

ACRL Instruction Section

ACRL Plan for Excellence Implementation Report 2012-2013

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Value of Academic Libraries: Academic libraries demonstrate alignment with and impact on institutional outcomes.

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

Planning: 1) Last year, the Planning Committee combined the Measuring Success Form and Annual Report and transferred them to Survey Monkey. This year the committee completed the move to using Survey Monkey for reporting. Having both the annual plan and report on Survey Monkey streamlines the reporting process for committee chairs. 2) The committee updated the Planning Committee webpage and related webpages. Due to the combining of the Measuring Success Form and the Annual Report into one form accessed through Survey Monkey, the Planning Committee Website and other corresponding websites were in need of updating. The Planning Committee was also able to add reports from previous years that had not been uploaded to the Planning Committee archives.

Research and Scholarship: Created a new “5 Things You Should Read About...” publication focused on MOOCs by highlighting existing sources on the subject that will give librarians a sense of the topic within the landscape of higher education.

Discussion Group Steering: The Discussion Group Steering Committee hosts discussions on timely topics that are pertinent to instructional services in academic libraries. For Midwinter 2013 in Seattle, we organized and promoted “Grad Students: Surprises, Skills, and Support”. For Annual 2013 in Chicago, the discussion topic was “Preparing Students for the Day After Graduation: How We Succeed, and How We Struggle”. Both topics were timely and deemed useful and relevant to participants’ needs.

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

Professional Education: 1) Updated the IS list of "Library Instruction Courses Offered by Accredited Master's Programs in Library and Information Studies" including verifying current listings and researching new courses. This wiki provides up-to-date information on professional development opportunities for practicing professionals and for students of library and information science. 2) Updated the IS list 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. This wiki provides up-to-date information on professional development opportunities for practicing professionals and for students of library and information science.

Conference Program Planning 2013: The committee successfully planned and delivered the ACRL Instruction Section 2013 Annual Program, "All the News That's Fit to Teach: News Literacy Instruction". The program featured keynote speaker Stephanie Craft, chair of the Journalism Department at the University of Missouri, followed by three librarian-led lightning talks with Laura Hibbler, Willie Miller, and Michele VanHoeck. This program provided an overview of current research on news literacy as well as examples of three news literacy programs in academic libraries.

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 2012 and winter 2013 matching of mentors and mentees by emailing multiple listservs. 2) Committee members met virtually to match mentors and mentees using their applications after the midwinter and summer deadlines. Matching was conducted successfully and in a timely manner, initializing participants' professional development experience.

Student Learning: Librarians transform student learning, pedagogy, and instructional practices through creative and innovative collaborations.

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

Peer-Reviewed Instructional Materials Online (PRIMO): 1) The call for nominations and submissions to PRIMO takes place twice a year, several weeks before the established deadline dates. PRIMO committee members post the call for nominations and submissions message, composed by the co-chairs, to identified listservs of interest (such as ILI-L, etc.). The PRIMO committee website also includes the relevant deadline dates, as well as much information about PRIMO, its selection criteria, and its database of accepted projects. Co-chairs also send the information to the IS Newsletter editor. Accordingly, relevant listservs are the primary means of soliciting PRIMO submissions. Fall 2012 and Spring 2013 reviews were completed, and all projects meeting the criteria were added to the database. 2) After a Site of the Month interview was posted on the ACRL IS PRIMO committee SoM web page, co-chairs announced the interview on ILI-L. Co-chairs also mentioned in the IS Newsletter announcement of accepted sites that interviews of selected sites would be posted on the SoM web page in the coming months. All eight Site of the Month interviews for 2012-2013 were conducted. Six of the eight interviews have been published, with the last two interviews in their final stages awaiting HTML coding.

Awards: 1) The Instruction Section Ilene F. Rockman Publication of the Year Award was awarded to Korey Brunnetti from California State University - East Bay, Amy Hofer from Portland State University, and Lori Townsend from the University of New Mexico for their article, *“Threshold Concepts and Information Literacy”*. 2) The Instruction Section Innovation Award was awarded to Mike Hagedon and Leslie Sult, both of the University of Arizona Libraries for their work on the software “Guide on the Side”. 3) The Miriam Dudley Instruction Librarian Award was awarded to Ellysa Stern Cahoy of Penn State University. An article was included in the May 2013 issue of *College & Research Libraries News* announcing the Dudley Award winner. Nine nominations were received for the Miriam Dudley Instruction Librarian award. Out of those nine nominations, one was not qualified (her instruction experience did not take place in a college or university library), and three candidates were highly qualified.

Instructional Technologies: 1) The Tips & Trends documents offer tips regarding tools and practices to enhance instruction and/or provide information on current trends in academic libraries and higher education. This directly relates to the objective “Student Learning 1: Build

librarian capacity to create new learning environments (physical and virtual) and instructional practices” as knowledge of the tools and trends being used by other librarians allow others to develop their own uses for the technology and tools in their instruction, thus enhancing student engagement and learning. The committee published four Tips & Trends documents in the last year, including documents on Instruction and Assessment Management, Web Conferencing Software, Citation Managers, and Animations. 2) The Classroom Control Systems Wiki 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. This directly relates to the objective “Student Learning 1: Build librarian capacity to create new learning environments (physical and virtual) and instructional practices” as classroom control systems allow librarians to coach students as they work in individual and group sessions. The committee maintained the Classroom Control Systems Wiki during the last year, and put out a call on ILI-L to solicit reviews.

Management and Leadership: 1) The committee promotes the Section documents “Analysis of Instructional Environments” and “Standards for Proficiencies for Instruction Librarians and Coordinators,” and gathers information on the uses and impact of these documents. By gathering information about the use of both of these documents, the committee can disseminate practical examples to the larger librarian community. This will increase their understanding of the documents and how they might be useful at individual institutions. Ultimately, both of these documents can improve instruction programs through a librarian's increased awareness and use of the necessary skills, environmental assessment, and planning for effective instruction. Thus, leading to a librarian more able to “create new learning environments (physical and virtual) and instructional practices.” The committee has collected all of the data on each objective, except for the last. The committee will contact those identified on the Standards survey for follow-up; the questions have been approved by IS Exec. 2) Continued promotion of the “Standards for Proficiencies for Instruction Librarians and Coordinators” ensures that more instruction librarians become aware of and utilize the document for their own professional development as well as that of other librarians at their institution. By increasing their skills in these critical areas, these librarians will be more prepared to “create new learning environments and instructional practices”. Promotion will occur through postings on various listservs, newsletters, and social media sites, as well as via conference presentations. 3) Due to the recent updates to the format and content of the document “Analyzing Your Instructional Environment: A Workbook”, the committee is focusing on promoting this new version. Promotion will occur through postings on various listservs, newsletters, and social media sites, as well as via conference presentations. Through further promotion, the committee hopes that more instruction librarians will become aware of and utilize the document to improve and reflect on their instructional programs and thus allow them to “create new learning environments and instructional practices”. The committee was successful in accomplishing all of the tasks listed in their planning report, and also posted to LOEX and presented at Library 2.012.

Instruction for Diverse Populations: Updated and maintained the “Library Instruction for Diverse Populations Bibliography”. All sections of the bibliography were updated with new citations with a focus on resources published since 2008. As part of the update to the bibliography, the committee removed older citations that were not key works in the field. This

supports the Plan for Excellence by promoting the value of understanding diverse populations for instruction librarians. It also supports the Plan for Excellence by highlighting research articles that promote creating a safe and welcoming environment in libraries for diverse populations.

Teaching Methods: The committee updated two bibliographies: 1) resources for librarians teaching library/research skills courses and 2) textbooks for students. Both bibliographies are resources to assist librarians in developing and improving their instructional practices. Major updates to these bibliographies include: 1) consistent, standard citation (Chicago author-date) format and 2) deletion of out-of-date materials as well as excessive citations to book reviews. The committee also updated “First-Year Experience and Academic Student Learning: 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.

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

Information Literacy Best Practices: The Information Literacy Best Practices Committee continues work on the Type 2 Proposal for identifying exemplary information literacy programs and evaluation rubric development submitted and approved in October 2011. The Proposal outlined the Committee's plan to develop a Website to provide examples of how ILBP characteristics have been used to create successful and exemplary IL programs in order to encourage collaboration among institutions and allow academic librarians to see how the characteristics described in the ILBP document have been put into action. The first step in this project was to create a rubric and evaluation process that will allow us to identify exemplary programs of information literacy at various colleges and universities. That rubric and evaluation process has been completed. The committee is about to solicit programs to apply to be evaluated. The chosen programs will then be included on the proposed Website. The evaluation, identification and promotion of exemplary programs connect to the following Value of Academic Libraries objectives: Influence national conversations and activities focused on the value of higher education; Develop and deliver responsive professional development programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy; and Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional learning outcomes. The Website will provide examples of how ILBP characteristics have been used to create successful and exemplary IL programs and provide real-world examples for librarians on a national level. These best practice programs will help build librarian capacity and skill in building and articulating successful IL programs. Through the publication and dissemination of practical IL Program best practices, the Committee aims to influence national activities focused on how IL programs add value to higher education. The committee successfully completed the work they outlined at the beginning of the year. The rubric and evaluation process was completed, reviewed by IS Exec and revised based on feedback. It is now finalized and posted for the use of the committee going forward. The committee advertised their work to the Instruction Section at large through the IS Newsletter. The form to solicit submissions of IL programs was completed, reviewed by IS Exec and revised based on feedback and we are ready to begin soliciting submissions and reviewing programs based on the rubric.

Information Literacy in the Disciplines: The committee updated the Information Literacy in the Disciplines Wiki, which consists of 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 adding new categories to the wiki.

3. *Increase collaborative programs that leverage partnerships with other organizations in order to support and encourage local and national team approaches.*

Conference Program Planning 2013: Selected invited speaker based on researching nationally active speakers in this area; solicited three librarian speakers by posting call for proposals on ILL-L listserv, committee selected three finalists.

Research and Scholarly Environment

2. Enhance members' ability to address issues related to digital scholarship and data management.

Research and Scholarship: Updated the "List of Pedagogical Journals outside the field of LIS". This list, now titled "A Selective List of Journals on Teaching & Learning," lists journals outside of LIS that may be appropriate for publishing from within the field. The list now includes notations of open access journals. The committee reviewed, renamed, and updated the list, deciding to include the open access notation (new this year) to promote scholarship in open access publications.

Enabling Programs and Services

2. Publications

Policy and Publications Review: The committee updated the instructions on the Publication Proposal Archive web page to better describe the process of gathering and archiving publication proposals. The committee also created the Tips for Managing Publication Proposals document to provide more documentation about the reasons why we maintain this archive, as well as the procedures for gathering publication proposals. This committee also maintains the *Annotated Bibliography of Publications By or About the Instruction Section*.

4. Member Engagement

Local Arrangements Midwinter 2013: Successfully planned the IS Soiree for ALA Midwinter 2013 in Seattle, WA. A location was found in October 2012 and a contract was created with ACRL in December 2012. The Soiree was advertised on the following listservs: ILI-L, infolit, CJCLS, ACRL Northwest, College Library and Media Specialists of Washington State, UW librarians and information school. A notice was also included in IS newsletter. There were 42 attendees (27 signed up, 15 walk-ins), 11 first-time attendees requested matches.

Local Arrangements Annual 2013: Successfully planned the IS Soiree for ALA Annual 2013 in Chicago, IL. A location (Columbia College Library) was found in September 2012. The Soiree was advertised via ILI-L. 105 attended (55 on RSVP list, 50 walk-ins).

Membership: 1) The Co-chairs for the Membership Committee were in touch with Local Arrangements and provided hospitality staffing and name tags for the two IS Soirees. 2) Co-chairs invited the current IS Vice-chair to speak at the Virtual Orientation. The committee decided that the Orientation should take place close to the time of the Mid-winter conference. Penn State University provided the Adobe Connect site. An invitation to participate was sent on January 10, 2013 to the ili, infolit, and California listservs with a reminder sent to the same on January 16, 2013. 46 participants attended online at the time of the presentation and 154 viewed the recording of the presentation. 3) The committee created two informational videos: "Get Involved in ACRL-IS: Options for Involvement", and "Get Involved in ACRL-IS: How to Volunteer". An IS YouTube channel was created for these and future IS videos. 4) Dropped members are asked to complete a survey on Survey Monkey. These email messages help to make a connection with IS members and often times prompted dropped members to renew their memberships.

Nominating 2013: Successfully recruited candidates to run for Instruction Section offices in the 2013 election.

Committee Assessment Task Force: The Committee Assessment Task Force was formed in November 2012 and charged with conducting an assessment of IS committees in order to provide opportunities for chairs and committee members to give feedback on their experience, including committee workload, projects, structure, and charge; make recommendations for improvement in the operation of the Instruction Section; help meet member needs; and assist IS in achieving its mission. The CATF conducted a survey of the IS membership in the spring of 2013, and Sarah McDaniel, chair, held a brainstorming session at the All Committees Meeting at ALA Annual 2013. The IS Executive Committee is beginning to make changes to the Section based on some of the CATF findings. A full report of all collected data will be submitted to the IS Executive Committee in July 2013.