The Problem
The Baylor University Libraries need to provide relevant, meaningful library instruction sessions for 90 course sections of ENGL 1304: Thinking, Writing, & Research, a first year English course required by most of Baylor’s undergraduate programs, in a single semester without overloading any single librarian and creating continuity between instructing librarians.

The Process
The first step to understanding the problem was to see how the Baylor Libraries currently conduct library information sessions for a large volume of ENGL 1304 sections through observation of and interviews with seven Liaison Librarians, who taught an ENGL 1304 library instruction session during the Spring 2016 semester.

Next, I sought to discover if those library instruction sessions were meeting the needs and expectations of ENGL 1304 instructors by surveying 33 graduate level student instructors, who taught over 60% of the ENGL 1304 sections in the Spring 2016 semester.

I analyzed the gathered information and created a new tool that would allow ENGL 1304 instructors to specifically identify what they need/wanted in a library instruction session, while providing Liaison Librarians the flexibility to teach the session in their preferred style.

The Outcome
The new tool, an ENGL 1304 Library Instruction Request LibGuide, features a tailored Library Instruction Request Form containing a list of possible learning outcomes that ENGL 1304 instructors can select from. The LibGuide and Request Form allows for the effective communication between faculty and librarian fostering a mutually beneficial relationship while ensuring students receive the library instruction needed to be successful in their academic career.

The Next Steps
- Pilot the LibGuide and Request Form during the Summer and Fall 2016 semesters
- Adjust learning outcomes to fit the ACRL Information Literacy Framework and other scaffolding efforts
- Add an examples page to illustrate how learning outcomes might be met in a library instruction session

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