

PROGRAM COMMITTEE NAME:		Library Network Advisory Committee				
CHAIRPERSON:		Emily Gilbert				
MEETING DATE:		4.24.19	MEETING TIME:	2:00 p.m.	MEETING PLACE:	WARE 416
RECORDER:		Melissa Eder		PREVIOUS MEETING:	4.25.18	
COMMITTEE MEMBERS						
List all members of the committee, then place an X in the box left of name of those present						
	NAME	TITLE	EMPLOYER INFO	PHONE	EMAIL	
X	Judith Carter	Instructor, English	AC	806-371-5181	judith.carter@actx.edu	
X	Brent Cavanaugh	Instructor, Photography	AC	806-371-5272	blcavanaugh38@actx.edu	
X	Sheri Clowe-Tompkins	Instructor, Math	AC	806-345-5523	slclowe@actx.edu	
X	Treiva Daniels	Instructor, LVN	AC	806-356-3694	trdaniels@actx.edu	
X	Eric Fauss	Assistant Professor, Social Sciences	AC	806-371-5288	e0571443@actx.edu	
X	Dan Ferguson	Instructor, English	AC	806-371-5197	dwferguson@actx.edu	
X	Emily Gilbert	Director of Information Services	AC	806.371.5403	e0400185@actx.edu	
Notified absence	Constance Haskins	Instructor, Criminal Justice	AC	806-467-3156	c0144570@actx.edu	
	Becky Matthews	Instructor, ADN	AC	806-354-6018	ramatthews21@actx.edu	
Notified absence	Camille Nies	Department Chair, Music	AC	806-371-5346	cdnies@actx.edu	
Notified absence	Wade Olsen	Instructor, EMT	AC	806-354-6077	cwolsen@actx.edu	
	Pam Ortega	Instructor, English	AC	806-934-7245	plfox@actx.edu	
X	Rashmi Pillai	Instructor, Office Administration/Business Technology		806-371-5219	rspillai@actx.edu	
Notified absence	Charmaine Powell	Instructor, Social Sciences	AC	806-371-5281	lcpowell@actx.edu	
Notified absence	Jacob Price	Assistant Professor, Biological Sciences		806-371-5199	jprice@actx.edu	
X	Christy Robinson	Instructor, Reading	AC	806-371-5243	cprobinson@actx.edu	
Notified absence	Beth Rodriguez	Department Chair, Psychology	AC	806-371-5192	e0316756@actx.edu	
X	Jay Sawyer	Instructor, Speech/Communication	AC	806-345-5632	j0522550@actx.edu	
	Kim Smith	Instructor, LVN	AC	806-354-6019	k0085704@actx.edu	
Notified absence	Becky Burton	Dean, Academic Outreach & Support	AC	806-371-5122	bkburton@actx.edu	
X	Melissa Eder	Librarian	AC	806.345.5582	mseder@actx.edu	
X	Hanna Homfeld	Librarian	AC	806.371.5419	hanna.homfeld@actx.edu	

Advisory Committee Meeting Minutes

Notified absence	Jesse Starr	Circulation Supervisor, Library	AC	806.371.5386	jesse.starr@actx.edu
X	Mindy Weathersbee	Librarian	AC	806.371.5462	mlweathersbee@actx.edu
AGENDA ITEM	ACTION DISCUSSION INFORMATION				RESPONSIBILITY
Welcome/Introduction of newest librarian:	<p>Emily called the meeting to order, and introduced our newest librarian, Hanna Homfeld. Since joining us in October 2018, Hanna has been very busy and welcomes suggestions for video tutorials supporting specific assignments, projects, or for departments.</p> <p>Jay suggested a video on how to use Apple documents: Pages, Sheets, etc. Of particular importance would be showing students how to convert those files into something Blackboard will accept (an .rtf, etc.) Eric suggested it would also be helpful to show them how to best preserve the formatting when they transfer documents originally created with Apple software to a Blackboard-accepted file type.</p>				All committee members are encouraged to continue making recommendations to Hanna for tutorials.
Infographic:	Mindy presented an infographic summarizing basic library services and numbers, such as the number of views of the how-to video tutorials we've made, views of LibGuides created by the library, number of reference questions answered, number of students taught in library instruction classes, number of books checked out, number of eBooks in our collection, and number of database articles students accessed.				
Books/Additions to collection:	<p>\$18,000 has been spent so far this year on books. Before the library again received a book budget three years ago, the average publication date of all of our holdings was 1983. We're still working to bring that average date into a more current era, that will be supportive of curriculum. We're also planning to add picture books, not only for our families (students with young children) but also to support the ESL program and early childhood education students.</p> <p>Christy recommended <i>The True Story of the Three Little Pigs</i>. Emily mentioned we'll also be ordering <i>The Stinky Cheese Man</i>, by that same author.</p> <p>Hanna clarified that with the picture books, faculty can use that in their classes across the departments. Hanna comes from an elementary school background and has the titles of books and some lesson plans already prepared that would link well to a lot of curricula. She could provide books showing the progression of Picasso for art classes, WWI books for history classes, etc. Sometimes, seeing the images helps students get a better grasp of the topic.</p>				<p>Committee members are encouraged to continue making suggestions for book purchases – both fiction and nonfiction titles.</p> <p>Hanna added the titles suggested in the meeting to her order list.</p> <p>Hanna also encouraged members to let her know if they'd like suggestions for how to use (and which titles to use) picture books in their classes.</p>

Advisory Committee Meeting Minutes

Library Instruction:	<p>Emily presented another infographic, summarizing ideas she presented yesterday at a faculty development workshop. Faculty do not have to exclusively rely on the research paper, which is hard to accomplish in an 8-week course, both for the students struggling to complete research as well as writing, and for the faculty who then have to grade. But research is still a useful (vital) tool that can help our students. Research is showing that it's harder for students in their upper-level courses if they were not exposed to research while freshmen and sophomores. Developing research skills fosters students' critical thinking skills as well. On the infographic, Emily presented alternatives to the standard research paper. An <u>article comparison</u> would allow students to find and then compare/contrast a popular and a scholarly article on a topic. The end product could just be a paragraph or two. An <u>annotated bibliography</u> would require students to complete the research but not the full paper. They might be required to find 5-10 sources, cite them following a style (like MLA), and then write a paragraph summary of each source. Students could conduct a <u>literature review</u>, gathering information about an upcoming lecture topic. For example, a history class planning to discuss the Civil War at an upcoming in-class lecture could conduct research on various aspects of the Civil War to then present in class. Student presentations could be for just 2-5 minutes. A <u>period review of a topic</u> would require students to compare research on a topic across the decades. Maybe they could explain how the field changed over time in a paragraph or two. A <u>news conference video</u> would follow the format of a short, succinct tidbit, like we see on the news. Like a news anchor, students would record a 5-minute video. A <u>classical work study</u> would require students to find a fundamental/significant study and then write 1-2 paragraphs on why it has been so important to the field. A <u>biography</u> would allow students to choose and study in-depth one prominent person: a historical figure, major theorist/scientist/award winner. For the Civil War in a history class, various students could present in class a brief summary of what Grant, Lee, and various others contributed. The <u>diagnosis</u> assignment allows students to diagnose a problem, explain how something could be applied, solve a math problem, or evaluate a chemical compound. Then they could write a review (like a movie or book review) about why it's a good thing. The <u>Nobel Prize</u> assignment focuses on a winner in the sciences or maybe the Pulitzer. Students could either study a winner or who they think should be a winner in the future and why. The work product could be an in-class discussion or 1-2 paragraphs (possibly even written in the style of a newspaper article). There are free online resources available that people can use that will change the formatting into that of a newspaper style. In-class <u>debates</u> could be held over controversial topics in the field. This would improve students' public speaking skills and persuasion skills. The class could declare the winner. Using <u>Wikipedia</u> as an editing process would require students to research a topic and then analyze the Wikipedia entry to discover mistakes and incorrect information. They could make corrections live or if the page is locked, simply hand in their work to the instructor. Eric mentioned that he had done this at a previous job and it was a fantastic exercise. Emily suggested to Brent that he might consider playing a true/false game related to copyright in the art field. Many artists struggle with copyright issues, so this might help them later in their careers.</p>	Committee members are encouraged to remain open about alternative, creative assignments and to try to foster interest among their colleagues in their departments.

Advisory Committee Meeting Minutes

<p>Services Outside of Library Instruction:</p>	<p>Emily is working on possibilities with OER (Open Educational Resources), including the creation of a LibGuide.</p> <p>Emily clarified that the tutorials we create can be specific (for one class) in addition to more general. For classes, we can use VidGrid, which allows us to insert questions to gauge learning directly into the video. Students' answers to those questions can be linked directly to a grade column in Blackboard. We already have a plagiarism video ready to go, but others can be created and inserted into faculty members' courses. Emily mentioned that Charmaine requires her students to make an appointment with a librarian to ensure they identify good sources.</p> <p>Dan asked if faculty can place textbooks and other items on reserve. That can absolutely be done, by working with Jesse. Faculty can indicate whether or not the item can be checked out and for how long. Many items stay on the floor (in the library), some are checked out only for a day or two, while others might go out for a week.</p>	<p>Because taking advantage of OER seems to be of interest at AC, if anyone has questions, they're encouraged to contact Emily and use the materials she creates.</p>
<p>Announcements: Open House/Book Signing Website TLA Conference</p>	<p>Last year, Christy suggested that we host an Open House, to remind people of the services and people in the library. It went well. At this coming fall's Open House, we plan to host a local author, Marcy McKay, who will do a book signing.</p> <p>Hanna and Emily just got back from TLA (the annual convention for the Texas Library Association). They were able to bring back several signed books that we plan to give away periodically throughout the coming year. Hanna is routinely reminding people about what the library has going on through the new Instagram account she set up: @ACLibraries. Recently, for March Madness, she organized an Instagram competition between popular books. The first <i>Harry Potter</i> book emerged victorious, although it was a close match against <i>The Lord of the Rings</i>.</p> <p>Mindy and Emily will be redesigning the library's website over the summer, following the model of the Student Life site, which looks more like an app store, with pictures and a more user-friendly feel.</p> <p>At TLA, they heard lots of good ideas, including some things libraries have done to make their libraries more inviting, comfortable, and open. While we obviously don't have an unlimited budget to go buy all new furniture, etc., we will be making some small changes over the coming months.</p> <p>Emily mentioned that we have a relatively new chat box on our homepages (in Blackboard too) that students can use to type in research questions. During work hours, that chat box is staffed by the AC librarians, but for some after-hours and a few hours on weekends, a service is manning the chat box. Professional librarians or students seeking a library degree have been informed about AC's services and policies and answer questions that come in during those off-hours.</p>	<p>Committee members are encouraged to always spread the word about the library, attend the Open House in the fall, follow the library's Instagram, and see what changes the library will be unveiling in the coming months.</p>

Advisory Committee Meeting Minutes

<p>PR/Marketing & Research Assignments:</p>	<p>Emily asked those in attendance how we can better market ourselves to faculty. How do we communicate the ideas for alternative assignments presented in the Infographic? Dan said he will invite Emily to his fall department meeting. Other members agreed that department meetings would be an ideal place to approach faculty – on a smaller scale. Judy suggested attending the all-faculty meeting as well. Christy recommended always showing examples, as specific as possible, to help them get a better idea of what we could do or what the assignment could look like. The more visual, the better.</p> <p>Rashmi suggested that the library could send out a book of the month. Hanna was thrilled with the idea.</p> <p>Eric suggested to go after new faculty, since they're still learning and potentially more open to suggestions from the library.</p> <p>Judy suggested coordinating with Tina Babb to help departments come up with good Common Assessments. Some have trouble doing that and might welcome assistance. The sciences had some trouble developing theirs.</p> <p>Emily reminded everyone that librarians will come to faculty. We even go to the Moore County and Hereford campuses each semester.</p>	<p>Hanna will coordinate book of the month announcements. Emily will make arrangements to meet with faculty, both at smaller-scale department meetings and at the new faculty orientation, and will also contact Tina Babb about helping the Common Assessments Committee.</p>
	<p>There being no further business, the meeting adjourned.</p>	
<p>Recording Secretary's Signature: <i>Melissa Gier</i></p>	<p>Date: <i>4.30.19</i></p>	<p>Next Meeting: <i>April 2020</i></p>

- I. Welcome
 - a. Introduction of newest Librarian
- II. Infographic
- III. Books
 - a. Additions to collection
- IV. Library Instruction
- V. Services outside of Library Instruction
- VI. PR/Marketing
 - a. Research assignments
- VII. Announcements
 - a. Open House/Book Signing
 - b. Website
 - c. TLA Conference
 - d. Anything else?

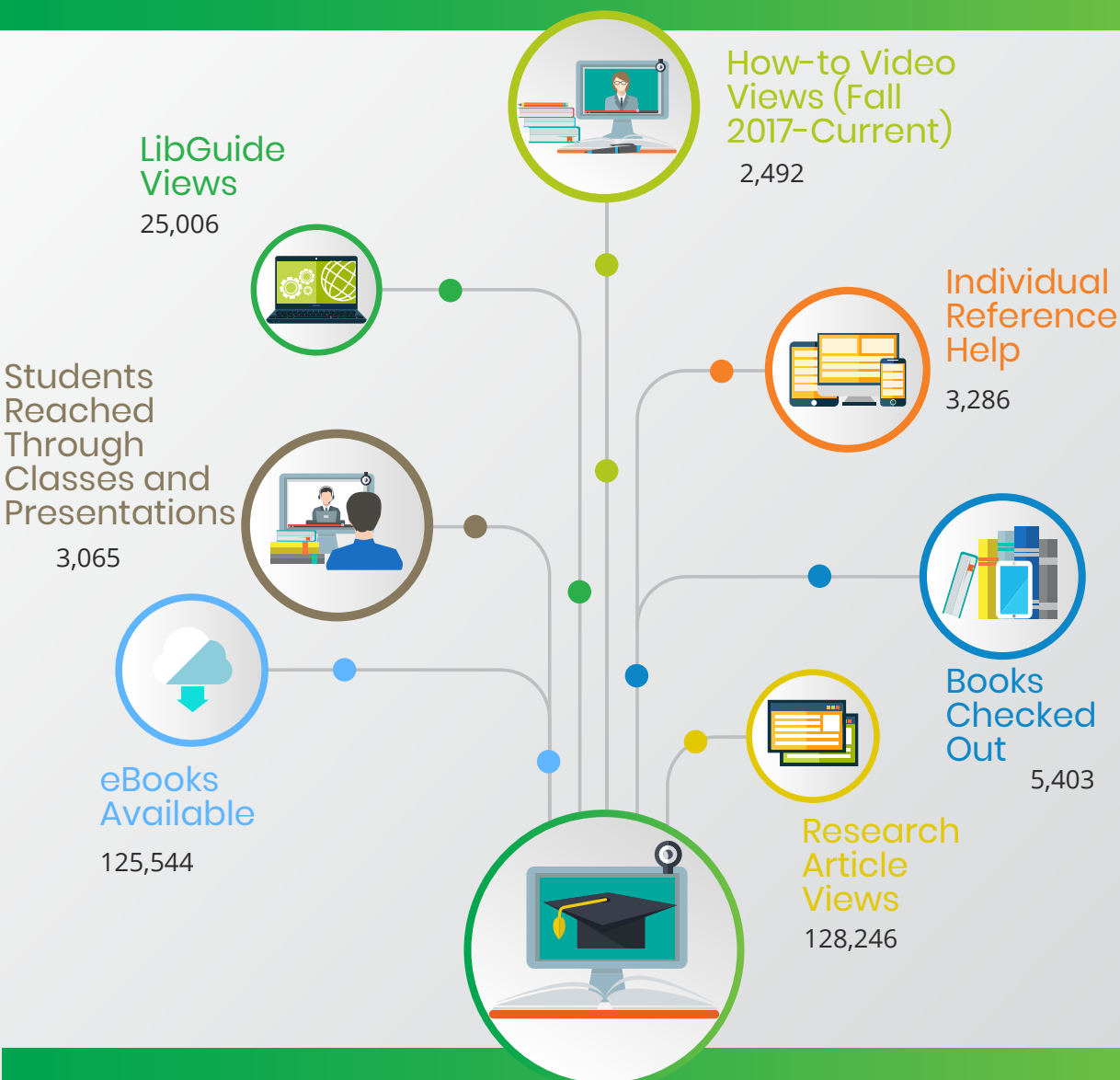
Sign-in for Library Network Advisory Committee Meeting

Ware Student Commons, Room 416. Thursday, April 24, 2019, 2:00 PM

Name	AC ID
Tania Daniels	
Jay Sawyer	0522550
Judith Carter	276
Christy Robinson	5626
Brent Cavanaugh	353734
Eric Fauss	0571443
Roshni Pillai	0198886
Sherri Clowe-Tompkins	0135044
Jan Ferguson	2265837
Notified absences: Jacob Price, Beth Rodriguez, Camille Nies, Wade Olsen, Connie Haskins	

*Shirley Barton - Spanish Teachers → let her know abt. Spanish language abs & lang in abs

2017-2018 Year In Review AC Library Services



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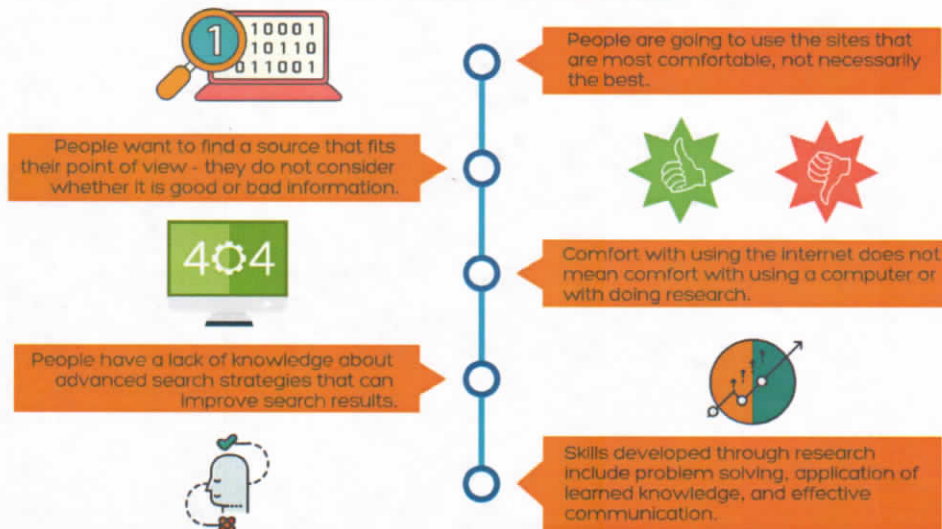
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Undergraduate Research through the Library



Undergraduate research is centered on information literacy. Information literacy is about knowing when and how to find good information, and then understanding how to use it once you find it.

Why do we need information literacy?



How can we support you?



Traditional scheduled Library Instruction classes



Required One-on-one Interactions with students



Help with building assignments

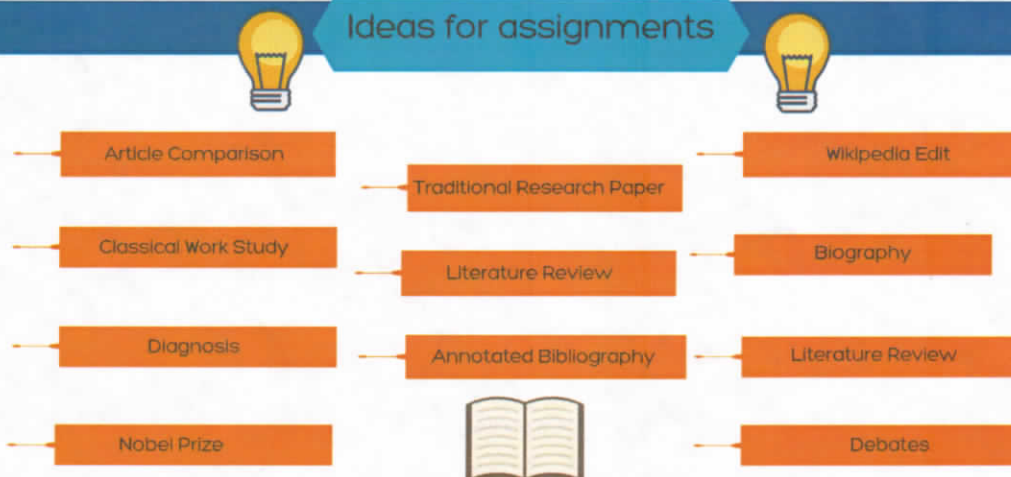


Specifically designed tutorial videos for your assignment



Specially designed websites for your assignment

Ideas for assignments



Research Assignments That Aren't Research Papers

(& How We Can Help)

Traditional Research Paper:

- This is a useful tool for students as they are generally required to use library services, databases, and cite their sources. They begin to look at what experts are discussing, how experiments and studies are conducted, and how evidence is presented.

Comparison:

- Locate a popular magazine article, then find a scholarly article on the same subject and compare the two articles for content, style, bias, audience, and presentation. Example: information on the newest Alzheimer's breakthrough.

Annotated Bibliography:

- Student would research typically between 5-10 sources like they are writing a paper on the topic. Then they cite and provide a one paragraph summary for each source. These are all listed together on one document.

Literature Review:

- Have students conduct background research on the next topic to be covered in class. You could assign two students for each unit or subunit and give them 2-5 minutes to present the opening to the unit before the class dives in.
- Another take on this would be to have a period review of the topic – have students look at and compare research from the 60s -70s, 80s- 90s, and 00s-current.
- This could be elevated further if the students create a “news conference” format and create a video for their assignment.

Classical Work:

- Have students examine a fundamental article/experiment/finding in your field. One to two paragraph answers on why this article/experiment/finding is important and how it affects the field today.

Biography:

- Have all, groups, or just one student study a person prominent to an upcoming or current topic being covered in class. Even could compare someone who is historically important and someone who is currently important.

Diagnosis:

- Assign students a chemical compound, health issue, mathematical formula, and write up a couple of paragraphs on what that chemical can do, how the health issue can be solved or how it is affecting the body, where the mathematical formula can be applied/helpful.
- Could also elevate this by having the students write a ‘review’ of their compound/issue/formula/body process in the form of a movie/book review.

Nobel Prize:

- Have the students study the Nobel Prize in your field and consider who they may nominate today, or what next advancement will win. This could be a class discussion or a simple one/two paragraph assignment. Perhaps they write it in a newspaper article format – short and to the point. This would be a good exercise for critical reading and summarizing.

Debates:

- Have students research controversial topics in your field and present information debate-style. Require research. To up the ante, you could have the students not currently debating (or debating a different topic) declare a winner.

Wikipedia:

- Have students research and then edit wrong information in a Wikipedia article. If the Wikipedia article is locked, this could just be turned in with the original and then their edits.

So, how do we support your assignments?

Building assignments:

- We will work with you to build an assignment for your course. There is even Faculty Development credit for it.

Traditional Library Instruction:

- You pick a date, bring your class over to the Library classroom (or have them meet here) and we use the class period to show students how to find resources for their assignment.
- These skills help them in other classes and sometimes in their work lives as well.

Required one-on-one instruction:

- Some professors want their students to use the library, so they require students to seek out a librarian, discuss research possibilities, and have the librarian email the teacher back that the student came in.

Tutorial videos:

- We can create a tutorial video for your students, specific to your class and/or your assignment. We can embed questions in the video and have the grade sent to your gradebook so you are sure they watched it. All this would require is for you to require the students to watch it and for you to give us a location of where to put it.
- We also have tutorial videos for formatting papers, basics on how to write a research paper, and how to avoid plagiarism that would be great for your students.

LibGuides

- Websites with materials we have compiled for your specific class and/or assignment. These can be done by request, we just need a week advance notice so we have time to research and pull all the resources together.