JOSEPH F. SHUBERT LIBRARY EXCELLENCE AWARD APPLICATION

Please check one category only: Individual Library_____
                                                          Library Consortium (System)__X

NAME OF LIBRARY OR LIBRARY CONSORTIUM (SYSTEM): LILAC (Library Instruction Leadership Academy)

PARENT INSTITUTION: SUNY Geneseo

ADDRESS: Milne Library, One College Circle, SUNY Geneseo, Geneseo, NY 14454

CONTACT NAME: Michelle Costello, LILAC Project Manager

PHONE NUMBER: (585) 245-5788

SIGNATURE: _____
                                    CHIEF LIBRARIAN/DIRECTOR

For Consortia applications:

SIGNATURE: _____
                                    CHIEF OFFICER – Michelle Costello

SIGNATURE: _____
                                    CHIEF OFFICER – Kimberly Davies Hoffman

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Your nomination for a project/achievement that occurred within the last 2 years should include your responses to the following 4 questions:

1.   a) Briefly describe your library or library consortium (system) and its community. Provide information about size, budget, type, users.   b) Briefly describe your project/achievement.

2.   How did you identify the user need(s) for your project?

3.   What did your library or library consortium (system) do to respond to that (those) need(s)? What challenges were met?

4.   What impact did this project have on your users and/or your community? Supply quantifiable data if appropriate.

Please limit your narrative to no more than 4 pages. Please send 4 copies of each application, and include 4 copies of any attachments, to the following address by the deadline of *July 30ᵗʰ, 2010.*

1. a) Briefly describe your library or library consortium (system) and its community. Provide information about size, budget, type, users.

LILAC is a collaborative professional development project designed, organized and delivered by librarians and educators representing 8 comprehensive colleges (5 public; 3 private), 4 community and/or technical colleges, 10 schools within K-12 systems and 1 regional council dedicated to serving Rochester-area libraries. To round out the variety of educational institutions involved in LILAC, 11 librarians were accepted into the academy with experience and background ranging from a local homeschooling initiative to an elementary school library to specialized libraries serving graduate-level programs. While LILAC was centered in the Rochester area, students, presenters and librarians volunteering to have their teaching observed represented a geographical area stretching from Buffalo to Albany, NY.

Following are a few specifics to provide a sense of the size and variety of participation of those involved in LILAC's success (*some of these figures will overlap based on multiple roles filled by individuals*):

Committee members – 14
Presenters – 17
Observation Librarians – 22
Students – 11

Librarians - 45
Teachers/professors – 6

With a $3,500 award from the Harold Hacker Advancement of Libraries Grant and $1,100 collected in participant fees, LILAC's total budget came to $4,600. This figure, however, does not reflect the thousands of dollars contributed via in-kind and volunteer support (approximately $24,000). LILAC simply could not have been established without the collaborative participation from librarians and educators from around the state.

b) Briefly describe your project/achievement.

LILAC was developed to be a semester-long intensive learning experience for novice instruction librarians that incorporates a variety of learning experiences including: workshops, field experience, assigned readings, personal reflection, discussion, and a final culminating project. The academy was designed to provide librarians new to instruction the pedagogical training and practice necessary to effectively teach library and information literacy concepts and skills.

2. How did you identify the user need(s) for your project?

The idea for LILAC, and several similar precursory events, originated from trends in librarians' personal experiences, required skills consistently stated in current library job postings, professional literature and survey data from regional MLS students and workshop participants.

The seeds for LILAC were planted in January 2009, when the Rochester Regional Library Council (RRLC), SUNY Geneseo, and the SUNY Librarians Association (SUNYLA) co-sponsored a highly successful one-day workshop, *Library Instruction: Teaching Tips from the Trenches*. Librarians from academic, public and school libraries throughout the state - all of whom shared a common lack of pedagogical training in their respective MLS programs - gathered at Geneseo to create new ideas to help them become more effective classroom librarians. The session was aimed at new instruction librarians and was designed to promote information literacy instruction. Feedback from the workshop underscored the need for training for instruction librarians. As one attendee commented, "The presenters offered several ideas that changed my way of thinking about instruction. It was like getting permission to break out of the established routine at my organization and approach the classes in my own way." Another attendee said, "I really enjoyed this conference, I feel that it has given me a good starting point to go and learn more about classroom instruction. I have no experience in a classroom and now I have a better grasp of what is involved."

A follow-up event took place at the 2009 SUNYLA Conference in June, where four participants from *Teaching Tips from the Trenches* transformed from students to instructors of pedagogical theory by presenting a pre-conference workshop, *Passing the Torch: Instruction Librarians Keeping the Flames of Active Learning Alive.* Feedback from this learning opportunity was also very positive, however, in both instances, participants requested even more assistance with their understanding and development of successful teaching practice.

These locally-based comments and suggestions are largely supported by the professional literature and what can be surmised from common duties and requirements written in librarian job postings across the country.

3. What did your library or library consortium (system) do to respond to that (those) need(s)? What challenges were met?

Librarians from the Rochester area, many of whom participated in *Library Instruction: Teaching Tips from the Trenches*, formed a planning committee to develop the purpose, structure and necessary resources for LILAC. The group responded to a call for Harold Hacker Advancement of Libraries grant proposals, and once awarded these funds, implemented LILAC with 11 librarians accepted into the program. Participants and interested planning committee members met once a month for five months (January to May 2010) at RRLC's Fairport (NY) office with a designated workshop presenter(s). Monthly topics ranged from the basics of pedagogical theory to teaching with technology to assessment techniques. Workshops were designed to incorporate learning through lecture, modeling, demonstration, group discussion, idea sharing and hands-on activities. Each presentation was preceded and/or proceeded with targeted questions, readings, assignments and participant reflections via Moodle, LILAC's chosen course management system.

Outside of workshops, LILAC participants were asked to visit three instruction librarians (chosen from a list of volunteer "observation librarians") to observe, reflect and report on their classroom environments, teaching strategies and rapport with students.

Based on the semester-long learning experience, as well as identified goals and needs of the participants' library instruction programs, LILAC students were asked to develop a final project that would demonstrate improved understanding and practice of effective teaching methods. Some students chose to create ways in which they could impart their LILAC education to fellow librarians, others focused their efforts on their own classroom instruction and a few combined the two. For instance, one LILAC participant is developing and implementing information literacy instruction sessions for dental hygienists. These sessions will be designed using the pre and post assessment, learning theories, and active learning techniques learned from participating in LILAC. The project also includes ongoing collaboration with a LILAC committee member and librarian at Monroe Community College (MCC), who will be providing similar instruction to dental hygiene students at that institution.

4. What impact did this project have on your users and/or your community? Supply quantifiable data if appropriate.

Participants from LILAC were surveyed both during the project (at each of the five workshops) and at the completion of the academy using a variety of assessment tools (3-2-1, Likert Scale, Strengths, Areas for Improvement and Insights, etc.). Sample questions asked at the workshops include; "Write two ideas or concepts that you understood particularly well or you feel you are able to do as a result of this presentation," "Write one insight you gained as a result of this presentation," and "What did you learn or still have questions about?"

Comments from workshop participants include; "Kim's presentation made me realize that often times libraries need to fight to be heard/seen - something that shouldn't be the case since libraries/library resources are essential to learning," "I was reminded of the importance of establishing a learning environment that is low in threat, high in challenges," and "before addressing a faculty member you need to consider his or her point of view - this may provide insight into why they chose a particular assignment or requested a certain program."

Sample questions asked at the end of LILAC include; "What was your most rewarding experience or moment in this academy?" "Would you recommend the academy to a colleague?" (100% responded yes), "Have you already applied anything you learned at LILAC in your teaching or other duties?" (88% responded yes), "What have you used? How did it work?" and "How do you feel about teaching now as compared to how you felt before LILAC?"

Comments from participants include; "The most rewarding part was getting to know the members of this outstanding group through discussions and interactive activities and the variety of presentation subjects and styles on teaching techniques and tips for success," "I am excited about all that I have learned. I look forward to implementing many of these techniques in my online courses," "implementing some of what I learned and seeing how small changes impacted the level of my effectiveness as a teacher," "I immediately applied teaching to everyone in the classroom, consciously, after our first session," and "I gained more confidence and recognized that I was doing some things instinctively. Also, identifying my own teaching theory and philosophy clarified things for me, while opening me to new ideas too."

During the academy, each participant completed a personal blog where they recorded their thoughts, comments and questions throughout the process. These comments were monitored for the duration of the project by committee members and presenters so that concerns or questions by participants could be addressed as they occurred. Reflections from the blogs include; "I can honestly say I learned more about instruction at LILAC then I did in library school!", "I felt cared for and nurtured. I like how the LILAC committee members and presenters are so flexible and committed to the success of the students and the academy," "Some of the things I learned from LILAC and used in my instruction were, focus on guiding the learning process rather than being a lecturer, be flexible and adaptable as the session unfolds, and split the time roughly evenly between the instructor showing the students how to do it and having the students do it themselves," "It was wonderful to have my own institution (Genesee Community College) represented, and interesting to see other participants engage with Nicki and Julie," and "I thought it was particularly effective having the sessions taught by individuals from different backgrounds - having someone from a university, community college, and a high school allowed the session to be useful to everyone and expose us to how things are different at varying institutions."

In addition, though LILAC has ended, participants have agreed to meet informally once a month. Some of the goals of these meetings include; "perform a lesson and get observations by the group," "individuals can come up with issues they'd like addressed and create a workshop around it," "revisit pedagogy topics in more detail" and "idea sharing on different challenges."

Finally, participation in LILAC has led to the creation of conference presentation and publications which extend the academy experience beyond Rochester, NY. Following is the current list of professional development opportunities that have stemmed from LILAC.

SUNYLA LiSUG 2009 presentation – *Instructional Technology Frontiers: Roundtable Discussion on Emerging Technologies & Library Instruction* - A showcase and round table discussion of innovative uses of emerging technologies for library instruction and information literacy.

SUNYLA 2010 conference sessions - *Librarian as Educator: Stepping out from Behind the Desk*

This session included a brief history of LILAC, followed by three participants discussing their pedagogical challenges pre-LILAC, lessons learned through the academy and where they are now, in terms of teaching philosophy and practice.

Let's Get Together: Collaboration between High School and College Libraries - This session was a panel presentation concerning high school/college collaborations and featured one of the LILAC participants, Anne Rehor. She discussed her challenges implementing a similar program in her own institution.

RRLC presentation – LILAC committee members and participants gave a presentation to a group of women visiting from Morocco about LILAC and women as leaders.

NYLA 2010 conference – LILAC committee members and participants, along with Ed Rivenburgh (Library Director, SUNY Geneseo), will meet with library deans to stress the need for a more formalized library instruction component in MSLIS programs. Additionally, committee members and academy participants will lead a conference session that outlines how and why LILAC was created and how it could be replicated.

ACRL conference proposals – In one proposal, the leaders of LILAC hope to present a session focused on mentoring and how strong mentor relationships can lead to initiatives like LILAC. In the second proposal, committee members, a LILAC participant and, hopefully, a library school Dean will debate whether or not library instruction courses should be mandated in MLS programs.

Library Trends journal article – This paper will focus on the historic and current lack of instruction training in MLS programs, how LILAC and similar programs can help, but ultimately, on the fact that, based on the growing nature of library instruction responsibilities in job postings, MLS programs need to add a pedagogical component to their graduation requirements.