1. Attend campus workshops and events a) to keep informed, but also b) to provide librarian visibility to the college faculty.
2. Speak up and offer assistance from the Library when it’s obvious that there is a gap or lack in service on campus.
3. Seek out natural partners with whom to collaborate.
4. Coordinate meetings with your collaborators on a regular and frequent basis, beginning with conversations/activities that facilitate a better understanding about each other. This will help eliminate preconceived notions and misguided assumptions.
5. Consider your campus culture and discuss ways in which small movements toward change can be accomplished.
6. Take a step outside of your comfort zone to accept new challenging projects. As a team, the creative and pragmatic ideas will flourish.
7. Take stock in and play up your library's strengths as they relate to the wider campus community.
8. Provide your staff/team with opportunities to gain new knowledge in fun and meaningful ways.
9. Model the instructional strengths and innovative (and integrated) course design that your team brings to the library classroom.
10. Provide alternate ways for faculty to learn about the services the Library has to offer - in-person workshops, attend departmental meetings, market customized guides, direct e-mail contact, etc.
11. Make a personal connection between professor and librarian liaison so that there is only one main contact for future communication.
12. Test workshop ideas within the Library and then, once comfortable, share the training at a campus-wide level.
13. Even if it's a stretch outside of one's comfort zone (and increases workload temporarily), show professors what teaching assistance a librarian can offer.
14. Decide where each collaborators’ strengths lie and divide the work where most appropriate.
15. Understand and respect professors' individual work habits and varying degrees of openness to collaboration before making any assumptions.
16. Proceed slowly and with baby steps as you gauge professors' receptiveness to new ideas.
17. Publicize your successes across campus by organizing events and workshops, writing blog posts and newsletter articles, sharing triumphs in informal conversations with professors, etc.
18. By being part of an organized project (e.g., COIL), the ID team's support is becoming institutionalized as new proposals require the name of an instructional designer/educational technologist, and through successful experiences, the team is now recommended as part of the COIL teaching process.
19. Leverage the credibility of excellent professors on campus by working with them. While a growing ID team may not be seen by faculty as a reputable source for pedagogical assistance, the work and results shown in tandem with professors known for good teaching will stand out.
20. Be sure to work together with your collaborators rather than working against each other. Coordinate schedules and marketing so that a small three-person ID team is seen as part of a larger entity, all in the purpose of providing online teaching support.
21. Sometimes the personalized, more individual touch can yield more positive responses especially when e-mail inboxes are cluttered with campus-wide announcements.

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