TIDES, the library provides a number of information literacy learning objects for TIDES instructors. Instructors then choose a learning object to integrate into their course. Librarians will participate in a training workshop for TIDES instructors to talk in-depth with instructors about the learning outcomes of the course anchor and the learning objects.

Freshman Writing (ENGL 1010) is a required course for first-year students who do not have Advanced Placement (AP) English or eligible transfer credits. Writing a research essay is one of the core objectives of Freshman Writing. Post-Doctoral Teaching Fellows in the Freshman Writing Program are expected to incorporate information literacy instruction by a librarian and one or more library visits into their classes. Post-Doctoral Teaching Fellows have been instructors for these classes from Academic Year (AY) 2007 to AY 2016. Starting with AY 2017, the program will transition from temporary Post-Docs to permanent Professors of Practice teaching the course. This gives the library an opportunity to change the current approach to incorporating information literacy concepts and skills into ENGL 1010. Post-Doctoral Teaching Fellows will work with Professors of Practice who wish to teach the information literacy concepts without a librarian attending the ENGL 1010 class. Librarians will provide support to ENGL 1010 professors, such as a customized course guide, library classroom reservation. The library will explore offering “educate the educator” sessions for ENGL 1010 professors to assist them in keeping up-to-date with changes in library resources.

The ENGL 1010 library session provides a base upon which to build subsequent information literacy skills appropriate for college-level work. During this course-related session, students typically:

- get an introduction to essential library services and the library’s physical and online collections
- learn search strategies and put them into practice using Library Search and other databases to find relevant sources

1. Introduction to discipline-specific library research

Gateway courses, required courses for declared majors in an area of study, enable students to learn discipline-specific information literacy skills and to use of specialized research tools. If the curriculum lacks a gateway course, any course required for majors that has an information research component is appropriate for this level of information literacy skills. For those majors, librarians seek to identify courses that include an information use component. Some majors have several gateway course options. For those majors, librarians seek to
identify the course(s) in which a majority of students in the major enroll. The content of these sessions build upon what students learned when they visited the library with ENGL 1010.6 During these course-related sessions, students may learn7:

- to identify subject-specific databases and search tools relevant to their discipline
- to develop search strategies using subject-specific core resources to find credible information relevant to their research question
- to incorporate and expand upon the writings of others in order to participate in the larger scholarly conversation

2. Research methodology courses or upper-level courses

These courses typically require advanced information literacy skills, focusing on discipline-specific resources, advanced research strategies, and resources for students’ individual projects. Research appointments typically supplement library instruction sessions at this level. For majors that do not have a required research methodology course, librarians target courses that include an assignment with an information use component. During these course-related sessions, students may learn8:

- to identify a gap in existing scholarly knowledge in order to locate an opportunity to create new knowledge
- to use specialized Web-based or in-person services available to retrieve information needed (e.g., interlibrary loan, institutional research offices, community resources, experts and practitioners)
- to use various technologies, such as citation management software, to manage information

3. Graduate student instruction

As master’s and doctoral students develop advanced subject expertise, their need to find, manage, and use information increases. Comprehensive literature reviews, intensive writing requirements for theses and dissertations, and long period of study can all be made easier with the support of the library’s instruction services.

a) Graduate Student Open House

Librarians coordinate an Open House event for graduate students once per semester. This serves as an introduction to the services and collections available for graduate students, including information about Graduate Carrels, interlibrary loan, and citation management tools.

b) Course Work

Librarians support faculty and students with course-related instruction for core research methods courses, seminars, and research-intensive courses and provide research

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6 About one-third of each incoming class does not enroll in ENGL 1010. Those students will need to seek supplemental options for learning about library collections and services. Instruction librarians and faculty can make students aware of those options.

7 Learning outcomes for library instruction sessions are determined in consultation with faculty.

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consultations to individuals or small groups. Librarians help students to:

- identify key print and electronic information sources in a given discipline
- learn advanced search techniques
- become aware of the various campus libraries, scope of collections, and breadth of services
- learn about issues in scholarly communication

c) Thesis and Dissertation

Many incoming graduate students have never composed a scholarly document as rigorous and thorough as a thesis or dissertation. In addition to the services noted above, librarians can help students learn to:

- track down citations and hard to find materials
- keep current with the literature
- organize and cite information using bibliographic management software such as RefWorks, EndNote, Zotero, and Mendeley

B. Supplemental instruction services include\(^9\):

- research workshops
- online tutorials
- research guides and course guides
- research help desk assistance
- research appointments

C. Instruction formats:

- printed instructional handouts
- classroom instruction for course-related instruction
- Web-based course guides and research guides
- online tutorials
- classroom stand-alone research workshops
- one-on-one research appointments
- Research Help desk assistance in-person, email, by phone, and via chat

IV. Pedagogy and Types of Instruction

A. Pedagogy

Using the Standards for Proficiencies for Instruction Librarians and Coordinators\(^10\) as a guide, librarians focus instruction on student learning by:

- collaborating with faculty to design student learning outcomes for instruction

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\(^9\) See [http://library.tulane.edu/services/research-instruction](http://library.tulane.edu/services/research-instruction)

\(^10\) See [http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards](http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards)
• remaining aware of varying developmental stages, learning preferences, age groups and language abilities
• creating active and collaborative learning activities to reinforce skills and concepts
• offering opportunities for learning before and after classroom instruction sessions

B. Types of Instruction

Librarians use different types of instruction to reach users at varying points of need.

1. Course-Related Instruction

Course-related instruction is a collaboration between the faculty and the librarian to teach information literacy concepts that help students meet course requirements and achieve academic success. Course-related instruction can be incorporated into any course with an assignment that requires students to find and use information, such as an annotated bibliography, a research project, or a literature review. The library instruction session is scheduled during one or more regular course meetings. In order to create a library session that will engage students who may have attended previous sessions, instruction librarians will be aware of the learning outcomes for the targeted courses and create activities to support learning outcomes accommodating all students. Current course-related instruction includes:

   a) Instruction outlined in III. Program Structure

   b) Other course-related instruction sessions, also known as “one-shot” sessions

2. Research Workshops

Stand-alone research workshops provide problem-driven instruction demonstrating the use of library resources. They are scheduled throughout the semester. No pre-registration is required and attendance is self-initiated and on a walk-in basis. Library users may also request a research workshop for one or more people. Current workshop titles are on the library’s website.

3. Web-based Instruction

CLUE offers a variety of web-based instructional offerings which may be used in place of or as a supplement to classroom instruction services. The Research & Instruction page is the gateway to web-based help on the library website. It includes links to static and multimedia tutorials, customized course guides, research guides, research workshop information, contact information, Research Help desk hours, chat services and chat hours. This page provides point of need services for students in a variety of modes.

   a) Research Guides

Librarians create and update research guides available on the library’s website. These guides assist students in finding information in a given discipline. Each academic

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11 For current workshop descriptions, see http://library.tulane.edu/services/research-instruction/research-workshops
12 The Research & Instruction page is at http://library.tulane.edu/services/research-instruction
13 Research Guides are found at http://libguides.tulane.edu/researchguides
department in the School of Science and Engineering and the School of Liberal Arts has a Research Guide. Guides typically contain discipline-specific research tips and have a built-in chat widget to contact the Research Help desk. Supplementary guides that address other topics are also available. These include guides about citation styles and citation management, finding news and newspapers, resources about Louisiana, information about dissertations and theses, et al.

b) Course Guides
Librarians curate these specialized guides, in collaboration with faculty, to accompany course-related instruction and to enhance and extend the classroom experience. Course guides and English 1010 Course Guides\(^{14}\) typically include information and links for use during class, research tips and contact information, and links that are useful after the library session. Upper-level courses often use the Research Guide for the department or discipline, rather than a course guide, during an information literacy instruction session.

c) Online Tutorials
The library website includes short instructional videos, webpages, and PDFs demonstrating research concepts or instructions for completing a task. Ideally, videos include image, text, and audio and are under three minutes long. They are accessible on the Tutorials\(^{15}\) page on the library’s web site and may also be embedded in research guides and course guides.

4. Individualized Instruction

One-on-one instruction at the point of a student’s need is available at the Research Help desk in-person, by chat, and by telephone. Librarians also correspond with students and faculty via email to provide individualized instructional information.

5. Research Appointments

Individually scheduled, in-depth research appointments with a librarian are available to discuss a student or faculty member’s research project or individual needs. The librarian presents research strategies geared toward the student’s academic level, discipline, and learning style. For faculty members, research appointments often address specific research needs.

V. Staffing

A. Human Resources

CLUE librarians provide most of the library instruction services on the uptown campus, but instruction responsibilities are distributed across departments and libraries. Librarians from other departments participate in the instruction program including Music & Media Center, The Latin American Library (LAL), Turchin Business Library, Matas Library for the Health Sciences, and Special Collections. Because librarians in all departments have subject or collection-specific expertise, instruction services are


\(^{15}\) For a list of tutorials, go to [http://library.tulane.edu/services/research-instruction/tutorials](http://library.tulane.edu/services/research-instruction/tutorials)
typically provided by the librarian most familiar with the research tools to which students will be introduced.

1. CLUE Staffing

   a) The Head of CLUE collaborates with librarians to develop the library’s instruction and information literacy initiatives and leads the Library Instruction Group (LIGer). Additional responsibilities include coordinating instruction scheduling, promoting information literacy to the Tulane community, conducting instruction classes and workshops, leading the library’s participation in orientation for new students each semester, creating statistical reports and assessing the results of the library’s instructional efforts. The Head of CLUE also provides support and assistance to other instruction librarians. The Head of CLUE reports to the Director of User Services and Library IT.

   b) Research & Instruction librarians collaborate with the Head of CLUE to plan the library’s instruction and information literacy initiatives. Additional responsibilities include conducting instruction sessions and workshops, creating online tutorials, promoting instruction and information literacy initiatives to the Tulane community and provide statistics and assessment results to the Head of CLUE. All Research & Instruction Librarians and the Head of the Music & Media Center are responsible for teaching all levels of library instruction as outlined in section III. Program Structure, part A. Levels of Instruction. CLUE’s Research & Instruction Librarians report to the Head of CLUE.

   c) The Research Help Desk Unit Coordinator oversees services at the Research Help Desk, including training student employees and working several shifts per week at the desk. The Unit Coordinator provides clerical and promotional support for the instruction program. The Unit Coordinator reports to the Head of CLUE.

2. Staffing from other departments

   a) Head of Music & Media Center collaborates with CLUE librarians to develop the instruction program. This librarian provides instruction for students in assigned liaison departments and for Freshmen Writing sections. This librarian reports to the Director of User Services and Library IT.

   b) Research & Instruction Librarian from the LAL collaborates with CLUE librarians to develop the instruction program. This librarian provides information literacy instruction for courses that have a Latin American content focus. The Curator of Special Collections and the Director of the Latin American Library also provide specialized library instruction that focuses on collections available for the study of Latin America.

   c) Two librarians at the Turchin Business Library collaborate with CLUE librarians to develop the instruction program. They provide instruction services for courses in the School of Business and report to the Dean of the Business School.

   d) The library liaison to the School of Public Health teaches for undergraduate public health courses that are taught on Tulane’s Uptown Campus. This librarian reports to the Director of the Matas Library for the Health Sciences.
e) Librarians in H-TML’s Special Collections provide instruction services for classes using their collections. They report to the Director of Special Collections.

f) Library Liaisons\(^{16}\) including Scholarly Resources Coordinators in the General Collections Department, are assigned to provide outreach to academic departments. The liaison program is distributed across library departments. Some academic departments have more information literacy instruction needs than others. Some liaisons provide information literacy instruction on a regular basis, including for Freshmen Writing sections, while other liaisons teach less frequently. All liaisons are invited to teach Research Workshops that are open to any student, staff, or faculty member.

B. Continuing Education, Training, and Development

CLUE librarians meet weekly with the Head of Music & Media Center and the LAL Research & Instruction librarian to discuss information literacy, instruction issues, assessment methods, and to share ideas. H-TML supports librarians in regular professional development opportunities such as conferences, online courses and Webinars. Periodically, the library holds in-house workshops or retreats focusing on instruction. The Head of CLUE is available to consult with librarians about instruction issues.

Librarians who participate in the library instruction program follow national trends, are aware of current research, and stay current with best practices in library instruction. Howard-Tilton Libraries strongly encourages Research & Instruction Librarians to attend instruction-focused conferences such as LOEX,\(^{17}\) the NOLA Information Literacy Forum, and Library Instruction West; membership in national organizations that focus on instruction, such as the Library Instruction Round Table or ACRL Instruction Section; and supports their application to the ACRL Immersion seminar.

VI. Administrative and Institutional Support

A. Instructional Facilities

Library instruction sessions occur primarily in the CLUE classrooms on the third floor of H-TML\(^{18}\). The library shares classroom space with Technology Services’ Faculty Technology Lab and its staff. The facility, originally funded by a grant from the RosaMary Foundation, includes two instructional classrooms equipped with projection systems and lecterns each featuring an array of equipment including a PC and an audio-video system.

Room 308 has been redesigned as a collaborative teaching and presentation space that allows for wireless individual and group collaboration. The classroom can accommodate a total of 31 students and seating may be reconfigured as desired.

For general presentation purposes, the room is equipped with a front projector, a 55” confidence monitor in the rear, and a Blu-ray player. Instructors may use the built-in PC, a wired connection to

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\(^{16}\) For a list of Liaisons, go to [http://library.tulane.edu/about/collections/collections-contacts](http://library.tulane.edu/about/collections/collections-contacts)

\(^{17}\) See [http://www.emich.edu/public/loex/loex.html](http://www.emich.edu/public/loex/loex.html)

\(^{18}\) See Section XI. A. for room scheduling procedures.
their own laptop, or they may connect their laptop wirelessly to the front projector. A portable lectern and cable-free connectivity allows instructors to position themselves anywhere in the classroom.

The room is equipped with a pan/tilt/zoom camera and auto-tracking system for lecture recording. There is also a sound re-enforcement system which includes a wireless microphone for the presenter and additional ceiling mounted microphones to capture student comments.

There are three collaboration tables, each with five seats. Each table is associated with its own 55” monitor and a wireless video hub. Students around each table may connect wirelessly to their monitor and display up to four screens at a time or each student’s screen individually. Student screens may also be displayed on the front projection screen.

Room 309 is equipped with 20 desktop PCs on tables configured in pods around the room and seats 30 students. The room includes a Smart Board, document camera, Blu-Ray player, audio system, and is wireless enabled.

In addition to the CLUE Classrooms, librarians may visit the classroom or lab where the course meets, meet in the Latin American Library Seminar Room, in the Rare Books classroom (room 603), or in the Schiro Reading Room to provide instruction services.

Technology Services’ Instructional Media and Learning Spaces group provides technology support, for projectors and computers, in the CLUE classrooms. They also support the equipment needs of the CLUE classrooms including projectors, instructor podium, computers, monitors, Smart Boards and other equipment. This is outlined in a Memorandum of Understanding, (see Section XI. Procedures and Related Documents).

B. Financial Support

H-TML provides staffing, equipment, software and supplies to support the library instruction program.

VII. Outreach

A. Outreach to faculty

Information about instructional services is disseminated to faculty through Liaisons and is available on the library website. CLUE’s instructional services handouts are distributed to faculty at new faculty orientations and through the library’s Liaison Program. The Head of CLUE and the Research & Instruction Librarian for the Humanities work with the English Department’s Director of Freshman Writing to promote the library’s instructional services to the Post-Doctoral Fellows and Professors of Practice responsible for teaching ENGL 1010.

B. Outreach to students

1. The library promotes instructional services to students through the university’s calendar, the library website, social media, handouts, and signs in the library. Library liaisons send information regarding workshops to faculty who also recommend them to students.
Librarians participate in summer orientation events to make students aware of library services and collections.

2. Librarians work with Success Coaches in the Academic Success Center to promote Research Appointments, Research Help Desk services, and Research Workshops to students.

3. Librarians work with the coordinator of the Research Engagement core of the Center for Engaged Learning and Teaching (CELT) to provide information to students who are engaging in research projects.

C. Outreach to Administrators and Staff

The Dean of Libraries, Associate Dean, and the Director of User Services and Library IT maintain relationships with administrators across campus. Library instruction services should be included in their conversations about the library. Librarians and library staff also have relationships with administrators and staff throughout campus. Tulane administrators include the Provost, Associate Provost for Graduate Studies and Research, and the Deans of Newcomb-Tulane College and the schools H-TML serves.

VIII. Assessment

A. Purpose of Assessment

Librarians use assessment information to increase student learning and to improve teaching practice. Aggregated instruction and student learning data is used to assess the instruction program. Assessment of the instruction program and of student learning can be used to inform decision making in the library and to demonstrate the value of the library within the University.

B. Theory

Assessment of student learning informs the teaching process. Through an iterative process of assessment, librarians will improve teaching skills which will, in turn, improve student learning. Assessment is one approach to demonstrate the contribution the library makes to the academic mission of the University.

C. Relationship to Strategic Documents

Program assessment supports the mission of Tulane University and the mission of the Library Instruction Program by assessing the effectiveness of the program and its impact on students’ information literacy skills. Whenever possible, the assessment will complement departmental student learning outcomes (SLOs) and assessment plans, if available. Librarians and library administration will work toward incorporating information literacy skills into the Core Curriculum and across the curriculum.

D. Professional Development

Librarians will seek out reading and professional development opportunities that include the development of assessment skills. Groups on campus that may provide support for the development of assessment skills include CELT, CLUE meetings, and LIGer meetings.
E. Data Policies

Personal identifying data will be removed from student assessment records. Data gathered by each librarian will be aggregated, interpreted, and communicated whenever possible. Data will be reported through a dataset in LibAnalytics which is available to all Librarians. Data should be entered as soon as possible after instruction and basic data (number of sessions and number of participants) will be reported monthly to the Director of User Services and Library IT.

Data collected by individual librarians should be used by individual librarians to improve their instructional effectiveness. Positive, average, or negative assessment results will not impact performance reviews. Not participating in assessment activities will negatively impact performance reviews.

F. Assessment Goals

1. Student Learning Assessment Goals
   a) Librarians continually engage in and report on assessment activities in order to
      • learn about and improve student learning and
      • develop best pedagogical practices for improving teaching.

2. Program Assessment Goals
   a) Collaborate with faculty in order to improve information literacy assignments and
      integrate information literacy into the curriculum.
   b) Develop assessment skills and abilities for Research & Instruction librarians in order to
      improve student learning and librarian teaching.
   c) Librarians will provide narrative and data about formal student learning assessment project.

IX. Planning

A. Opportunities and Challenges

1. Professional development

   H-TML encourages professional development and provides funding to attend conferences, workshops, and seminars. If librarians attend a variety of conferences and workshops, we can share the information with colleagues to develop a range of skills.

2. Decentralized instruction

   Tulane does not have centralized approach to library instruction. Departments across the library provide instructional services but do not report instruction data in a centralized place. Assessing library instruction provided by H-TML is not possible without data from participating librarians.
3. Staffing

CLUE librarians, the Head of Music & Media, and the LAL Research & Instruction Librarian provide most of the instruction services for the School of Liberal Arts, the School of Science and Engineering, Newcomb-Tulane College, and the School of Continuing Studies. Some library liaisons do not provide instruction services and may not have a desire to develop pedagogy and assessment skills to be on par with the librarians who teach frequently.

4. Facilities and furniture

The furniture in room 309 is aging. The laptops in room 308 are not on a replacement cycle. The number of seats in rooms 308 and 309 is not always sufficient for the number of students enrolled in classes that come to the library. Regular classroom space often lacks the technology or electricity for students to bring laptops. Together, these issues make it difficult to provide meaningful information literacy instruction to larger-sized classes.

B. Revising this document

CLUE librarians and librarians who participate in the library instruction program will review this document each summer and revise as needed.

X. Standards, Frameworks, and Practices

A. Framework for Information Literacy

1. ACRL Framework for Information Literacy for Higher Education (Feb. 2015)

B. Information Literacy Standards and Objectives

1. Information Literacy Competency Standards for Higher Education (Jan. 2000)

2. Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (Jan. 2001)

C. Program Guidelines and Instructional Proficiencies

1. ACRL Teaching and Learning page. (Oct. 2013)


3. Standards for Proficiencies for Instruction Librarians and Coordinators (June 2007)
XI. Procedures and Related Documents

Because procedural documents change, they are not included in this document. They can be found where listed below. Related documents are those documents mentioned above that are relevant to instruction services, but are separate from this document.

All documents are available at the CLUE Department Directory page on the library’s website: http://library.tulane.edu/about/directories/department/center-for-library-user-education

A. Scheduling rooms 308 and 309

B. Student Learning Outcomes, Summer 2015

C. Memorandum of Understanding between CITAC and H-TML

D. Instruction Assessment Plan

25 See http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards