Discovering, Engaging, Connecting

ALA Emerging Leaders Class of 2018 Team D

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1 Project Goals and Expectations

1.1 Involved Parties

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1.2 Project Description

Original description from ACRL Instruction Section

The ACRL Instruction Section would like to engage a team of Emerging Leaders to chart a strategy for the future five years of the Section’s engagement with new and continuing members. Beginning with Annual 2018 in New Orleans, the ACRL Instruction Section will no longer be holding in-person event at the ALA Annual Conference. This change comes in response to very strong demand, interest, and attendance in the Section’s virtual learning and networking opportunities for our membership while in-person attendance at conference events has dwindled and excluded members who lack travel funding at their institutions. We are committed to inclusion, diversity, and accessibility as we build the future of the section with a focus on virtual engagement and the Section’s presence at events more frequently attended by our community, like LOEX, ACRL, Library Instruction West, and others. This project will allow Emerging Leaders to develop skills in collaborative strategic planning around the emerging needs of professionals and their communities of practice and gain experience designing community-driven virtual engagement with a focus on accessibility for all members.

1.3 Background and Context

ACRL Instruction Section is the premier section for instruction for the Association of College and Research Libraries (ACRL) of the American Library Association (ALA). First founded in 1977 under the original title of Bibliographic Instruction Section, it was renamed the Instruction Section in 1995. It provides resources to library professionals engaged in instructional responsibilities in diverse positions, institutions, career stages, and regions. It seeks to advance learning, teaching, and research with respect to information literacy in higher education.

The ACRL Instruction Section has approximately 3800 members. While an overwhelming amount of its members are academic librarians, the Section’s membership also reflects any library professionals whose responsibilities include instruction.

The ACRL Instruction Section currently has four categories of online portals to present information and opportunities to advance the development and expanded methodology for its members. These are Pedagogy, Technology, Higher Education Environment, and Professional Development:

- **Pedagogy** includes information related to Information Literacy in the Disciplines, Bibliographies of Research Methods and Library Instruction for Diverse Populations, as well as an introduction to PRIMO: Peer-Reviewed Instruction Materials Online.
- **Technology** offers tips and trends for Instructional Technologies, as well as a publication Five Things You Should Know About... to instruct and educate readers about topics relevant to library instruction. Topics include Critical Librarianship, Reflective Practice, OER, Threshold Concepts, Massive Open Online Courses,
Learning Styles, Methodologies for Online Instruction, Mobile Technologies, Gaming and Learning, and Copyright and Sharing Instructional Materials.

- **Higher Education Environment** includes information regarding objectives for information literacy, and guidelines and best practices for instruction programs in academic libraries.
- **Professional Development** offers information on library instruction courses, bibliographies of citations, sponsor information for Continuing Education Programs for Library Instruction, as well as standards and research agendas.

ACRL Instruction Section offers members a variety of ways to be involved with the Section and to connect with other members. Members are encouraged to serve on one of 17 committees or join a task force, contribute to PRIMO, participate in online exchanges, nominate colleagues or themselves for ACRL Instruction Section awards, and participate in the Instruction Section Mentoring Program.

The ACRL Instruction Section currently has 17 committees that represent the interests and work of the Section’s membership. The committees help to organize the most important work of the Section and engage in different facets of data collection, evaluation of tools and methodologies, member engagement, and program planning.

- **Awards Committee**
- **Building Virtual Community Task Force**
- **Communication Committee**
- **Discussion Group Steering Committee**
- **Information Gathering and Exchange Committee**
- **IL Best Practices Committee**
- **IL in the Disciplines Committee**
- **Instruction for Diverse Populations Committee**
- **Instructional Technologies Committee**
- **Management and Leadership Committee**
- **Membership Committee**
- **Mentoring Program Committee**
- **Nominating Committee**
- **PRIMO Committee**
- **PRIMO Criteria Revision Task Force**
- **Research and Scholarship Committee**
- **Teaching Methods Committee**

The ACRL Instruction Section has several online initiatives that virtually connect members and the greater instruction community. The Section uses its social media presence to connect to membership and meet them where they are through their own social media accounts. The Section currently utilizes Facebook (976 followers), Twitter (1247 followers), and a WordPress website to share instruction-relevant articles, ACRL
Instruction Section blog posts, and online professional development opportunities. At the time that Emerging Leaders Team D evaluated current social media initiatives of the Section, there was no set posting schedule for these platforms, and information was sporadically shared.

The ACRL Instruction Section website and blog is operated by WordPress. It is active and posts are categorized by online tags, such as: higher-education instructional-tech, events (future and recorded), management-leadership mentoring, news, pedagogy, primo, professional-development, topics-of-interest, research agenda conversations, teaching-methods, technology, and tips-and-trends. The blog also serves as a means to virtually celebrate members of the Section through featured teaching librarian interviews, research agenda conversations, and distributing several awards, namely: Miriam Dudley Instruction Librarian Award, Innovation Award, Ilene F. Rockman Publication of the Year Award, and the Special Certificate of Recognition and Appreciation.

Along with the blog and social media presence, one of the most member-engaged virtual offerings of the Section are discussions within the ILI-Listserv. The ILI-Listserv includes job-postings, virtual events, designs for instruction tools, calls for proposals, instruction examples, and general questions. Additionally, the ACRL Instruction Section Newsletter is released to the community on the website during fall and spring each year.

The ACRL Instruction Section also has interactive professional development opportunities offered virtually throughout the year. In addition to PRIMO resources available through the website, the Section offers webinars and online meetings designed around selected topics. Members can access recordings of events they were not able to attend through links posted to the Section’s website.

Due to a combination of decreased member attendance at in-person events and a strong virtual presence, the Section’s leadership resolved to cease holding in-person events at the ALA Annual Conference and the ALA Midwinter Conference.

As the ACRL Instruction Section commits to become a virtual community, the 2018 Emerging Leaders Team D have been charged with constructing a long-term member engagement strategy for the Section’s next five years. The strategic solutions recommended by Team D in this report seek to serve established members and new professionals of the Section and to assist in creating a virtual community committed to inclusion, diversity, and accessibility, by addressing the following expected goals and outcomes:

- How do we continue to grow IS and be present as an opportunity for professional engagement outside of the ALA Conference for all members?
- How do we continue to respond to the needs of new professionals by leveraging existing channels for inclusion and mentoring while building new pathways for
sharing expertise and knowledge across this professional community of instruction librarians?

- Where do we need to re-deploy committee and task-force energy to sustain and grow the Section’s new format for engagement?

1.4 Methods and Procedures

In order to develop a plan for member engagement so that the ACRL Instruction Section Executive Board can guide the Section during its transition to a virtual community, the 2018 ALA Emerging Leaders group engaged in three phases: a planning phase, an information gathering phase, and a development phase. The Emerging Leaders Team D considered the information gathering phase to be the most important and thus spent the most time on the project in this phase.

**Planning Phase**

Most of the planning phase occurred during ALA Midwinter. We met with our Member Guide, Meghan Sitar, before ALA Midwinter to discuss the charge and the ACRL Instruction Section’s move toward a virtual community. Meghan set expectations for the project, allowing us to spend time during ALA Midwinter identifying major tasks required to complete the final report, plan methods of communication including frequency of meetings, and delegate tasks and roles. We created a spreadsheet that served as a task list where we could sign up for tasks and set due dates for each one. We spent much of this time getting to know each other’s expectations for the project and working styles.

**Information Gathering Phase**

After ALA Midwinter we began the expansive information gathering phase starting with a three-week literature review. Each team member examined literature on building virtual communities from different groups: library communities, informal web communities, professional organizations, and membership development. We used both traditional ways of sharing information (e.g. journal articles and books) and nontraditional ways of sharing information (e.g. blogs and social media posts).

Once we had an understanding of the virtual community landscape, we explored different web platforms and software used to build these spaces while also seeking additional feedback from the ACRL Instruction Section membership. Though we had demographic and interests data from the 2017 annual survey of the Section membership, additional data points were needed. We initially drafted a survey, but we feared survey burnout from ACRL members and decided to gather more in-depth information by conducting interviews. To be sure interviews accurately represented membership, we included an equal number of participants from three categories of membership: new members (less than 2 years in the profession), mid-career members (3-7 years in the profession), experienced members (7+ years in the profession). Each Emerging Leader Team D member conducted interviews with three ACRL Instruction
Section members (completing one interview from each of the identified member categories) for a total of 12 interviews.

*Development Phase*

Using the data points and ideas from both the interviews and literature review, we compiled suggestions into a plan that can be adapted and implemented by the ACRL Instruction Section Executive Board. Each recommendation includes a very basic implementation plan to guide the responsible committee should they decide to adopt it. We anticipate over time some suggestions will be changed or dropped depending on the changing needs of the Section. Additionally, we don’t expect every recommendation to be enacted, but we wanted to offer many possibilities for consideration.

2 Key Findings

There were a number of general findings that came up during the information gathering phase, particularly during the interviews, that both informed some of our recommendations and revealed important information about the culture and perceptions of the Section. These valuable discoveries are key to understanding the ACRL Instruction Section and serve as a foundation for some recommendations.

When asked about the best thing about being a member of the Section, most interviewed members felt connecting with other like-minded librarians was the ultimate benefit of belonging to ACRL Instruction Section. Members felt having the opportunity to be part of a community with similar values and responsibilities is the most important part of being in ACRL Instruction Section. Some interviewees also named specific resources provided by the Section such as the ILI-Listserv, the webinars, and discussions but always returned to enjoying belonging to a community with such hard-working and compassionate members.

Since ACRL Instruction Section is a large organization, communicating with members is difficult. Most responses to both interviews and surveys revealed members are not aware of many of the excellent professional development resources provided by the Section. Additionally, the number of events and resources is overwhelming and hard to navigate. Some members suggested finding a way for the Section to be more centralized so that instead of having to seek out individual opportunities, there could be one place to find all resources and events. Additionally, many people craved greater transparency.

ACRL Instruction Section’s size and complexity is also intimidating to members. During information gathering, members’ opinions on opportunities to meet up in person were mixed. Many expressed informal meetups helped them create networks while others expressed trouble breaking into established cliques during happy hours and committee work.
Though many people read and follow the ILI-Listserv and name it as one of the best features of ACRL Instruction Section, very few people interviewed actually post or engage on it regularly. Though this may not necessarily be problematic, it is worth noting that many people would engage more often if it were smaller and less intimidating. Many people fear repeating what has already been shared or being told a response is wrong and then having it permanently recorded. Since people reported having better experiences engaging with smaller professional communities, they suggested breaking the ILI-Listserv into smaller communities of practice.

Most interviewed members had suggestions for how to make webinars successful and engaging. These included testing technology, incorporating more active learning exercises with less lecturing, providing opportunity for discussion, speaking dynamically instead of monotonously, and providing a chance to go beyond the basics on a topic. Many interviewed members also expressed that it was hard to fit webinars into their schedules because they focused on more pressing matters when the scheduled time came. It seems webinars are easy for people to back out of, and therefore they do not engage with them as much as they would like.

These key findings indicate many of the issues or concerns members have about a move to engaging virtually. To that end, Emerging Leaders Team D developed three key overarching strategies: promote best resources, utilize the virtual platforms people already use, and increase transparency. Emerging Leaders Team D designed each of the following recommendations to tackle these key findings so ACRL Instruction Section can successfully transition to a more virtual community.

### 3 Recommendations

#### 3.1 General Recommendations

**Recommendation #1:** Focus on Promoting Resources  
**Purpose:** To increase findability of the vast amounts of professional development resources created by ACRL Instruction Section.  
**Justification:** In surveys and interviews, many members expressed not knowing about available resources. Whether it’s the Library Instruction for Diverse Populations Bibliography or the Information Literacy in the Disciplines Guide, many members are not able to find these resources or are not aware of them. They should be more discoverable on the website and promoted through social media, the website, the ILI-Listserv, and other channels.  
**Implementation:** Each committee would be responsible for working with the Communication Committee and the newly created Virtual Engagement Committee (see 3.2.1) to increase promotion of their various resources.
Recommendation #2: More Ongoing Engagement

Purpose: To create and utilize more ongoing virtual engagement by engaging with existing committee work.

Justification: Surveys and interviews showed members generally feel comfortable participating in online communities, but the vast majority of ACRL Instruction Section blog posts, Facebook posts, and Twitter posts have little to no engagement. These communications are seen as one-way channels for the Section to send out information, not methods of starting a conversation. As opportunities for in-person discussions are eliminated, virtual engagement must increase. It will enhance the feeling of community that members value while also helping to promote existing resources.

Implementation: The newly created Virtual Engagement Committee (see 3.2.1) would work with the Communication Committee and the Advisory Council to create, plan, and promote asynchronous and synchronous virtual events to publicize existing resources as they are created and updated.

Recommendation #3: Thematic Engagement

Purpose: To focus the work of all committees (resources, webinars, professional development) around a single theme for a set amount of time (e.g. 1 semester or 1 year).

Justification: Members who reported high levels of participation in other virtual communities noted those spaces had a smaller focus than that of the ACRL Instruction Section. Choosing a theme would allow members to go beyond the basics on a topic and really devote themselves to learning about the selected theme for the term.

Implementation: The theme would be picked by a membership poll, a committee poll, the Research & Scholarship Committee, or the Executive Board. Once the theme is chosen, each committee would use it as a lens for their regular work and plan an online event with the newly formed Virtual Engagement Committee (see 3.2.1).

3.2 Recommendations for Creation of New Committees

3.2.1 Virtual Engagement Committee

Recommendation: Create a Virtual Engagement Committee

Purpose: To coordinate and promote synchronous and asynchronous professional development opportunities.

Justification: Members are concerned about decreased engagement and feeling disconnected as the Section moves to a more virtual community. This will ensure that there is ongoing, rewarding, and engaging professional development and networking opportunities for members.

Implementation: The Section could solicit members to volunteer for the new Committee. Its charge would support synchronous and asynchronous virtual engagement in addition to creating innovative ways to engage members in virtual spaces. The Committee would develop a strategy to develop, coordinate, and schedule virtual engagement across the
Section. Examples of synchronous professional development includes Twitter chats, webinars, and virtual discussion groups. Asynchronous professional development includes ILI-Listserv conversations, ALA Connect conversations, recordings of webinars, and online modules. The Committee would help arrange logistics, coordinate thematic opportunities, and innovate new ways to provide online resources to members and committees. One example could be creating and maintaining a Best Practices for Webinars document and posting a model webinar. Another example could be helping presenters and participants test technology in advance and be a back-end resource during synchronous events.

3.2.2 Communications Committee - Social Media Subcommittee

Recommendation: Create a Social Media Subcommittee
Purpose: To increase communication of various ACRL Instruction Section resources and professional development opportunities by having more people to generate social media content.
Justification: Surveys and interviews revealed many members are not aware of the resources created and maintained by ACRL Instruction Section. Those who are aware admitted they do not take advantage of everything the Section provides. There is currently one social media coordinator for the Section, but the amount of work required to engage and promote the resources of 17 committees is too much for one volunteer.
Implementation: The Subcommittee Chair would be the current Social Media Coordinator while the Committee would be made up of 2-4 new volunteers. The Committee would work with the Communication Committee on drafting the Communication Guideline Document (see 3.3.3) which would include strategies for engagement, notes for style and tone, and a posting schedule. The Committee would help the Social Media Coordinator draft content in addition to engaging the communities through sharing, retweeting, reacting, and responding. Members interested in some day becoming the Social Media Coordinator/Subcommittee Chair would be able to gain experience and knowledge by serving on the Subcommittee.

3.2.3 External Nominating Committee

Recommendation: Create External Nominating Committee
Purpose: To assist librarians in securing leadership positions in other ACRL or ALA areas.
Justification: In 2017 there were only 175 slots for volunteers in the ACRL Instruction Section, and 94 were for continuing or reappointed positions. This left only 81 positions truly open. Multiple interviewees with various levels of experience expressed disappointment about not being selected for committee work. Meanwhile, there are other divisions, roundtables, sections, and organizations in both ACRL and ALA looking for volunteers. This process would give members more leadership experience, strengthen connections between the Section and other organizations, and potentially recruit more members to the Section.
Implementation: The Committee would be made up of members who had leadership positions in other ACRL or ALA divisions, roundtables, sections, or organizations. They would solicit Section members before the ACRL volunteer deadline to connect them with opportunities, advise them about responsibilities and duties, and assist them with their application. The incoming Chair of the Nominating Committee would also contact the previous External Nominating Committee Chair to ask for suggestions of potential candidates for internal opportunities.

3.3 Recommendations for Existing Committees

3.3.1 Executive Board & Advisory Council

Recommendation: Create Organizational Chart
Purpose: To promote greater transparency and understanding of the Section’s structure by clarifying what each committee does, how they work together, and what they produce and/or are responsible for.
Justification: Both new and experienced members find the ACRL Instruction Section overwhelming and difficult to navigate. The Section is a large organization with 3800 members, 15 committees, 2 task forces, 175 volunteer opportunities, 2 Twitter accounts, 1 blog, 1 Facebook page, and many documents and professional development opportunities. Even the Emerging Leaders Team D were surprised with a new discovery (the existence of the Advisory Council) after spending three months exploring the Section.
Implementation: The Executive Board and Advisory Council would draft an organizational chart to be easily available on both the ACRL website and the ACRL Instruction Section’s independent website. It would be distributed by the Membership Committee in the New Member Email, the New Member Orientation, and the Renewing Member Email (see 3.3.5).

3.3.2 Awards Committee

Recommendation: Webinars and Virtual Discussions for Award Winners
Purpose: To create an online space to celebrate each award winner, share their work, and connect them with other librarians in the ACRL Instruction Section.
Justification: Not everyone can attend a conference where an awards ceremony will be held. Even if they can, these events are celebrations, not learning opportunities. During 12 interviews, no one mentioned any of the Section’s awards or award winners. Hosting and promoting webinars and/or virtual discussion groups would be an opportunity to publicize the winners’ work in addition to the existence of the awards themselves.
Implementation: This would be done as one 60-90 minute event where each award has 20-30 minutes devoted to its winner(s) or as a 3-part series.
  - The winner(s) of the Innovation Award would present an overview of their work, discuss their process, present their innovation, and answer questions.
• The winner(s) of the Publication of the Year Award would discuss their process, promote the winning text, highlight sections of it, and answer questions.
• The winner of the Miriam Dudley Instruction Librarian Award would have a conversation (perhaps moderated by a new librarian and/or the person who nominated them) where they would share career highlights, offer advice, and answer questions that were submitted in advance.

3.3.3 Communication Committee

Recommendation #1: Website Redesign
Purpose: To streamline access to resources and information by providing clarity for all the information on the website.
Justification: Survey results indicated many members do not know about the available resources. Many interviewees expressed that the website is confusing, overwhelming, and outdated. One interviewee with over seven years of experience said they only use the website because they’re involved with the Section and is regularly frustrated because there are too many hidden layers that are hard to find. Additionally, the website is missing key information (like a link to the ACRL_IS Twitter account), contains broken links, and often requires two clicks to get to a document or resource instead of one.
Implementation: There is no reason to create a subcommittee or new committee because this would be a short-term project. Instead, the Communication Committee would solicit tech-savvy members, graduate students, or the next Emerging Leaders team to reorganize and rebrand the website. The website co-administrators can be their liaisons to the rest of the Communication Committee, the Advisory Council, and the Executive Board.

Recommendation #2: Communication Guidelines Document
Purpose: To generate clear communication and engagement strategies for the website, the ILI-Listserv, and social media accounts.
Justification: During the information gathering phase, the Emerging Leaders Team D analyzed one month of the Section’s activity on Twitter, Facebook, and the website. The ACRL_IS Twitter account has more followers than any other ACRL section, but almost no engagement in terms of hearts, retweets, and conversations. The account doesn’t utilize hashtags, tag people, or engage with followers by liking or retweeting. The website does not have a consistent posting schedule which means there are sometimes entire months without a post and then multiple posts in a single day. This disincentivizes members from regularly checking the website.
Implementation: The Communication Committee would research engagement strategies for the various platforms being used by the Section and create a document that details and outlines findings. This living document can be part of the onboarding process for new Website Co-Administrators, the Social Media Coordinator, and all people who have access to posting on these platforms. Additionally, the Committee would create a posting schedule to ensure there is ongoing content for members to engage with. This
document would encourage creativity in drafting content and provide guidelines for excellent posting, increased engagement, and consistent tone.

3.3.4 Information Gathering and Exchange Committee

Recommendation: Create Findings and Actions Document

Purpose: To give members an opportunity to see what the Section as a whole is thinking and see how the Section’s committees and Executive Board respond to those thoughts which would hopefully increase the annual survey response rate.

Justification: The survey response rate is approximately 3.5% of the membership (136 respondents of about 3895 members). Some comments on the survey included asking whether or not members would ever see the survey results. It's difficult for the Executive Board, the Advisory Council, and the committees to make decisions about serving the Section when they have such limited data from the members, but members are clearly not motivated to provide information.

Implementation: The Committee would prepare an internal document of the findings to share with the Executive Board and/or the Advisory Council. The Executive Board and/or the Advisory Council will determine what, if any, actions should be taken to respond to interests and concerns expressed on the survey. The Committee, the Advisory Council, or the Executive Board will prepare a final public-facing document and share it with the membership.

3.3.5 Membership Committee

Recommendation #1: Update New Member Email

Purpose: To provide new members with instructions for how to engage with the Section and its resources.

Justification: Interviews and surveys revealed a large portion of members were unaware of important resources such as PRIMO. Others felt that due to the size of the Instruction Section member community and the layout of the website, it was difficult to identify key tools and resources useful to them. The current New Member Email only links to the ACRL Instruction Section website, the ILI-Listserv, and the Section’s archive of newsletters.

Implementation: The Committee would update the New Member Email to include more information. This would include the organizational chart (see 3.3.1), the Section’s Strategic Plan, and a schedule of upcoming Section events and events that may be important to the Section. It would also include links on how to engage with the Section and members through social media, blogs, and the ILI-Listserv (including how to set it up as a digest).

Recommendation #2: Synchronous and Asynchronous New Member Orientation

Purpose: To engage new members and make them aware of the Section resources, programs, and opportunities.

Justification: In interviews, many members described the Section using words like ‘home’ and ‘community’. Some members were concerned eliminating the ALA presence
will eradicate that feeling. These orientations would be an opportunity to connect new members with each other and more experienced librarians. Additionally, the Section would share information about the organization’s history, structure, and resources. These orientations also benefit the Section by immediately engaging new members, promoting helpful tools, and exemplifying the usefulness of the Section.

**Implement:** The Committee would design and deliver online orientation sessions annually. It would be advertised in the New Member Email and through the Communications Committee.

- Asynchronous Orientation: Prompt discussions on the ILI-Listserv, ALA Connect, or other discussion board; record orientation videos; and share recordings of the synchronous orientation.
- Synchronous Orientation: A short webinar that highlights the Section’s history, structure, and resources, with designated time for new members to get to know each other and more experienced members.

**Recommendation #3:** Renewing Member Email

**Purpose:** To retain members by promoting the value of ACRL as well as the Section resources and community.

**Justification:** Membership data suggested members don’t engage with resources and events because they were unaware of them. Data from the Dropped Member Survey revealed most dropped members felt a lack of value in ACRL overall while some mentioned they found more value in other sections.

**Implementation:** The Committee would send out Renewal Email before a person’s membership expires that promotes a few useful resources and includes a schedule of upcoming events. It would also remind members of the Section’s Strategic Plan, the organization of the Section, and the benefits of ACRL membership in general. Concerns that come up from the Dropped Member Report (see below) would also be addressed.

**Recommendation #4:** Dropped Member Report

**Purpose:** To make informed decisions about ACRL Instruction Section structure, resources, and how it benefits its members.

**Justification:** The Emerging Leaders Team D found it difficult to determine whether the data collected in the Dropped Member Survey was being used to make improvements to the Section.

**Implementation:** The Committee would use survey responses for the previous year to write a Dropped Member Report with recommendations for improvements to be submitted to the Executive Board and the Advisory Council. For example, 31% of respondents said they could not afford ACRL membership; however, one comment asked the Section to advertise the installation payment option to members. If that information was shared in the Report, the Executive Board and Advisory Council would decide to add that information to the Renewing Member Email (see above).
**Recommendation #5: In-Person Engagement**

**Purpose:** To continue events for in-person engagement and coordinate a small physical presence at select conferences.

**Justification:** Although the ACRL Instruction Section has decided not to host in-person events at the ALA Annual and ALA Midwinter conferences, there is still a desire from many members to meet. Some interviewees wanted to continue having traditional networking events like socials, but newer librarians noted it can be intimidating to attend functions where experienced colleagues already know each other. Several interviewees at varying stages of their career noted a culture of cliques at meetups and the dangers of gravitating towards people they already know. Conversely, a few librarians said they wanted to use their free time at conferences to meet new people or colleagues they only know through online channels. Almost every librarian interviewed had a different idea for implementation.

**Implementation:** The Committee would coordinate various in-person engagement opportunities to try to meet different needs and desires. These would include traditional options like socials or happy hours in addition to alternative options like excursions to museums, botanical gardens, and walking tours. All events would have Section ambassadors who are charged with welcoming and approaching members.

### 3.3.6 Mentoring Program Committee

**Recommendation #1: Update Resources**

**Purpose:** To connect mentors and mentees using organized and manageable intake and resource tools.

**Justification:** The application form for mentorship located on the ACRL Instruction Section website is closed with no indication of when it will reopen to interested members. Additionally, the Tips sheet has not been updated since 2011, the Mentoring Resource List has not been updated since 2010, and PDF of Resources have not been updated since 2012. All of these combine to instill in potential mentees the impression that mentorship and similar opportunities are not available, nor are they a professional development priority of the Section. One interviewee shared being a part of the Section’s mentorship program was one of the best professional development experiences of the last 12 months, but another interviewee was frustrated because they felt they needed a mentor and didn’t know how to get one.

**Implementation:** The Committee would update resource links with more information and update tools by adding more current methodologies.

**Recommendation #2: Mentoring Discussion Group**

**Purpose:** To create and promote a mentorship opportunity for new and experienced professionals without the commitment of a traditional mentoring relationship.

**Justification:** Some interviewees were disappointed with the lack of mentors and mentoring opportunities available through the ACRL Instruction Section. They expressed a desire for more opportunities to communicate and connect with more experienced librarians. An ongoing mentorship relationship is time consuming, but this
alternative allows potential mentors to make a short-term commitment that is incredibly beneficial for potential mentees.

**Implementation:** The Committee would hold regular online discussion groups 2-4 times per year where experienced librarians would share advice and answer questions. Mentors would decide whether they wanted to choose a topic to focus on or if they were willing to answer any question about anything. These events would **not be recorded** to ensure an opportunity for candidness for both mentors and mentees, and participants would be able to submit questions through an anonymous Google Form.

**Recommendation #3:** Training Mentors

**Purpose:** To create greater consistency across the mentorship program.

**Justification:** Some interviewees described the mentoring program as an important benefit to being part of the Instruction Section. In one case, it was even noted as being the best professional development experience in the last 12 months. However, other interviewees were disappointed with the lack of mentors or the experience they had with their mentors. Creating a short training for potential mentors gives the Committee an opportunity to share their updated resources and ensures mentees have positive experiences with their mentors.

**Implementation:** The Committee would use their resources to develop a short training of best practices for mentoring, for building relationships virtually, and for handling conflict.

### 3.3.7 PRIMO Committee

**Recommendation #1:** Rename PRIMO

**Purpose:** To create less confusion with Ex Libris Primo discovery tool.

**Justification:** There was some confusion among the Emerging Leaders Team D who assumed the PRIMO Database contained tutorials for using the Ex Libris Primo discovery tool. Surveys and interviews showed some members do not know what PRIMO is and underutilize it when they do. If PRIMO were renamed to a different acronym or a short descriptive title, it would decrease confusion and increase use.

**Implementation:** The Committee would generate a list of different options and present to the Executive Board.

**Recommendation #2:** Teaching Video Database

**Purpose:** To provide opportunities for observation and shadowing others’ teaching techniques.

**Justification:** Traditional teaching programs require students to complete practicums and engage in student teaching, but librarian programs often do not. Instructional librarians in small departments or at institutions without teaching centers might not have an opportunity to ever watch other people teach. Even experienced librarians in large collaborative departments would benefit from watching Section members teaching in instructional situations different from their own. One interviewee specifically requested this resource because they felt they learn the most by observing other librarians’ teaching styles and classroom activities firsthand.
**Implementation:** The Committee would first determine how to protect student privacy during these recorded sessions. Then they would develop submission guidelines, solicit submissions, and add them into a database of video recordings of classroom sessions taught by librarians. The database could also include classroom materials and lesson plans provided by the instructor.

### 3.4 No Significant Recommendations

#### 3.4.1 IL Best Practices Committee

**Consider:** Increasing promotion of Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

#### 3.4.2 Discussion Group Steering Committee

**Consider:** Sharing resources (Tips for Discussion Group Conveners, Possible Discussion Format Options, Primer for Online Discussion Formats) and processes with newly formed Virtual Engagement Committee (see 3.2.1).

#### 3.4.3 IL in the Disciplines Committee

**Consider:** Increasing promotion of Information Literacy in the Disciplines Guide by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

#### 3.4.4 Instruction for Diverse Populations Committee

**Consider:** Increasing promotion of Multilingual Glossary and Library Instruction for Diverse Populations by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

#### 3.4.5 Instructional Technologies Committee

**Consider:** Adding Twitter account links to ACRL Instruction Section website and Facebook page and adding Facebook page link and ACRL Instruction Section website link to ACRL_IS Twitter profile. Increasing promotion of Instructional Technology Tips and Trends by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be
accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

3.4.6 Management and Leadership Committee

Consider: Updating and increasing promotion of Standards for Proficiencies for Instruction Librarians and Coordinators and Analyzing Your Instruction Environment: A Workbook. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

3.4.7 Nominating Committee

Consider: Increasing transparency of the committee’s work to the membership through an annual e-mail, newsletter write up, blog post, or webinar. The chosen communication would overview how potential candidates are considered and include an interview with the outgoing Executive Chair detailing their path from joining the membership to chairing the Section. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

3.4.8 Research and Scholarship Committee

Consider: Increasing promotion of various documents and resources (Research Agenda Conversations, Five Things You Should Read About..., The Research Agenda for Library Instruction and Information Literacy, A Selected List of Journals on Teaching & Learning, Bibliography of Research Methods Texts) by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).

3.4.9 Teaching Methods Committee

Consider: Increasing promotion of Featured Teaching Librarian and Selected Resources by engaging the membership and sharing best practices via webinars, discussion groups, Twitter chats, ILI-Listserv conversations, etc. This would be accomplished by working with newly formed Virtual Engagement Committee (see 3.2.1) and the Social Media Subcommittee (see 3.2.2).
4 Conclusion

ACRL Instruction Section is an integral part of the ACRL, providing countless resources for instruction librarians put together by many generous volunteers. As one of the largest sections in ACRL, the directions the Section takes has the capacity to shape other sections. The decision to discontinue holding in-person events at ALA Annual and ALA Midwinter will increase inclusion and opportunities for engagement from many more members within the Section. The Section’s leadership was forward-thinking in their vision for virtual engagement and responding to the desires of many members who have experienced decreased travel funding.

The Emerging Leaders Team D was asked to think outside the box, so we did. We recognize we have given many recommendations; we hope our ideas will be considered, but we do not necessarily expect them all to be implemented. In fact, our goal for this document is for it to adapt to match the changing needs of the Section. Virtual member engagement for 3800 members is a huge undertaking, and we aim to support the Virtual Member Engagement Taskforce and perhaps even inspire them. Thank you for giving us the opportunity to consider methods to improve the already amazing ACRL Instruction Section.

5 Acknowledgements

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We would like to send a special thank you to Meghan Sitar, Vice-Chair of ACRL Instruction Section, for your advice, amazing support, and connecting us to key members within the Section. Without your direction we would have been lost.