Appendix A  
Rutgers University Libraries  
Chronology of Library Instruction and Information Literacy Events and Activities  

**1981**
Comprehensive library handbooks including instructional information on types of library materials and a number of “how to…” sections used.

**1983**
“Library Research Workbook: Rutgers University Libraries” by Louise A. Klusek and Constance Finlay, with the following contributors: Ben Beede, Ken Garson, Doris Kouril, Judy Soncrant, Thelma Tate, Tom Weisinger, and Evelyn Greenberg. Workbooks adapted with permission from Workbook on Library Skills by Miriam Dudley, University Library, University of California, Los Angeles. These were updated and used for several years.

**February 1984**
“Bibliographic Instruction at Alexander Library: Report and Recommendations” prepared by Kevin Mulcahy attached to memo from George Kanzler, Director of Alexander Library, to Hendrik Edelman, University Librarian, and Evelyn Greenberg, Associate Librarian for Public Services. The memo indicates a forthcoming proposal for the future of library instruction at the Alexander Library based on findings and recommendations in the report. The report summarizes the strengths and weaknesses of the current program, as well as conclusions developed. The issues addressed include the demand for instruction extending beyond library human resources, lack of appropriate instruction facilities, and the limited number of students reached.

**June 1990**
Memo from Emma Warren, Director of Kilmer Library, to Marianne Gaunt, AUL for Undergraduate & Research Services establishing priorities for user education/bibliographic instruction at Kilmer Area Library. This includes documentation of the decision to discontinue the Livingston College three-credit elective “Bibliography and Research Techniques” course due to limited instructional resources. Shortly afterwards the Kilmer librarians were approached about teaching such a course in the summer McNair Scholars Program. A course of the same name taught since Summer 1991, respectively by BethAnn Zambella, Ben Beede, and Jeris Cassel.

**1990/1991 FY**
**September 1990**
Memo to RU faculty from Marianne Gaunt regarding recent changes in the Middle States Accreditation Guidelines, highlighting the importance of information literacy.

**January 1991**
An ad hoc committee (Judy Gardner, Marianne Gaunt, Mimi Kin, Stanley Nash, Adeline Tallau, chair) appointed by Joanne Euster, RUL University Librarian, prepared a document “New Brunswick Librarians Response to the Provost’s Committee on Undergraduate Education in the Context of a Research University”. University Librarian Joanne Euster endorsed the report and forwarded it to the library faculty and to Provost Paul Leath for further discussion and action. The report includes several ways that information literacy could be incorporated into the curriculum.

**1991/1992 FY**
**August 1991**
“First Report on the Pilot Project for Integrating Information Literacy into the English 102 Curriculum”—developed by the Integrated Information Literacy Program Task Force formed as a result of the “New Brunswick Librarians Response to the Provost’s Committee on Undergraduate Education in the Context of a Research University” (Qualls Report). The Task Force under the direction of Marianne Gaunt, AUL for Undergraduate and Research Services, composed of Professor Barry Qualls, Chair of the Provost’s Committee on Undergraduate Education; Professor Maurice Lee, representing the New Brunswick Faculty Council; and subcommittee of library instruction coordinators (Stan Nash--Alexander, Catherine Geddis--Douglass, and Ben Beede and BethAnn Zambella--Kilmer) was formed to work with Kurt Spellmeyer, Director of the College Writing Program, to investigate a method of integrating information literacy into the English 102 curriculum. Ultimate goal: “reach all Rutgers freshmen”.


Appendix A

Fall 1991

*RUL REPORT* focused on “Information Literacy.”

Spring 1992

New Brunswick “Pilot Plan II for Integrating Information Literacy into the English 102 Curriculum”—January 31, 1992; revised February 21, 1992

1992/1993 FY

Summer 1992

Kilmer librarians taught library research credit course for the McNair Post Baccalaureate Achievement Program and (three-credit Bibliography & Research Techniques for qualified upper level Rutgers University students) and Dean’s Summer College (1.5 credit Bibliography & Research Techniques for qualified high school honors students).

Fall 1992

New Brunswick “Pilot Plan III for Integrating Information Literacy into the English 102 Curriculum”

SCILS and Task Force agree upon program for interns of instruction program to be presented to SCILS curriculum committee. Piloted in Spring Semester 1993. Program implemented in Fall 1992

New Jersey Department of Higher Education College/School Library Grant of $6,750 awarded to Catherine Geddis, Douglass Library, to work with teachers and librarians at New Brunswick High School in developing research methods for high school seniors in an interdisciplinary course requiring a research paper and annotated bibliography on a topic related to the Harlem Renaissance.

Formation by Marianne Gaunt (AUL for Undergraduate & Research Services) of the ERC (Electronic Resources Committee)—composed of instruction coordinators and online coordinators from the six major libraries. Developed documentation for new databases and coordinated a series of workshop across the New Brunswick/Piscataway, Camden, and Newark campuses on searching library databases for several years. Jeris Cassel was appointed chair of the committee.

1993

Teaching Excellence Center Grant awarded to Marty Kesselman and Paula Yalpani for “The New LSM Infomaster: Promoting Information Literacy for Science Undergraduates”—an expansion and update of the LSM InfoMaster, a Hypercard instructional tour of the LSM and science library resources.

February 1993

Memo and document “Rutgers University Libraries Response to Rutgers Dialogues” forwarded by Kevin Mulcahy for discussion at March 5 library faculty meeting. In April 1993, memo from Frank Polach thanking Kevin, Natalie Borisovets, Jeris Cassel, and Stan Nash for their “fine and perceptive work” and indicating that there was “real interest in the subject and solid support for the response” by the library faculty. Polach noted that he forwarded the letter to Susan Forman Vice President for Undergraduate Education.

Spring 1993

*RUL REPORT* published on “Information Literacy: The Libraries’ Role.”

The Electronic Resources Committee developed a program of general and subject-based instructional workshops called the “RUL Electronic Workshop Series”. These workshops were intended to help library users with the changing technological environment of information networked online across the university and widely through the Internet. Workshops were offered on all campuses at a variety of times and were available to the entire Rutgers community. Rutgers University Computing Services (RUCS) publicized the workshops in their newsletter and provided labs to allow for hands-on activity. The series of workshops were assessed at the end of each semester for usefulness, effectiveness, and number/type of attendees. ERC developed documentation for the workshops and a notebook of documentation was created and placed at public computers in all libraries. By Spring 1994, issues of limited simultaneous users and limited instructional computing facilities became apparent.
Appendix A

1993/1994 FY

September 1993

“Towards an Information Literacy Program at Rutgers University: A Preliminary Outline”, developed by the Electronic Resources Committee: Jeris Cassel, Chair; Catherine Geddis, Theo Haynes, Marty Kesselman, Linda Langschied, Jackie Mardikian, Stan Nash, Roberta Tipton, BethAnn Zambella.

October 1993

“An Information Literacy Project: A Collaboration”: A Proposal Submitted for the Rutgers Dialogues Pilot Grants” with Jeris Cassel, Reference Librarian and Electronic Services Coordinator, Kilmer Library, as principal investigator and Marianne Gaunt, AUL for Research and Undergraduate Services. The objectives of this project included developing workshops for collaborating with faculty on incorporating principles and techniques of information literacy into their course syllabi.

November 1993

Susan Forman, Vice President for Undergraduate Education, distributed a letter to the faculty regarding the University Undergraduate Curriculum Steering Committee’s summary response to the feedback from colleges and schools with undergraduate programs or courses. “An additional area, not addressed in Rutgers Dialogues, but identified as important during discussion by the University Senate and four academic units, was information literacy.” An attached draft of the university-wide educational goals stated that “The Rutgers University community will work to ensure that the following learning goals are met for all undergraduate students….Information and Computer Literacy Students will increase their skill in gathering, accessing, analyzing and interpreting information, including understanding and skill in using tools of modern computer technology.” Information and Computer Literacy is one of eleven (11) goals listed. A statement in a paragraph prior to the draft learning goals notes that a majority of responses indicated support for the notion that a set of university-wide learning goals could be identified and that the Rutgers Dialogues delineated most of the goals. “The responses also indicated that the manner in which those goals are addressed and specific curriculum requirements should remain the province of the academic units…responses called for use of pilot programs to evaluate the feasibility of large-scale implementation of innovative approaches to meeting learning goals”.

1994

Newark Rutgers Dialogues grant of $6,500 awarded to Lynn Mullins for “Toward the Attainment of Info Literacy in Business and Economics” as a movement towards the integration of information literacy competencies in business and economics and into the undergraduate curriculum in general. The library worked with the faculty in the School of Management and Faculty of Arts & Sciences Newark Department of Economics and with Newark Computing Services to come to a better understanding of information literacy.

Camden Rutgers Dialogues grant awarded to develop self-instructional modules to be tested with designated groups in English 102 in Spring 1995. The grant was awarded to Theo Haynes for a project: “Networked Access to Interactive Information Literacy Training” The Camden Campus Computing Committee awarded funds from the student computing fee to support this project also.

Science librarians received a $5,000 Teaching Excellence Center grant for integrating instruction in online resources and the Internet with psychology classes.

Spring 1994

The Library of Science & Medicine received a $50,000 grant from the Chemical Abstracts Online Teaching Partnership Program for creation of an electronic classroom which was ready for use for the spring semester. Report of the Electronic Classroom Instruction Program Committee was completed and actions for coming year identified.

April 22, 1994

The Electronic Resources Committee (ERC), an ad hoc committee of the RUL Standing Advisory Committee on Public Services, sponsored “Envisioning Information Literacy,” a RUL discussion forum with David Carr (SCILS), Mary George (Princeton), and Carol Kuhlthau (SCILS). The following questions served as the framework for the discussion: What is information literacy? What is an information literate person?; Where does information literacy fit into the curriculum?; What is the role of the library and librarians in promoting information literacy?; and What are the limitations and issues involved in developing an information literacy program? The program was held in a conference room in the Livingston Campus Center.

1994/1995 FY
Appendix A

Fall 1994
The Douglass Library participated in a pilot course in library instruction taught by Prof. David Carr (SCILS).

Kilmer Library developed “Kilmeropoly” activity that espoused active learning principles in response to requests for orientation for all first-year college students in the Livingston College Advising Seminar.

Fall 1995
“Revising the Culture of Undergraduate Research at Rutgers University: A Collaborative Project Between the Writing Program and the Rutgers Libraries for Promoting Excellence in Writing across the Disciplines: A Proposal for a Teaching Excellence Center Grant AY 96-97” to improve the education of undergraduates with principal investigators: Richard Miller, Ellen Gilbert, and Boyd Collins and collaborating investigators: Rebecca Brittenham, Darcy Gioia, Stan Nash, and Kevin Mulcahy.

November 1995
LSM Instructional Services Steering Group established with Connie Wu as leader and members Helen Hoffman, Jackie Mardikian, and Irwin Weintraub. The group assumed responsibilities in planning, managing, and scheduling instructional activities at LSM and represented LSM at the Electronic Resources Committee monthly meetings and at various events.

1996/1997 FY
Electronic classroom was completed at the Robeson Library with funding provided through ELF (Equipment Leasing Funds) and HEFT (Higher Education Funds Trust). Twenty (2) student computers, one instructor computer, and a system for controlling the students were installed, allowing for interactive instruction for up to 40 students.

An electronic classroom, with 16 computers, an instructor computer and a control system for student computers, was installed in the Douglass Library reference room.

Instructional computer area, with 16 computers, an instructor computer, and a control system for student computers, was established on the Lower Level of the Kilmer Library.

Initial construction began on an electronic/multimedia classroom with a capacity of 30 workstations at the Dana Library. This project was made possible with Equipment Leasing Funds, Higher Education Facilities Trust, RU Instructional Computing Initiative, and Coca-Cola monies.

Dana Library obtained ICI grants for 1995/1996 --$8,000 for portable computer projection equipment for teaching library skills) and for 1996/1997-- $20,000 for computers and video equipment for electronic classroom

Dana Librarians began developing web pages to support components of the instructional program.

The design and selection of computer for the classroom labs of the Scholarly Communication Center was coordinated with those of “smart” classrooms on campus.

1998/1999 FY
Faculty Training Program, a computer and information literacy effort for faculty on the Newark campus implemented by the Dana librarians. Supported provided by FAS-N Associate Dean G. Miller Jonakait who was awarded an SROA grant. This was a program of nine sessions with additional practice sessions for twenty faculty members. Faculty received gratis laptop and Dana received $10,000 for staffing assistance and needed equipment for the electronic/multimedia classroom.

Outreach initiative led by Veronica Calderhead with Central High School undertaken with the Newark Campus-based Institute for Urban Outreach and Research that brought in several high school teachers, school librarian, and, later, a group of high school students to Dana for weekly lessons and practice in using electronic information resources. Director of the Newark Teaching Excellence Center, Prof. Kenneth Kressel, wrote in an evaluation report: “This program received the most collective and heartfelt endorsements of any instructional activity I have studied in nearly four years of doing focus groups at Rutgers. The responses of students and faculty are highly consistent with each other and the depth of felling and appreciation, especially in the faculty group, is noteworthy”.

RUL Electronic Resources Committee coordinated 156 electronic resources workshops, developed and revised several paper and web brochures, and developed many enhancements to the libraries web pages.
Appendix A
With the reorganization of the New Brunswick libraries, a New Brunswick Instruction Team was created for coordinating campus-wide orientation and instructional programs and assessment. Kevin Mulcahy was elected as team coordinator. One of the team’s goals was to convert the NT-based interactive library instruction program “Information Jungle” into a Web-based one.

October 1998
Memo from Jeanne Boyle, AUL for Public Services and Communications, to instruction coordinators and/or librarians skilled in instruction or instructional technology regarding participation in a new Instructional Services Committee. “The role and purpose of the Instructional Services Committee will be to develop continuously and oversee the instruction program of the Rutgers University Libraries.” This memo includes specifics regarding the role of the committee. “Committee members are expected to create a climate of commitment and excitement across the campuses for library instruction.” Members: Jeris Cassel (Kilmer), Helen Hoffman (LSM), Kevin Mulcahy (Alexander), Ann Scholz-Crane (Robeson), Julie Still (Robeson), Thelma Tate (Douglas), Bobbie Tipton (Dana), and Irwin Weintraub (LSM/Chang).

November 1998
RUL Instructional Services Committee established by Jeanne Boyle, AUL for Public Services and Communications, to replace the Electronic Resources Committee.

1999
Two three-credit library research courses were developed and taught by librarians: “Research in the Information Age” was developed by Ann Scholz-Crane as an Honors Course at Camden and “Bibliography and Research Techniques,” the required summer course for the McNair Scholars Program, was re-developed by Jeris Cassel.

The Dana Library provided an Internet training program for small business executives in which Wen-Hua Ren and Ka-Neng Au conducted workshops for small business executives in collaboration with the Small Business Development center.

Lisa Vecchioli worked with the Douglass College faculty and staff in designing a new library component that included library research assignment and the Web-based tutorial “Knowledge Maze” for the Shaping a Life course for first-year students.

With the guidance of Jackie Mardikian, the “Online Library Tutorial for Biomedical Issues of HIV/AIDS” was presented to students fulfilling the science requirement for Rutgers College.

Mei-Ling Lo developed the “Scientific and Technical Writing—Guide to Library Research” tutorial for respective Writing Program course.

Lisa Vecchioli and Scott Hines received a grant for further Web-based enhancement of the Douglass College Shaping a Life program.
Numerous web-based guides for library instruction sessions in specific courses created by librarians at Dana and made available on the Dana Library website.

Three-credit honors course “Research in the Information Age” developed by Ann Scholz-Crane and colleagues at Robeson Library.

January 1999
First meeting of the RUL Instructional Services Committee. The group reviewed new charge developed by Jeanne Boyle, AUL for Public Services and Communications, and defined role and purpose with outline of future tasks of the group.
Original membership: Jeris Cassel (elected chair), Helen Hoffman, Kevin Mulcahy, Ann Scholz-Crane, Julie Still, Thelma Tate, Roberta Tipton , Irwin Weintraub

Spring 1999
RUL ISC-sponsored system-wide workshop series became available on the RUL website.

April 1999
RUL ISC reviewed and discussed instructional types/teaching methodologies. Ann Scholz-Crane developed a discussion document (a chart of instructional types, characteristics, advantages, disadvantages, and possible applications).
Appendix A

April 13, 1999
RUL ISC sponsored an open informal discussion on instruction, “Sharing Instructional Methods and Techniques” for RUL faculty and staff, Alexander Library, Scholarly Communication Center Seminar Room.

May 27, 1999
RUL ISC sponsored an open informal discussion on instruction, “Subject-Based Library Instruction: Sharing Thoughts and Experiences on the Ideal and the Real” for RUL faculty and staff, Alexander Library, Scholarly Communication Center Seminar Room.

1999/2000 FY

August 1999
Jeanne Boyle, AUL for Public Services and Communications, and Jeris Cassel attended a workshop at the Western Monmouth Higher Education Center on conducting ITV lessons.

Fall 1999
RUL ISC members met with Michael Chumer, Media Services, Dana Library, in the fall to discuss the feasibility of a proposed group instruction technology project.

RUL ISC developed instruction website.

September 1999
RUL ISC members participated in the third annual undergraduate teaching conference. Jeris Cassel served as facilitator for a breakout session on "The Role of the Libraries in Instruction" and Ann Scholz-Crane, Veronica Calder head, and Jeanne Boyle served as facilitators for a breakout session on "Copyright, Cheating, and Ethics."

November 1999
Jeris Cassel attended “Powerful Learning, Powerful Partnerships: Educating the University Community in a Dynamic Information Environment,” a three-day user education conference at the University of Iowa that featured current instruction practices in the United States and Great Britain and expectations for libraries in the future.

January 2000
Jeris Cassel facilitated a breakout/panel discussion on "Library Instruction and the Changing Librarian's Role" for the first VALE Users' Conference, January 7, 2000. Panelists were: Robert Mackie, Rider University, Susan Bissett, Union County College, Mary Ladany, Caldwell College, and Ka-Neng Au, Rutgers University-Newark.

Two instructors from the Douglass College Shaping a Life program discussed the effectiveness and impact of the Knowledge Maze tutorial with RUL ISC. The instructors reported a positive difference in the course because of the tutorial and provided suggestions for making the tutorial more effective. English 102 coordinators and coordinators for transfer students and other new students programs were invited to this discussion.

March 2000

RUL ISC initiated workshop featuring Joe Delaney, Teaching Excellence Center, and Eve Burris, Office of Print & Electronic Communication. Held in the Scholarly Communication Center, the workshop covered such areas as instructional website strategies, interactivity tools, instructional purposes of Web audio and video, and production training. Members of the SCC/multimedia and digital library services planning team also attended.

Spring 2000
RUL ISC members met with representatives from the Office of Television and Radio (now Office of Print and Electronic Communication) and the Teaching Excellence Center to discuss needs and interest of the committee working with these organizations.

May 2000
RUL ISC members initiated meeting with the coordinators/directors of transfer students for Rutgers College, University College, Douglass College, and Livingston College. The Rutgers College and Livingston College coordinators/directors
Appendix A
brought information on the newly developed courses to be offered in fall 2000 to transfer students. Plans were made to incorporate library sessions into both courses for the month for October 2000. Library workshops geared to transfer students were also organized across the campuses for October. Registration and publicity was handled by an office for transfer students on Busch Campus. Information was made available on the transfer students’ website. The content of the publicity was planned jointly with the ISC.

RUL ISC members initiated a meeting with directors of Learning Resource Centers on to discuss possible partnerships. Dr. Karen Smith and directors of the LRC's for College Avenue, Douglass, Livingston, and Busch attended. Information was shared on the differences and similarities in the activities of the Libraries and Learning Resource Centers. There was discussion of the possibility of expanding the library research tutor model currently on College Avenue, a project initiated by Stan Nash, Alexander Library, to other LRC's or bringing LRC tutors into the Libraries. Kilmer Library and the LRC on Livingston began a referral process for students.

Leslie Murtha, Roberta Tipton, and Lisa Vecchioli attended LACUNY Institute 2000 "Information Literacy: Laying the Foundations". Leslie Murtha and Lisa Vecchioli presented a poster session "Integrating the Knowledge Maze into Shaping a Life".

2000/2001 FY
RUL ISC members contributed content for the development of an online library course for students enrolled in distance education courses at the university delivered through E-College. Ka-Neng Au developed the course.

Robeson librarians created “Virtual Librarian” presentations available from homepage, including How to Avoid Plagiarism, How to Do Research, How to Find a Book, How to Find an Article, and How to Use the Library.

RUL ISC developed instruction website.

SALLIE (Shaping a Life Library Instructional Environment) learning portal project under development by Scott Hines for the Douglass College first-year program.

August 2000
RUL ISC developed thirty-page document, Towards an Information Literacy Program at Rutgers University: A Preliminary Working Document which was distributed to the Public Services Council in August. The document provided for the first time (1) a detailed statistical survey in six tables of library instruction activities and information literacy efforts over 1999-2000 and (2) a survey of Rutgers University Libraries instructional facilities as of the end of 1999. This document also contains the theoretical and conceptual basis of an information literacy program. As a result of the information gathered for this document, ISC members standardized instructional statistics records and developing a database to allow for more varied, comparative data output. Uma Swamy, Library of Science and Medicine, maintained this Microsoft Access database.

September 2000
A library orientation video representing the library system was produced jointly by the New Brunswick Libraries Information Services Steering Group and the Office of Print & Electronic Communications during the summer. Jeris Cassel served as liaison to OPEC for this project and to the Rutgers College New Student Orientation Office. The video was used in the orientation program for new Rutgers College students on September 3, 2000. The video was shown to groups at the ARC building on Busch Campus and at the Rutgers Campus Center. This was in lieu of library faculty/staff leading tours of large groups of students in the Alexander Library and Library of Science & Medicine on the Labor Day weekend day activities. Cook College also used the video for their new student orientation on September 2, 2000. The Learning Resource Centers requested copies of the videos be placed in their locations. The video was used for the Rutgers College New Student Orientation for 2001 and 2002 and was made available through RU-TV Mediavision.

RUL ISC members began participating in orientation sessions for distance education students at Western Monmouth Higher Education Center, Freehold.

October 13, 2000
RUL ISC members (Jeris Cassel, Jackie Mardikian, and Roberta Tipton) facilitated a breakout session "Web Information: Easy to Get, Hard to Evaluate and Cite" twice for the New Brunswick Faculty Council: Conference on Undergraduate
Appendix A
Teaching, Rutgers Campus Center, New Brunswick. Jack Lynch, Assistant Professor, English Department, Newark also participated in the facilitation of this session.

January 2001
RUL ISC developed the first Rutgers University Libraries instructional services policy. The Public Services Council approved the document (Public Services Policy Memo #3) in December 2000 and Cabinet approved it in January 2001.

"Supporting Library Instruction for the Twenty-First Century: Building the Technological Infrastructure for Information Literacy" a proposal document developed and submitted by the RUL ISC to the AUL for Public Services and Communications for consideration as part of the Libraries’ Equipment Leasing Fund proposal and for inclusion in future facility renovations. This proposal sought “to secure the tools and support needed to move forward with the Digital Library Initiative. To provide effective learning experiences for students, the libraries will need to offer instruction in environments that provide opportunities for active learning, for group study and discourse, and for effective presentation by instructors and students”.

Spring 2001
RUL ISC proposed a Your TILT project as a means of developing a customized service for the Public Services Council PROP (Program Reinvention Opportunity Project) program. The idea was rejected by the PSC. ISC proposed other possible PROP instruction projects: (1) develop a pilot module based on Your TILT with the support of Systems, a graphic artist, programmer, and equipment; (2) learn Flash and build a tutorial to develop instructional material to meet all accessibility standards; (3) develop subject-specific modules; and (4) develop a core of instructional modules.

May 2001
RUL ISC member Roberta Tipton presented a breakout session entitled "Institutional Frameworks for Instruction: Can We Defeat the Blanche DuBois Syndrome?" at the May 2001 LOEX conference in Ypsilanti, Michigan.

Jeris Cassel, in collaboration with Susan Bissett of Union County College, presented a program at the New Jersey Library Association Spring Conference entitled "Library Orientation on Video." The program dealt with the development and implementation of videos as tools for library orientation. The video developed by the Instructional Services Committee was one of the examples presented and discussed. The program was presented under the auspices of the ACRL-NJ User Education Committee.

Leslie Murtha coordinated the development of a program at the New Jersey Library Association Spring Conference entitled "Matching Goals to Standards: ACRL Instruction Section's Objectives for Information Literacy Instruction by Academic Librarians." This program was designed to promote awareness of the recently approved ACRL document. The speaker was Carla List, of the State University of New York at Plattsburgh, and the chair of the Revision of the Model Statement of Objectives Task Force. The program was presented under the auspices of the ACRL-NJ User Education Committee.

2001/2002 FY
Through the Equipment Leasing Fund (ELF), computers in all of the electronic classroom spaces were upgraded, additional equipment installation in the Kilmer Library Instructional Alcove, Other equipment for instruction purchased through ELF includes projectors, display monitors, and laptop computers, as well as upgraded classroom control equipment for the Dana Library electronic classroom. The equipment obtained through ELF will improve instructional capabilities at the Alexander, Kilmer, Dana, and Robeson Libraries, and make it possible for librarians to experiment with teaching outside the library buildings. ELF also made possible the creation of an instructional technology laboratory at the Robeson Library.

Under the auspices of the New Brunswick information services steering group, Leslie Murtha, Stephanie Tama-Bartels, Marty Kesselman, and Stephanie Bartz participated in a task force to write a successful proposal for a New Brunswick advisory committee for instructional computing grant to support enhanced classroom facilities in the Libraries and enhanced instructional activities in the reference environment. The funding from this grant will allow the libraries to replace the existing classroom control configurations with current technology and to expand the availability of this technology into public spaces beyond the Libraries’ existing classroom space.

With funding generated by Eileen Stec’s honors course in research methodologies, offered in the spring semester through University College, a multimedia laboratory has been developed within the Douglass Library. The facility houses two multimedia-capable workstations and is provided with software for the development of Web pages, graphics, animation, streaming
Appendix A

Rutgers University librarians provided practicum opportunities and mentoring to students in the library instruction course taught by Jana Varlejs and the School of Communication, Information, and Library Studies. In turn, the students participated in the library instruction program, expanding our ability to meet the increased demand for course-related instruction for undergraduates.

Virtual tour of the Robeson Library was completed by Julie Still, providing a general introduction to the library.

Five New Brunswick librarians participated in K-12 training in local high schools on topics such as Search Engines, Internet Instruction, Arab-Israeli Conflict, and New Jersey Women.

**August 2001**
Leslie Murtha and Roberta Tipton attended ACRL Immersion’ 01 at Plattsburgh, New York.

**Fall 2001**
New Brunswick Libraries embarked on a new collaboration with the English 201, the primary research and writing class for undergraduates on the New Brunswick campuses. Course instructors were offered a variety of options for incorporating library instruction into their classes in align in learning effectiveness and alignment with current best practices in information literacy instruction. Jeris Cassel and Stephanie Tama-Bartels led the initiative in collaboration with Michael Cripps, coordinator of English 201.

**Spring 2002**
English 201 initiative was extended, by popular demand, to include English 301, the principle research and writing class for transfer students on the New Brunswick campuses.

The Shaping a Life program at Douglass College incorporated multiple instructions sessions and librarians maintained personal contact with their students via email and through individualized strategy sessions on request. The development of an online assessment instrument and an online tutorial contributed to the establishment of a hybrid learning environment for this class. Program developments for Shaping a Life were led by Eileen Stec.

An online tutorial on “Plagiarism and Academic Integrity” was developed as a component of the Shaping a Life program. Led by Eileen Stec, Douglass librarians developed an interactive multimedia learning tool for first-year students, with significant contributions from staff member Anthony Joachim. This resource was accepted for inclusion in the peer-reviewed ACRL Instruction Section Internet Education Project database produced by the Emerging Technologies Committee. Stec later wrote an article and presented a poster session at the International Federation of Library Association Conference in Scotland on the development of her tutorial on academic integrity and the quantitative assessment project for Shaping A Life.

The online E-College library course developed by Ka-Neng Au to provide introductory library instruction to students enrolled in courses offered through the university’s online distance education program was mirrored for the use of on-campus students and became available through the instruction Web pages.

**April 2002**
Leslie Murtha and Roberta Tipton made a joint presentation on assessment of student learning at a workshop sponsored by the ACRL/NJ user education committee.

**May 10, 2002**
RUL ISC collaborated with the Training and Learning Advisory Committee to produce “The 50-Minute Instructor: A Teaching Skills Seminar.” This all-day workshop provided an overview of the process of planning, implementing, and assessing library instruction. Approximately forty librarians attended. Speakers and facilitators included Carol Kuhlthau of SCILS, Karen Hartman of the College of New Jersey, Vibiana Bowman, Jeris Cassel, Mary Fetzer, Patricia Libutti, Jackie Mardikian, Kevin Mulcahy, Leslie Murtha, Eileen Stec, Stephanie Tama-Bartels, Marilyn Wilt, and Connie Wu. This workshop represents the initiation of a series designed to improve teaching skills, expand pedagogical repertoire,

**2002/2003 FY**
On Camden campus, two courses were targeted for incorporating library instruction for general education: English 101 and English 102. Additionally, courses in English composition, computer literacy, and college success, offered by Rowan University in Camden, and by Camden County College, include a library instruction component. Librarians experimented with a multi-session approach for English Writing courses.
Appendix A

On the Newark campus, two courses were targeted for incorporating library instruction for general education: English 101 and English 102... Dana Library also maintains a longstanding association with the Academic Foundations program for at-risk students. Additionally, Dana Library continued to offer its highly successful INFO workshop series (part of former systemwide workshop series coordinated by the RUL Electronic Resources Committee), which is open to all members of the Rutgers Newark community.

Douglass College Shaping a Life course moved from the fall semester to the spring. Although considered a pedagogically superior position for the course, it added substantially to the number of classes for general undergraduate education that the Libraries are committed to supporting in the spring semester. To cope with this additional workload, the Libraries experimented with blended instructional strategies relied heavily on the assistance of SCILS graduate students enrolled in the User Education course taught by Jana Varlejs.

English Writing Program courses made up the core of the general education courses for writing and research on the New Brunswick campuses. Targeted for library instruction were English 201 (Research in the Disciplines) and English 301 (College Writing and Research). To reduce the workload associated with these courses, the librarians encouraged classroom instructors to assume responsibility for some aspects of the library instruction component of the class. Training sessions were incorporated into the instructor orientation program; however, this approach did not meet with great approval from the instructors, who felt that their expertise in this area was too limited for them to be effective teachers.

A new programmatic initiative for Rutgers College, student-led First Year Interest Groups, was established. The libraries made some experimental contacts with this program.

RUL ISC initiated discussions concerning the development of a more comprehensive assessment program for library instruction. Monica Devanas, of the New Brunswick Teaching Excellence Center, was invited to discuss tools and strategies for assessing teaching in libraries.

SCILS students in User Education course provided instruction for Shaping a Life program, using scripted instruction and mentored by Douglass librarians. Students from the course also apprenticed with librarians across the system by observing and participating in instruction. Patricia Libutti developed material to facilitate learning during classroom observations.

The “IRIS Online Catalog Handbook,” a resource designed to help students learn to be effective users of the library catalog, was developed by Eileen Stec and Sabine Rauchmann. The handbook was used by students in the Shaping a Life program at Douglass College during the spring semester.

Myoung Chung Wilson developed a website, including a tutorial, to support learning about library research for students in Communication 201 (Interpersonal Communication Processes). Stephanie Bartz and Anthony Joachim provided technical support for the development of this project.

Jane Sloan developed a multimedia tutorial to teach students about finding videos in the RUL collections. The tutorial employed streaming video technology.

Triveni Kuchi formed part of a working group for the VALE Shared Information Literacy Committee to develop a prototype digital instruction module that could be shared across institutions.

April 25, 2003
The RUL ISC presented a program “The 50 Minute Instructor: Preparing to Teach” at the Alexander Library, Pane Room, 9:00 a.m.-3:30 p.m. The workshop was the second in a series. The series was “designed to provide academic librarians who participate in library instruction programs with enhanced knowledge of the processes of teaching learning.” The topics covered in this second workshop were “Collaborating and Negotiating with Faculty (Bobbie Tipton), “Creating Learning Objectives” (Eileen Stec), “Lesson Plans that Work for You” (Vibiana Bowman and Patricia Libutti), “Saving Time: Planning Curriculum Materials for Reuse and Recycling” (Triveni Kuchi and Leslie Murtha). Marianne Gaunt, RUL University Librarian, provided opening remarks at the program and Jeanne Boyle, AUL for Public Services and Communications, provided closing remarks. A handout swap meet was included. This series was open to New Jersey academic librarians.

June 2003
Appendix A

“Strategy for Information Literacy” developed and approved by Cabinet, that emphasized a digital information literacy program. With this, Jeanne Boyle, AUL for Public Services and Communications, led the RUL Instructional Services Committee in the development of the information literacy tutorial Searchpath, based upon Searchpath © by the Board of Trustees of Western Michigan University which incorporates material from TILT, a tutorial developed by the Digital Information Literacy Office for the University of Texas System Digital Library, © 1998-2004.

2003/2004 FY

July 2003

NB librarians began to regularly utilize a web-based database developed by Stephanie Bartz and Anthony Joachim for reporting instruction and reference statistics.

August 2003

“A Learning Framework for Information Literacy and Library Instruction Programs at Rutgers University Libraries” report was completed by the Learning Framework Study Group. This committee made up of Rebecca Gardner, Triveni Kuchi, and Roberta Tipton was appointed by Jeanne Boyle to review research on learning frameworks, position the findings in the context of the Information Literacy Competency Standards for Higher Education, and make recommendations for the development of a framework to support the information literacy programs of the Rutgers University Libraries, with particular attention to the use of online instructional materials and the potential utility of TILT as a basis for developing online tutorials. The committee recommended an “integrated approach for the foundation of information literacy instruction at Rutgers University Libraries” and that the learning framework for information literacy instruction at the Rutgers University Libraries should “strive to include” learning environment, institutional involvement, teaching materials, resource and maintenance support, and management and administration. The group also recommended the adaptation of a TILT-like tutorial such as Searchpath at Western Michigan University.

The NBL Instruction Repository became available as pilot. Jeris Cassel developed with the assistance SCILS student, William Voon a web-based repository of instructional materials.

A NBL Instruction Librarians Group, a task force created to address instruction-related issue distributed to the NB Information Services Steering Group (NBISSG) “Information Literacy and Library Instruction in the Rutgers University New Brunswick Libraries: Report, Proposals, and Recommendations” for discussion.

October 2003

RUL ISC members presented two poster sessions at the New Brunswick Faculty Council Conference on Undergraduate Teaching, Rutgers Campus Center

December 2003

RUL ISC Adopted a subset of standards, performance indicators, and outcomes of the ACRL Information Literacy Competency Standards for Higher Education.

January 2004

RUL ISC began online information literacy tutorial project.

March 5, 2004

Participation of RUL in Project SAILS, an ARL project from Kent State University Libraries focusing on standardized assessment of information literacy skills, with the Eileen Stec as the contact person was announced at ISC meeting.

Jeanne Boyle formed an Information Literacy Advisory Committee composed of ISC members and 5-7 faculty members from various disciplines to discuss teaching methods, collaboration, information literacy, and initiatives.

April and May 2004

With the support of the Associate University Librarian for Public Services and Communications (Jeanne Boyle) and her staff, the Instructional Services Committee sponsored an information literacy symposium and met with a small group of faculty as the Information Literacy Advisory Committee on planning for an information literacy initiative leading to the next university accreditation process. The notes from the two meetings with faculty and the handouts provided are available at Information Literacy Initiative Discussion Meetings. The symposium Information Literacy and Student Learning at Rutgers: Standards,
Appendix A

*Competencies, and the Search for Strategies* was co-sponsored by several vice presidents and the Libraries. The symposium featured Barry Qualls, Terrence Mech, and Ilene Rockman. Dean Qualls, chair of the President's task force on undergraduate life and learning, gave a general introduction that placed the symposium in the context of the President's initiative. Terrence Mech was a member of the Middle States Commission on Higher Education Advisory Panel on Information Literacy. He explained the new accreditation expectations in his presentation "The New Characteristics of Excellence in Higher Education: Assessment and Information Literacy." At the time of the symposium, Ilene Rockman was the manager of the Information Competence Initiative for the Office of the Chancellor of California State University.

### 2004/2005 FY

**October 2004**
Jeris Cassel and Triveni Kuchi spoke at the October 7, 2004, "Overview of Services in Support of Instruction at Rutgers," the very first instructional technology symposium sponsored by the new Office of Instructional and Research Technology (OIRT).

**February 2005**
Searchpath available. Rollout activities included: ad in The Daily Targum, articles in the Rutgers Focus and The Daily Targum, emails to Libraries personnel, distribution of promotional items to departments, and others.

**Spring 2005**
RUL ISC Chair Roberta Tipton spoke about Searchpath at OIRT's Spring 2005 workshop on Learning Spaces.
Jeanne Boyle was instrumental in planning and moderating the OIRT/Libraries workshop on information literacy.

**May 2005**
Jeanne Boyle, Webmaster Samuel MacDonald, and Roberta Tipton presented "Searchpath@Rutgers" to a gathering of the Council of New Jersey College and University Library Deans, University Librarians, and Directors on May 20.

Roberta Tipton presented Searchpath@Rutgers at the Special Libraries Association conference in Toronto.

RUL ISC presented statement on information literacy to the Public Services Council for the strategic planning process.

### 2005/2006 FY

**Fall 2005**
RUL ISC designed a qualitative assessment of the Searchpath tutorial, which has been available for use since summer 2005. A subcommittee worked to design the overall approach and to create scripts and tasks for librarians to use with student volunteers. A research proposal application was submitted in February to the Institutional Review Board for approval. A Sakai site was created and maintained to share planning and documents related to this project. Patricia Libutti led this project and provided training on assessment methods and theory.

The committee oversaw the training for Human Subjects Certification of individuals in the assessment project.

**Spring 2006**
RUL ISC implemented the research project on the effectiveness of Searchpath and information literacy instruction. Committee members recruited student subjects, administered the interview process

A draft position description of an Information Technology Development Librarian was drafted by a subcommittee of ISC to be submitted to the University Librarian and Cabinet for approval. This position is to provide system-wide support for the design and creation of the information literacy program at Rutgers.

RUL ISC subcommittee prepared and presented a luncheon seminar Searchpath Mythbusters to help library faculty use Searchpath effectively in their teaching.

RUL ISC members did presentations on Searchpath at the State of the Libraries, at the VALE conference, and at the Special Library Association’s 2005 annual conference in Toronto.

RUL ISC began a gap analysis using results from the Project for the Standardized Assessment of Information Literacy Skills (Project SAILS) to help determine the foundation for deciding on the most essential areas needing tutorial modules or mini-tutorials.
Appendix A

2006/2007 FY

Fall 2006
RUL ISC reviewed a draft of “An Assessment of the Effectiveness of the Searchpath Tutorial: A Qualitative Study”.

Spring 2007
RUL ISC developed and prepared information services workshops for Access Services Training.

2007/2008 FY

July 18, 2007
An information literacy recommendation incorporated into the RUL report for the Middle States Reaccreditation Self Study as follows “…our primary recommendation that the university undertake the development of an information literacy plan that is integrally linked to the new curriculum and that includes learning outcomes, assessment measures and criteria, and an assessment schedule. We see this as a multi-phased initiative that will include the linking of learning outcomes/ information literacy competencies to the general education program, to the various levels of majors, and to the capstone courses. The information literacy assessment plan will also include some guidance on the use of online tutorials and assessment measures, serving as a framework for the development of new tutorials. It should also be helpful in forwarding the undertaking of research by our librarians on the effectiveness of components of our instructional program, including when instruction when or should be face-to-face and when it can be done through online tutorials” (pp. 3-4).

Fall 2007
RUL ISC developed new Sakai-based RUL Instruction Repository and highlighted it at a poster session on the State of the Libraries in November.

December 10, 2007
RUL ISC sponsored program “Information Literacy in the Disciplines: The Sociology Experience” with featured speakers Triveni Kuchi, RUL Sociology & South Asia Librarian, and Dr. Edward L. Kain, Professor of Sociology, Southwestern University, Texas. RUL faculty and selected teaching faculty were invited. Valeda Dent, AUL for Research and Instructional Services, provided support for the program and gave the opening remarks.

May 2, 2008
“Learning Outcomes Assessment and Libraries” program featuring presenter Diane Harvey was co-sponsored by Jeanne Boyle, AUL for Planning and Assessment and Valeda Dent, AUL for Research and Instructional Services.

2008/2009 FY

Fall 2008
The RUL ISC redeveloped Library Instruction information web page. Information directed to faculty was incorporated in the Faculty Services page as Library Classes. Information directed to students was constructed into a new web page called Learning Tools. This replaced the Library Instruction position on the RUL home page menu. The information was updated and revised for conciseness, directness, and inclusion of useful practical materials.

The narrated, Flash-animated Nursing Information Literacy Tutorial completed and released. The tutorial was created jointly by the Libraries and the College of Nursing with programming support from the learning tools design team firm Kognito Interactive.

The RUL ISC sponsored and planned the program “Reflecting on Library Instruction” on December 2, 2008. The program consisted of a presentation "The Teacher-Librarian: Reflections from ACRL Immersion" by Sara Harrington and group activities developed by the committee. Responses to the program were informative and useful for future activities on instruction and professional development for teacher-librarians. The program was successful in facilitating an open dialogue on instruction within RUL.

Spring 2009
The New Brunswick Libraries Instruction Statistics database expanded into the RUL Instruction Statistics database. RUL ISC standardized the collection of instruction statistics system wide into one database.
Appendix A
The RUL ISC explored the library instruction program information on web sites of 33 peer-aspirant institutions, focusing primarily instruction philosophy, vision and mission statements to help inform discussions of the User Services Council.

The RUL ISC transitioned into an Instruction Community of Practice (ICOP). ISC developed the following framework for the first year of the open Instruction Community of Practice (ICOP): two annual events, two event planning sessions, and bimonthly discussion forums focused on a specific topic. The previously designated incoming chair of ISC, Eileen Stec, serves as convener of ICOP for 2009-2010.

The RUL User Services Council developed a draft instructional mission statement.

RUL Streaming Instructional Video Working Group created by the User Services Council. The creation of the Streaming Instructional Video Working Group (SIVWG) was the result of growing interest and experimentation in developing point-of-need instructional videos for users, and the importance of developing expertise within the library system for creating the videos.

2009/2010 FY
Fall 2009
The interactive Rutgers RIOT (Research Information Online Tutorial) completed and released. The tutorial was created jointly by individuals from the Libraries and the following programs and offices of the New Brunswick/ Piscataway Campus: Office of Undergraduate Education, Office of Academic Engagement and Programming, Honors Program, Writing Program, and University College Community. Programming and project management support provided by Kognito Interactive.

Rutgers RIOT and related assessment tool, created by Jeris Cassel and Regina Marshall (Office of Academic Engagement and Programming), required assignment for all students in the 70 sections of First-Year Interest Group Seminars.

RUL Planning & Coordinating Committee established an Information Literacy Planning Task Force (Triveni Kuchi (chair), Vibiana Cvetkovic, Sara Harrington, Theo Haynes, Roberta Tipton, and Eileen Stec). The group is charged with pulling together information about information literacy, the role of liaisons, assessment of information literacy, and how it can be implemented into the Rutgers University teaching environment, and fulfilling Middle States requirements on information literacy.

New Brunswick Information Services Group established an Instruction Task Force (Melissa Gasparotto, Tom Glynn, Triveni Kuchi, and Gene Springs) to propose more effective ways of providing instruction across New Brunswick/Piscataway.