ACRL Instruction Section
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Value of Academic Libraries

Objectives:

1. **Leverage existing research to articulate and promote the value of academic and research libraries.**

Research and Scholarship: (1) Revised the "Research Agenda for Library Instruction and Information Literacy," which explores the questions in our profession about instruction; the revision also removed items that have been well covered in the previous decade of research and added questions proposing new areas where research about instruction is needed; (2) Created a bibliography titled: "5 Things You Should Read About Learning Styles" highlighting the best publications recently written about Learning Styles.

3. **Influence national conversations and activities focused on the value of higher education.**

Information Literacy Best Practices (ILBP): The revisions to the “Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline” were approved at the ACRL Board meeting at the ALA Midwinter meeting in January 2012; the document has been published on the Instruction Section web site. As a next step, the committee has submitted a proposal to the Instruction Section to identify exemplary information literacy programs. The committee will develop a website and related evaluation rubric to provide examples of how ILBP characteristics have been used to create successful and exemplary information literacy programs in order to encourage collaboration among institutions and allow academic librarians to see examples of how the “Characteristics” have been put into action.

4. **Develop and deliver responsive professional development programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy.**

Conference Program Planning 2012: The committee successfully planned and delivered the ACRL Instruction Section 2012 Annual Conference Program, “Learning Styles: Fiction, Nonfiction or Mystery.” The program featured 3 speakers: Lori Mestre, Char Booth, and Jean Runyon and was moderated by Anne-Marie Deitering. Full evaluations not yet transcribed, but show-of-hands pre- and post-poll at program showed that a majority of participants had changed their opinions on learning styles theories during the course of the event.
Mentoring Program: The mentoring program builds the skills and capacity for leadership among emerging professionals. (1) The committee recruited mentor and mentee participants for the Instruction Section Mentoring Program for summer 2011 and winter 2012 matchings of mentors and mentees by emailing multiple listservs. A relatively large number of mentor and mentee applicants were received for both matching sessions. (2) Committee members met virtually to match mentors and mentees using their applications after Midwinter and summer application deadlines. Matching was conducted successfully and in a timely manner, initializing participants’ professional development experience. (3) Committee members revised tip sheets and monthly discussion prompts in support of mentor/mentee relationships. Year-round discussion prompts for both cohorts are now available. (4) A subcommittee surveyed recent research and publications in mentoring, particularly with regard to academic instruction librarians. With this information, they published a new, current mentoring resource list linked from the program home page. (5) Committee members analyzed the results of a survey given to mentors and mentees completing their one-year program, and created a report based on this analysis. The committee used this report to discuss responsive improvement of this professional development program at the ALA Annual Meeting, 2012. The Survey was administered with some success; the response rate was lower than desired for the Winter 2011 cohort, but acceptable for the Summer 2010 cohort. Responses were enlightening and the survey itself was mostly effective. (6) The committee chair communicated with other mentoring programs, including the ALA NMRT's and others, shared best practices, and reviewed possibilities for larger-scale coordination. Collaborations were mutually beneficial as a sharing of knowledge and perspective.

Professional Education: (1) Committee members collaboratively updated the wiki “Library Instruction Courses Offered by Accredited Master’s Programs in Library and Information Studies,” which included verifying current listings and researching new courses. These courses include information literacy or library instruction in course content. The wiki is monitored to ensure inappropriate changes are not made to the content. By updating the list of LIS courses, this allows IS members to be made aware of continuous learning opportunities in their regions. (2) The committee updated the wiki of “Sponsors of Continuing Education Programs for Library Instruction” by investigating current learning opportunities available in conferences, associations, and institutes in both the United States and Canada. By updating the list of continuing education programs, this notifies Instruction Section members of the various conferences and webinars available to them in different geographic regions.
Student Learning

Objectives:

1. Build librarian capacity to create new learning environments (physical and virtual) and instructional practices.

Awards: (1) The committee sent a call for nominations for the Innovation and Ilene F. Rockman Publication Awards to relevant IS and academic library electronic discussion lists; the calls for each award were also included in the November 2011 LOEX Currents, the fall 2011 IS newsletter, and College & Research Libraries News. The committee received eight nominations for the Innovation Award and 13 external nominations for the Ilene F. Rockman Publication of the Year Award; in addition, the committee reviews journal article and books published during the awards period to be sure that potentially strong candidates are considered. (2) The committee selected the following award recipients: Ilene F. Rockman Publication of the Year Award: “Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators,” by Char Booth, published in 2011 by ALA Editions; Innovation Award: Joshua Vossler (Coastal Carolina University) and John Watts (Webster University), for their work on a series of five videos that were designed to introduce first-year students to fundamental information literacy concepts. (3) The committee also reviewed criteria for Innovation award and made suggestions for changes as needed.

Communication: The committee drafted guidelines that would more clearly define the purpose and intended use of three identified communication avenues available to Instruction Section members: Instruction Section Website, ALA Connect, Instruction Section Wiki. The goal of this ongoing project is to maximize the accessibility of IS resources to librarians, better enabling them to use these resources toward creating new learning environments and instructional practices. The project is being modified and continued into this coming year.

Conference Program Planning 2013: The committee will propose and plan the conference program for ALA Annual 2013 in Chicago. Committee has been successful in initial objective of having its program proposal “All the News That’s Fit to Teach: News Literacy Instruction” accepted for the 2013 conference.

Dudley Award Subcommittee (of the Awards committee): The Dudley Award Subcommittee sent call for nominations for the Miriam Dudley Instruction Librarian Award to several email lists: ILI-L, INFOLIT-L, ULS-L, COLLIB-L, ANSS-L, and STS-L and updated the Dudley Award Website with revised information. 7 nominees were received and reviewed; Barb Mann, Assistant Director of Public Services at University of Maryland University College was selected to receive the award.

Information Literacy in the Disciplines: The committee updated the Information Literacy in the Disciplines Wiki, which contains references and links to articles, book chapters, and websites that would be useful to librarians when planning and delivering instruction.
This includes establishing connections between information literacy outcomes and discipline-specific or institution-specific learning outcomes. The process of updating the wiki is never finished; there is an ongoing update cycle. The committee is exploring the possibility of establishing a more firm update cycle.

Instruction for Diverse Populations: (1) The committee updated the library terms in the Multilingual Glossary. (2) The committee members oversaw a thorough review of accuracy of the terms in the 5 languages represented in the glossary. (3) The committee worked on marketing the Diverse Populations bibliography.

Instructional Technologies: (1) The committee updated the Classroom Control Systems wiki, which provides basic information on and features of a variety of tools used to control student computers in library labs and classrooms. It can be used by librarians (and teachers) to determine which classroom control systems will best meet their pedagogical and technological needs. From 11/30/11 until 6/30/12, the wiki was accessed 2,885 times. (2) The committee authored four “Tips & Trends” documents, which offer tips regarding tools and practices to enhance instruction and/or provide information on current trends in academic libraries and higher education. The topics were: (a) Classroom Response Systems, (b) Instruction Assessment & Management, (c) Mobile Technology in the Classroom and (d) Research Guide Technologies. The Tips & Trends documents web page was accessed 3331 times in 2011, with 1429 downloads of the pdf documents.

Peer-Reviewed Instructional Materials Online (PRIMO): (1) Fall 2011 and Spring 2012 PRIMO reviews were completed and 16 new projects were added to the PRIMO database. In Fall 2011, 13 projects were accepted. In Spring 2012, 3 projects were accepted. (2) The committee conducted 8 Site of the Month interviews for 2011-12. 6 of the 8 interviews have been published, with the last 2 interviews in their final stages awaiting HTML coding. (3) The committee worked to identify and resolve PRIMO technical problems. PRIMO encountered several new problems with the database in 2011-2012, in addition to a number of unexpected and untimely glitches related to ALA’s web migration. Co-chairs were able to keep committee members, the Executive Liaison, and even the public informed (via ILI-L) of important changes to the routine.

Teaching Methods: (1) The committee updated the “First-Year Experience and Academic Libraries Annotated Bibliography” of works related to integration of information literacy into first-year experience programs or instruction. This bibliography serves as a resource for librarians who develop information literacy instruction for first-year students and provide outreach to academic and non-academic units which support the first-year experience. Updating the resource annually ensures that the information remains relevant to the profession with up-to-date research and content. The tips page was also updated to reflect the new 16th edition of the Chicago Manual of Style. (2) The
committee updates annually two “Teaching & Learning Information Literacy Skills” bibliographies of resources for librarians teaching semester-long library/research skills courses. “Textbooks for Students” is a list of textbooks for use in the course; “Books for Instruction Librarians” is a list of books to help librarians develop an information literacy/library skills course. Both are resources to assist librarians in developing and improving their instructional practices. The tips document was also updated to reflect the latest edition of the Chicago Manual of Style (16th edition).

2. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional learning outcomes.

Discussion Group Steering: The Discussion Group Steering Committee hosts discussions on timely topics that are pertinent to instructional services in academic libraries. For MidWinter 2012 in Dallas, we organized and promoted, "Establishing and Publicizing Library Instruction with Educators." The Digest is available at: http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/eventsconferences/2012digestmaydu. Our discussion session was very successful---well attended and well received. The topic was timely and deemed useful and relevant to participants' needs.

4. Build capacity for the librarians’ role in supporting faculty development and the preparation of graduate students as instructors.

Management and Leadership: 1) The committee sent a survey to iSchools in support of the “Standards for Proficiencies for Instruction Librarians and Coordinators.” The iSchool survey project followed up on the committee's 2010 mailing to iSchool deans, in which deans were provided with a copy of the “Standards for Proficiencies for Instruction Librarians and Coordinators.” The goal of the survey was to contact those who had been sent the standards and ask how the standards were being incorporated into iSchool curriculum or advising activities (if at all.) The project was successfully completed in April. Although we received very few responses from iSchool deans, we did learn a bit about how the standards are being used. The survey returned information which indicated that the standards document is being used in the library science curricula; however, the survey did not receive a large number of responses, limiting the usefulness of the data gathered. 2) The committee also sent a survey to ILI-L which was aimed at discovering how the “Standards for Proficiencies for Instruction Librarians and Coordinators” are currently being used by practitioners; this project was successfully completed in April 2012. The committee wished to learn how the standards are being used and to identify future partners who are using the standards in concrete, innovative ways. This will allow the committee to determine how best to promote the document and provide programming that will assist librarians in
using the standards to create improved learning environments and improved instructional practices at their institutions. The survey received over 200 responses which provided us with a strong sense of how well-known the standards are within the professional community, as well as information on how the standards are currently being used. The committee also received many names of individuals who are willing to act as partners in future conference programming that will publicize the standards.

**Enabling Programs and Services**

2. *Publications*

Information Literacy in the Disciplines (ILD): (1) At the request of the IS Executive Committee, our committee created a document outlining tips for using wikis in committee work within IS. The document was completed and accepted at ALA Annual 2012. (2) The committee planned to create instructional videos for new committee members that outlined how to use the wiki platform currently used to host the ILD wiki. The videos were to be for internal committee use. The committee has decided that the prototype videos that were created at the outset of the project were sufficient. At ALA Annual 2012, the committee agreed to create more support materials for new members, but not in the form of videos. The documentation will likely consist of static documents with screenshots and descriptions.

Policy and Publications Review: (1) The committee solicits and discovers publication proposals from IS committees. The committee maintains the Publication Proposal archive, which tracks the life cycle of Instruction Section publications. It includes publication proposals that are approved by the IS Executive Committee and links, when relevant, to the final, approved versions of resulting publications. All approved publication proposals received by the committee were submitted to the webmaster and the Publication Proposal Archive has been updated. (2) The committee establishes and monitors an update schedule for IS publications, notifies the Executive Committee 12 months before a publication needs to be updated, and recommends when a publication should be retired. These activities ensure that IS policy and practice documents are kept current and relevant, or are retired when out-dated. This year, the spreadsheet was completely overhauled. Publications were broken into separate tabs, including moving inactive publications to their own tab. In addition, columns were added for date updated and update due. (3) The committee updated the “Bibliography of Publications By/About the Instruction Section.” Committee members were assigned to search for and collect document citations to add to the “Bibliography” after Midwinter meeting 2011 before Annual meeting 2012. New and updated citations were sent to the webmasters for addition to the bibliography before Annual meeting 2012. New and previously unfound citations to documents by and about the ACRL Instruction Section were added to the
4. Member Engagement

Local Arrangements Annual 2012: Successfully planned the IS Soiree for ALA Annual 2012 in Anaheim, CA. A location was found in April 2012 and a contract was created with ACRL in May 2012. The Soiree was advertised via: email (including the ILI-L email list), Facebook blasts (personal sites, IS site), notice on ACRL site and in ALA Connect Conference Scheduler. 135 people sent an RSVP for the Soiree, 110 attended (55 from RSVP list, 55 not on list); 56 indicated they were first time attendees on RSVP list.

Local Arrangements Midwinter 2012: Successfully planned the IS Soiree for ALA Midwinter 2012 in Dallas, TX. A location was found in November 2011 and a contract was created with ACRL in January 2012. The Soiree was advertised via the ILI-L email list and Facebook. 60 people attended the Soiree.

Membership: (1) The Membership Committee organized and hosted the Instruction Section’s second virtual orientation event on November 9, 2011, Arrangements were made with ACRL to use their iLinc virtual meeting space and incoming IS Chair Susan Miller presented an informative program featuring information on how to become more actively involved with the Instruction Section while also explaining the committee process and answering participants’ questions. Around 10 individuals participated, which was a much lower number than the inaugural year’s total of 45 attendees. Although the Committee plans to host a similar event in the upcoming year, consideration will be given to holding the Virtual Orientation closer to Midwinter 2013 which would also make it closer to the February committee application deadline date. (2) Revisions were made to the content of the Section’s “Getting Involved” webpages that are more dynamic and based upon content from the Virtual Orientation. A few changes/recommendations were made by the IS Executive Committee and the revisions are underway. The Committee will seek approval from Executive after the changes are made. Once approved, the Committee will make sure that the content is kept up to date. (3) The Membership Committee continued its informal approach for matching returning “veteran” Section members with new members who request introductions at the IS Soiree events at Midwinter and Annual Conference. Local Arrangements provided the roster of attendees to Membership Committee Co-Chairs and first time attendees who requested introductions were introduced to veteran Section members upon their arrival. The Midwinter Soiree had 60 attendees and 6 people requested introductions. Attendance at the Annual Soiree was approximately 110 and about 28 of those attendees requested introductions. Membership committee members remained near the check-in table on stand-by to make introductions. Committee members also printed and distributed nametags, and greeted attendees as well. (4) The committee sent emails to new members, dropped members, and reinstated members.
Between June 2011 and May 2012: 626 messages were sent to new members: 275 messages were sent to reinstated members; and 1168 messages were sent to dropped members. Of the 1168 individuals who were sent a link to the “dropped members” survey, 259 individuals (22%) completed the brief survey. The majority of respondents (44%) indicated that the cost of membership was the primary reason for not renewing. Preliminary analysis of responses categorized as “other” indicated some overlap with closed ended responses and these were counted for existing categories. Additional categories that have emerged include “no longer working in libraries/change of profession, retired, change in job responsibilities and a few responses were critical of the Instruction Section as a whole. Committee members had the opportunity to briefly review responses at the Annual meeting and all agreed that textual analysis of open ended responses would be useful going forward. Committee member Dominique Turnbow volunteered to conduct the textual analysis for the upcoming year.

Nominating 2012: Successfully recruited candidates to run for Instruction Section offices in the 2012 election.

Planning: The committee evaluated the differences between Annual Report and Measuring Success form questions and came up with a list of streamlined questions, and added a new question (advice/next steps for incoming chair) to make the form more useful for incoming chairs. We initially created a Google Docs form, but based on feedback from Exec, we ended up creating a branching SurveyMonkey form, which was approved shortly before Annual this year. The new Annual Reporting form was sent to IS-Advisory on 6/28/12, with a deadline for submission of 7/13/12.