

EXAMPLE

CC BY 4.0

University of California, Los Angeles

by Annie Pho and Alicia Reiley

2018–2019 Embedded Inquiry Specialist Training Schedule

	Monday 9/24 [1]	Tuesday 9/25 [2]	Wednesday 9/26 [3]
7:30 AM	Sign-in <i>Library Human Resources Office</i>		
8:00 AM			
8:30 AM			
9:00 AM	Welcome, Breakfast 7 Work Orientation <i>Scheduling, office hours, expectations, and communication, UWC @ 9:45</i>	Breakfast, Perks & Accounts <i>Jerseys, account cards, locker assignments, Consultation Tracking Tools (Confluence, MyScheduler, Ref Stats, LibCal, Slack)</i>	Breakfast & Introduction to the Space <i>Sharing space with InqSpecs + Writing Center</i>
9:30 AM			
10:00 AM	Undergraduate Writing Center Training (PAB 2-748) <i>Training with Peer Learning Facilitators</i>	Library Website Training <i>Catalog and ArticlesPlus ASC and Web of Sciences Instructional tools/guides</i>	Scenarios Training <i>Role-playing "real life" scenarios in groups</i>
10:30 AM			
11:00 AM			
11:30 AM			
12:00 PM	Cluster Lunch and Orientation (Covel Commons, Salon Room A)	Goal Setting and Lunch <i>Developing your workplans and reviewing your research guides with your Cluster Liaisons. Overview of weekly breakdown for hours. Lunch starting at 12:00</i>	Peer to Peer Panel <i>Returner reflections & Q+A</i>
12:30 PM			
1:00 PM		Research Consultants Trainings <i>What is a research consultation? Most common consultations (writing, research, studying/exams, logistics, other) Examples of research consultations Video examples</i>	Lunch with Fellow Student Employees
1:30 PM			
2:00 PM			
			Powell Library Outreach & Tour Training <i>Self-Guided Tours and CCLE Outreach to faculty</i>

FIGURE 5

Cluster Embedded Inquiry Specialist Work Plan

Mandatory activities in bold

Activity	Weeks	Goals and Tasks	Additional Information	Notes
Inform cluster coordinator and Library of your office hours	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Includes day(s), times, and location <input type="checkbox"/> Send an email to all students via CCLE letting them know when your office hours will be held <input type="checkbox"/> Check that syllabus and/or CCLE has the correct information	<ul style="list-style-type: none"> • Check with Alicia Reiley to make sure your planned office hours to not conflict with those of other Embedded InqSpecs 	
Attend at least one lecture per week (1.25-2.5 hrs/wk, fall/winter qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Introduce yourself at first lecture: brief background and what your role will be <input type="checkbox"/> Make announcements in lecture about upcoming events	<ul style="list-style-type: none"> • Pay especially close attention during lectures which cover material new to you and lectures which present assignments 	
Attend teaching team meetings (1-2 hrs/wk, fall/winter qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10		<ul style="list-style-type: none"> • At most meetings, you may not have much to contribute as the faculty will discuss teaching techniques and the specifics of grading • Be prepared to offer your thoughts on a particular assignment or inform the teaching team of any troubling trends you have observed 	
Attend section/seminar meetings (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Ask the TAs for permission to attend their sections to introduce yourself to the students again <input type="checkbox"/> Send emails confirming specific dates and times to attend <input type="checkbox"/> Visit sections and give a brief description of the services the Library offers and the role you play within the cluster; remind them of your contact information and availability	<ul style="list-style-type: none"> • It's useful to get as much face time with the students as possible, and speaking to them in section helps to familiarize them with your role • After these initial meetings, feel free to sit in and observe as many sections as you like (with permission from the TAs) 	

FIGURE 6

Cluster M1 Work Plan Winter 2019

Mandatory activities in bold

Activity	Weeks	Goals and Tasks	Additional Information	Notes
Hold office hours in Powell InqLab 1 (1-3 hrs/wk, fall/winter/spring qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Make announcements in lecture and sections <input type="checkbox"/> Email reminders to TAs and students <input type="checkbox"/> Post on Slack at the start of office hours <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into RefStats under the "Embedded_InqSpec" username and into LibCal under your personal username.	<ul style="list-style-type: none"> • When not in meeting with students, observe/assist with other consultations • Keep an eye on the UWC receptionist to ensure that they do not inadvertently send one of your students away 	
Schedule and attend appointments for individual students (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Make announcements in lecture and sections <input type="checkbox"/> Email reminder to TAs <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into RefStats under the "Embedded_InqSpec" username and into LibCal under your personal username.	<ul style="list-style-type: none"> • When not in meeting with students, observe/assist with other consultations • Keep an eye on the UWC receptionist to ensure that they do not inadvertently send one of your students away • Communicate with students frequently via email • keep track of no-shows in LibCal • Manage your time and student expectations to prevent being overworked • Experiment with length of consultations: do you prefer 20 min., 30 min., or longer consultations? 	
Attend weekly InqSpec meetings (1-2 hrs/wk)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Share any updates and/or interesting events with the other InqSpecs <input type="checkbox"/> Keep track of upcoming events at the Library	<ul style="list-style-type: none"> • Come prepared with any questions that may have come up in the past week: often, another InqSpec may have dealt with a similar circumstance in the past 	

FIGURE 6 (CONTINUED)
 Cluster M1 Work Plan Winter 2019

Mandatory activities in bold

Activity	Weeks	Goals and Tasks	Additional Information	Notes
Conduct tours of the Library for cluster students (variable, fall qtr)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Memorize the route and the scripts <input type="checkbox"/> Wait for the students in the foyer several minutes before the tour is scheduled to begin <input type="checkbox"/> Introduce yourself and your partner <input type="checkbox"/> Lead the tour and answer any questions	<ul style="list-style-type: none"> • Before beginning the tour, work out with your partner who will do what: one person should walk at the front, the other should bring up the rear. Divide the speaking roles equitably between the two of you • Wait for any stragglers before starting • Encourage questions and try to interact with the students 	
Make an announcement encouraging students to re-enroll in the cluster	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Address the students in lecture and/or sections <input type="checkbox"/> Send reminder emails to the students <input type="checkbox"/> FOR SPRING: coordinate with the seminar instructors to obtain syllabi and course materials as soon as possible	<ul style="list-style-type: none"> • Encourage any student who is contemplating dropping the cluster to talk to you about their options • Reinforce the benefits of staying in the cluster for the whole year • Reference your own personal experiences with the cluster • FOR SPRING: establish a culture of communication with all the instructors. Try your best to learn as much as possible about the logistics, structure and topic of each seminar to be prepared for spring. 	
Meet with the library liaison (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Update librarian on any upcoming assignments <input type="checkbox"/> Collaborate on the cluster research guide <input type="checkbox"/> Discuss the possibility of library instruction	<ul style="list-style-type: none"> • Try to meet with your liaison as often as possible (at least once a quarter) 	

FIGURE 6 (CONTINUED)

Cluster M1 Work Plan Winter 2019

Mandatory activities in bold

Activity	Weeks	Goals and Tasks	Additional Information	Notes
Assist librarian in preparing for library instruction (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10		<ul style="list-style-type: none"> • Even if you won't have library instruction this year, discuss the possibility of future instruction with your liaison and cluster coordinator 	
Attend library instruction (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10			
Submit any last stats, update work plan and complete quarterly reflections (1-2 hrs/qtr)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Regularly update your work plan <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into RefStats under the "Embedded_InqSpec" username and into LibCal under your personal username. <input type="checkbox"/> Write and submit your evaluations and/or requested statistics to Annie Pho before the deadline <input type="checkbox"/> Prepare new work plan for coming quarter	<ul style="list-style-type: none"> • Try to input all your stats as they occur: do not wait until the end of the quarter to input your stats • You must record all interactions, including email exchanges, directional queries, etc. They are essential to tracking your progress and helping to grow the program • Keep your work plan current by periodically making updates (e.g. completing checklists) • At the end of the quarter, modify your work plan to reflect your tasks for the next quarter 	
<i>Target hours: 200 hours over fall, winter and quarters (including training)</i>				

FIGURE 6 (CONTINUED)
 Cluster M1 Work Plan Winter 2019