2021 Summary of Instruction Activities at Selected Canadian University Libraries

Report for the University of Alberta Library
Teaching & Learning Strategy Working Group

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Introduction

In 2021 the University of Alberta (UAlberta) Library created a one-year Teaching & Learning (T&L) Strategy Working Group whose goal was to recommend a sustainable framework for a library-wide teaching and learning program that will rationalize and coordinate our teaching and instructional activities. Part of the group's work was to consult externally with other Canadian post-secondary libraries and learn more about what they are doing in this area.

This report is a summary of what we learned and represents the 2021 instruction activities of the Canadian University Libraries we spoke to. The report should be read as a "snapshot in time" and the interviews were not exhaustive; so some information would have been missed and other pieces will have changed since the initial interviews. It should also be noted that the pandemic shutdowns that started in March 2020 and the subsequent move to online learning radically impacted instructional practices so many institutions, including ours, were in a period of flux.

The goal of this report is to share what we learned in hopes that it helps others that are reviewing their teaching programs and that it might encourage further exploration into Library instruction.

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Methods

In 2017/2018, the UAlberta Library participated in an interview as part of an internal environmental scan conducted by the University of British Columbia (UBC) Libraries. Inspired by the approach, we contacted the authors and asked if we could model our approach and questions on theirs, in part to see the progression among some of the five institutions they spoke to.

For our report, we wanted to widen the number of the institutions we examined in order to represent a range of different local contexts, both big and small, and from across Canada. Starting with the five institutions from the UBC report, we chose another nine institutions where either we knew they had an interesting or recently changed teaching program or they were recommended by a colleague. We focused on places where we already had some personal contacts and whose programs we were curious to learn more about. In total, we selected 14 institutions (see Appendix A for the full list).

Prior to the interviews, we reviewed the institutions' websites to become familiar with the public-facing side of their instructional programs. Based on the website review, we contacted librarians involved in the institutions' instructional programs. Our questions were closely modelled on UBC's 2018 interviews, with some slight modifications to accommodate the goals of our working group (see Appendix B for the list of interview questions). Questions were shared in advance with the interviewees to provide an opportunity for reflection and to confirm whether the initial contact was the person best suited to participate in the interview. 60-minute interviews, conducted by Kim Frail and Sarah Severson, took place remotely via Zoom between June 16 and July 16, 2021.

Findings

Strategic Vision and Intention

One of the first things we looked at was whether and how teaching and instruction programs were represented in their university or library strategic plans (SP) or other organizational documentation. We found three different approaches:

1. One library, Simon Fraser University (SFU), has a **dedicated library instruction statement**; it is on their website for their user community, and when we spoke to SFU we learned this also serves as an internal instruction plan.

2. Four libraries **include teaching in their larger library strategic plans or statements**; in most of these, teaching and learning is a high-level priority. Examples include:
   a. [UBC's strategic direction](#) to "deliver and support transformational teaching and learning."
   b. Dalhousie University's [interim strategic plan](#) for 2019-2020 explicitly mentions teaching and instruction, and it specifically references how it aligns with the university SP, providing specific examples of how the library can support it in areas such as: "Contribute to student retention and success."
   c. University of Saskatchewan's (USask) third point in their 2025 [strategic framework](#) is a commitment to "enhance student learning." Specific objectives are listed in the areas of enriching academic skills and strengthening the academic experience, and the former involves aligning student learning programming with other campus units.
   d. McMaster University's 2020-2023 strategic plan includes a [Learning and Curriculum Support](#) section that references assessment: "Regularly evaluate our learning programs to ensure that they are meeting the needs of the current and future generation of learners." A number of [strategic initiatives](#) also relate to T&L. The SP also includes a "scorecard"; for example, see [F2F instruction](#).
3. Other libraries have versions of **strategic statements embedded in their teaching or instruction service webpages**. Some examples include:
   a. Concordia University's [instructional support page](#) includes statements on how they support teaching.
   b. UAlberta has a [Teaching and Learning Concept Paper](#) on the Library [Teaching & Learning page](#).
   c. [MacEwan University's instruction program](#) is built on the ACRL framework.
   d. McMaster's [Learning Support](#) pages include vision and mission statements as well as the objectives and outcomes of their program.
   e. Western University's [Instruction Philosophy](#) and [curriculum](#) describe how their instructional learning outcomes align with the university's degree outcomes.

Organizational Structure and Coordination

With the group of questions in this area, we wanted to learn what kinds of library staffing support including units and roles (staff or librarian) each institution had for instructional programming. We found that most of the institutions had both an AUL who oversees Teaching and Learning as part of a larger portfolio and a dedicated Teaching and Learning leadership role, and in some cases, teaching and learning librarians. In the interviews, it was noted that a lot of these coordinator or dedicated librarian roles were relatively new positions.

List of Positions and Groups

Associate University Librarian or Associate Dean (or equivalent): Teaching/instruction is in their portfolio as a primary responsibility.

- Concordia: Associate University Librarian, Teaching & Learning
- UBC: Associate University Librarian, Teaching, Learning and Engagement
- McMaster: In 2021 at the time of the interview, they had an interim AUL for this area and were in the process of finalizing a new hire for AUL Curriculum and Learning support
- McGill: Head of Liaison Services (reports to the Associate Dean of User Services)
- Dalhousie: Associate Dean – Learning and Teaching
- SFU: Associate Dean of Libraries, Learning & Research Services
- UAlberta: Associate University Librarian, Public Services

Coordinator: Acted in a leadership and/or mentorship role for teaching. Sometimes this was a dedicated position (Guelph University) with some teaching duties (Concordia, University of Toronto [U of T]), lightened liaison duties (University of Lethbridge) or as a side project (McGill).

- Guelph: Information Literacy manager (team of T&L librarians report to this position)
- Western: Head, Teaching and Learning (supervises a team of T&L librarians and T&L library assistants)
- University of Victoria (UVic): Head of Teaching and Learning (Student Engagement and Learning) (new role starting in July 2021)
- Concordia: Instructional Services Coordinator (new role in March 2021)
- Lethbridge: Information Literacy Instruction Coordinator (new role in 2017)
- U of T: Teaching & Learning Project Lead
- MacEwan: Information Literacy Librarian
- UBC: University of British Columbia - Okanagan Campus Learning and Curriculum Support Librarian coordinates instruction at Okanagan Campus
- McGill: Digital Scholarship Hub coordinator
- SFU: Head, Learning & Instructional Services

Dedicated Teaching and Learning Librarians

- MacEwan: Information Literacy librarian (new role in 2020)
- USask: Learning Support librarians are part of the Student Learning Services (SLS). As of July 1, 2021, they have a new divisional structure: Learning & curriculum support; instructional/learning hub (Other teaching also happens outside of the hub, e.g., via Subject/liaison librarians); Collections & Discovery; University Archives & Special Collections; Research & Support Services.

- UBC Vancouver Learning Services Librarian helps support learning for 1st and 2nd yr students and oversees library skills tutorial. Part of UBC Learning Commons.
- UBC Okanagan has a Learning and Curriculum Support Librarian who oversees the instructional program at that campus Library.
- SFU: Two T&L librarians: Teaching and Learning Librarian and Indigenous Initiatives and Instruction Librarian

Teaching and Learning Committee or Group

- UAlberta
- Concordia
- U of T
- Lethbridge: Curriculum committee, which is modelled after other departments committees
- UBC
- MacEwan: Learning and Engagement unit
- McMaster: Broader Instruction Group

Functional Model

Two organizations, Guelph and Western, have moved from a liaison model to a functional model. In the interviews they spoke about how allowing faculty demand to drive instruction programs within a subject liaison model was unsustainable.

Guelph has a dedicated [Information Literacy team](#) that is part of the larger [Learning & Curriculum Support team](#). Guelph has developed a proactive system for scaffolding instruction and identifying strategic courses in which to offer foundational library instruction as one tool to manage workload/resources. For example, courses that were identified as a top priority were required across disciplines and had research components, whereas second priority were courses that were a choice among a few requirements but had a strong research component. More details on this strategy can be found in their 2021 OLA presentation on curriculum mapping. The Guelph Research and Scholarship Team also does a lot of non-curricular (non-course-based) teaching.

At Western, the Head of Teaching and Learning (T&L) supervises a team of T&L librarians and dedicated T&L library assistants. These librarians share the same physical space as opposed to being distributed across unit libraries. The Scholarly Research and Communications team also does a lot of non-curricular teaching. Western is in the process of conducting curriculum mapping across Faculties. Although they have a functional model, they needed to recreate some elements of a liaison model and have developed faculty teams for curriculum mapping as well as [disciplinary coordinators](#) to attend department meetings and disseminate library communications.

Partnerships and Collaborations

Undergraduate Student Partnerships

Many universities provide stand-alone library workshops to support student learning, with the added incentive of receiving credit in a co-curricular record for attending these workshops. For example, Concordia works with their Student Success Center, which includes a skills development program that offers certificates of completion. McGill has partnered with their Student Services unit so that research skills workshops are recognized on the Co-Curricular Record, and they are working to include new digital scholarship workshops.

Graduate Student Partnerships

Preparing graduate students for the future is key to other universities' partnerships, such as the University of Lethbridge's THRIVE Professional Skills Program and the U of T's Graduate Professional Skills program (GPS). Library skills are mapped to skills needed through the research life cycle, and workshops are offered such as Concordia University's GradProSkills workshops or USask's Graduate Research workshops. Of note is that at the University of Saskatchewan, a peer mentorship program is used as a part of experiential learning. While the UofS peer mentor program has both undergraduate and graduate students, the majority of the peer mentors are undergraduates.

Academic Centres

Strong, formalized relationships between the library and the university writing centres were described by many libraries. In some cases, the writing centre is located within the library or reports through the library (e.g., MacEwan University Writing Centre, UBC Okanagan Student Learning Hub, SFU's Student Learning Centre). In other cases, a model of co-teaching with the writing centre exists (e.g., McGill University, University of Lethbridge Academic Writing Program).

Strong, formalized relationships between the library and teaching/learning centres were also described by many libraries, with specific relationships dependent upon the university structure. One unique model is UVic's position of Director, Office of Student Academic Success, which is a position split between the University Library and Learning and Teaching Support and Innovation. UVic's Centre for Academic Communications (CAC) falls under the portfolio of this position; CAC and the library collaborate around citation and on a thesis boot camp. An Associate University Librarian at the University of British Columbia is the director of the Irving K. Barber Learning Centre, which houses the Chapman Learning Commons.

At USask, Student Learning Services[1] is a unit under the Library and a sub-unit of Learning & Curriculum Support. Learning Support Librarians are part of the Student Learning Services team. The new USask [Learning Hub](#) website includes library support as well as writing, study skills, and math/stats help.

More examples of partnerships include:

- SFU: [Student Learning Commons](#) and [Research commons](#)
- UBC Okanagan: CTL is in the library and works closely with Research Services.
- MacEwan: Teaching and Learning department is under the Library Dean. There are informal weekly coffee meetings with T&L and the writing centre. Students benefit from this collaboration.
- Dalhousie: Centre for Learning and Teaching includes a liaison librarian, and it is situated in the Killam library. They provide assistance with teaching and have a lot of workshops; it is not a formal collaboration.

Peer Mentoring Program

Unique to the University of Saskatchewan is an undergraduate and graduate student [Peer Mentor (PM) Program](#), which is part of the USask experiential learning program. Strong academic standing is required and other qualifications are listed on the website. The motivation for some participants is the ability to include the PM program on their application for professional colleges/programs (e.g., Medicine) because student resumes are expected to have volunteer work listed in addition to academics. PMs also receive a small stipend of approximately $150 for 5 hours of work a week. Library PMs are integrated into the [Academic Skills Program](#). Their peer mentor program is coordinated by a learning specialist and includes several sub-programs: Academic Skills, Graduate Help, Learning Communities, and Structured Study Sessions.   A librarian assists with the program, especially in mentoring the Academic Skills peer mentors involved in research-related programming. Librarians set up workshop topics with PMs and provide them with the learning outcomes. PMs put together lesson plans and develop and deliver sessions. PMs also record library workshops and edit the recordings to make shorter videos.

Types of Instruction

All libraries we interviewed offered course-integrated instruction in information literacy/research skills, and these were most commonly managed at the liaison/subject librarian level (McGill, Concordia, Lethbridge, U of T). Concordia University spoke about plans to more actively trying to bring topics

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[1] Shortly after the interview took place, USask implemented a new divisional structure as outlined above. Student Learning Services (SLS) was a unit within the University Library but it no longer exists as it was replaced with the new Learning and Curriculum Support Division.

associated more with functional librarians into the classroom (e.g., teach data mining tools or disciplinary implications of AI on information/data).

Some libraries also had research skill workshop series. For example, McGill offers a 90-minute [Undergraduate Research Skills](#) workshop (Arts, Education, Management) and a 4-part Graduate Seminar Series for various disciplines (Engineering, science, ALES).

Lethbridge has been offering [for-credit library research skills](#) courses since the 1980s, which are taught by Librarians. Courses include:

- Library Science 2000: Library Research & Information Systems
- Library Science 0520: Information Literacy
- [Writing 1000](#): An Introduction to Academic Writing, a required class that has a significant library component

Several libraries have a blended approach to information literacy. For example, at MacEwan, in addition to the foundational first-year English courses, students work through the SearchPath online modules in Articulate Storyline as well as in-person classroom visits and drop-in workshops. Most instructors require attendance and the library provides certificates. Thousands of students complete SearchPath every year, some in their first semester and others in their second year (e.g., Business).

Curriculum mapping came up as a form of instructional planning or scaffolded learning at several institutions. USask has mapped out how the library instruction and resources fit into different points in a student's academic career both from an undergraduate (student life-cycle model[2]) and graduate (research life-cycle model[3]) perspective. They worked with their campus Research Services Support to insert the library where appropriate in their public-facing web pages and in the student LMS portal (PAWS). Curriculum mapping has also been undertaken by Guelph and Western and is outlined in other sections throughout this report.

All libraries also offered some forms of non-curricular workshops. These were broadly defined as any instruction that was happening outside of a course, for which anyone could register. Topics covered include: digital scholarship, data, copyright, scholarly communications, and special collections and archives. Anyone could teach and propose non-curricular workshops, and they were typically based on the staff members' interest (comfort) and/or in anticipation of a need (e.g., if they noticed they were getting many questions about a specific topic, or knew of a new funding agency requirement that was coming into effect).

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[2] Adapted from a [framework](#) by A. Lizzio (2011) that identifies four stages (transitions), each with an associated action.
[3] For example, the [Monash Research Life Cycle](#).

Who is Doing the Instruction?

A common theme is that individual librarians tend to teach in silos, tailoring their sessions to faculty requests within their assigned subject areas as well as their own personal teaching style. While these two factors were acknowledged as important to individual teaching practices and being responsive to the needs of faculties and departments, many participants expressed the need to better work together on coordinating workshops. Smaller functional units (like Guelph [Research and Scholarship](#)) did this organically via team meetings.

At all libraries, both liaison/subject librarians and library staff (assistants/technicians) were involved in teaching. In cases where library staff were involved, usually they could deliver content but not create new content. SFU, McGill, Guelph, and UAlberta highlighted the teaching role of functional librarians or specialists such as those involved in digital scholarship, copyright, data, etc.

As outlined above, undergraduate and graduate students involved in the peer mentor program at USask teach and help develop content. Note that at institutions where the library and campus partners are co-located or work closely together (USask, UVic, UBC Vancouver, etc.), individuals from these organizations are often teaching alongside librarians or teaching content that overlaps with information literacy topics, or librarians are teaching information literacy topics as part of the campus partner programs (e.g., writing centre and other student services, centre for teaching and learning).

Teaching Methods and Tools

Most librarians from Canadian academic libraries with whom we spoke reported moving from mostly in-person teaching to online teaching due to the pandemic, a phenomenon shared at UAlberta. Interestingly, many external library participants of this study suggested that they will likely continue to teach using a hybrid approach in the future, with an increasing reliance on:

- Asynchronous online and/or interactive modules
- Asynchronous videos
- Synchronous online teaching

Participants in our external review considered online instruction desirable for its reach and accessibility for learners and its efficiency for instructors. In addition, online instruction was considered successful. For example, many libraries reported that attendance for online workshops was significantly higher (e.g., 5 people in person vs. 140 online for research skills workshops with open registration).

Shared and Standardized Instruction Materials

Most librarians from Canadian academic libraries reported having some shared instruction material. Additionally, some librarians had access to standardized materials, but these were never required for use at their respective institutions.

Standardized materials (lesson plans, slide decks) have been created to make it easier to teach, and most librarians expected they would adapt what was shared. Examples of standardized materials include shared slides that advertise specific services (e.g., research data management consults, other workshops, citation managers, reading list services). As well, shared materials were developed around specific programs, such as key topics for graduate students (USask), tutorials or shared learning modules for first-year students (MacEwan, UBC Vancouver), or in the context of peer observation programs (swapping lesson materials after the observations).

Finally, several institutions use shared drives to facilitate sharing and reuse of these instructional materials, but many mentioned that librarians who use them are inconsistent, with the exception of Western. Specifically, librarians with whom we spoke emphasized that creating shared material is good, but there has to be a plan for how to maintain it in the long term. For example, librarians at Guelph noted that sharing instructional materials demonstrated the importance of common ways of talking about certain information literacy topics.

Content Duplication Strategies

We observed a theme of the importance of scheduling workshops well in advance of delivery and having a shared calendar to facilitate coordination of instructional topics across the library system. For example, in some libraries, the fall instructional calendar was decided on at the end of July. In addition, some libraries decided on key topics to be taught—such as citation practices and citation management or conducting literature reviews—to avoid duplicate instruction of these topics by individual subject or liaison librarians. USask and Concordia Libraries, for example, had successful partnerships with their graduate research programs to help deliver these key topic sessions. Finally, the UBC has an informal peer observation program, which matches librarians seeking to deliver topics of this nature.

Instruction Requests

Most libraries with a liaison librarian model received instruction requests via those relationships and also used a centralized email that was advertised on a webpage. As part of their curriculum mapping, Guelph talked about how they identify high-impact courses and then actively contact faculty to offer instruction.

Communication and Promotion of Instruction

Most libraries with a liaison librarian model utilize the structural relationship with faculties and departments. For example, librarians at Guelph actively contact faculty based on their identification of high-impact courses via curriculum mapping.

All librarians with whom we spoke use channels including social media, event calendars, email listservs, and digital signage in physical spaces to promote upcoming instructional activities. All of these channels are also available at UAlberta. In addition, Concordia advertises through campus collaborators like the Graduate Studies office, which was noted to be more effective than promotion through the library website.

As mentioned, all Canadian academic libraries that participated in our study use online listings for non-curricular workshops, including calendars of events open for registration. Notably, several institutions have developed "menus" of possible workshops to help curricular instructors navigate skills offered by their institution's library. For example, Western has a [curriculum menu](), and UVic has a [workshop menu]() for faculty and students that includes links to [lesson plans]() and [badging]() via LinkedIn. USask has a [workshop menu]() for undergraduate and graduate students that includes some session recordings via their [Learning Hub](). Such offerings help increase the visibility of what the library can teach, even when these sessions may not be offered in a given academic term.

Calendaring software is commonly used to advertise upcoming sessions, and many institutions use LibCal. Most calendars focus on Library events. [McGill]() and [Concordia]() have workshop calendars that include other campus partners' workshops alongside theirs.

Instructional Resources

All of the libraries use course and subject guides and many also use other asynchronous resources such as online tutorials, videos, and tip sheets. Online tutorials are organized in a variety of ways, and the content ranges from short, specific tutorials on a topic to recordings of past workshops. We were pleased to find that many online instructional resources are available with a Creative Commons license and some have been built on each other.

SFU, Guelph, and MacEwan mentioned that certain online tutorials are being assigned in classes as prerequisites or as part of course credit, and they reported that this has been successful for embedding instruction. For example:

- SFU: [Academic Integrity Tutorial (new)]() and [Plagiarism tutorial]()
- Guelph: [Data Skills Immersion Program]()

- MacEwan: SearchPath set of videos.[4] They also created an interactive "Choose your own adventure" Google Doc template.

Examples of resources

Online tutorials (interactive tutorials, short videos, recorded workshops:

- SFU: All online resources (interactive tutorials, videos, guides, and handouts) are grouped under Research Help > Tutorials.
- Concordia: Self-paced modules include text, activities, and videos. They are linked on the front page of the library website.
- Guelph: Modular digital learning objects (videos and handouts) have creative commons licenses.
- UAL: Foundational research tutorials consist of video walkthroughs (with transcripts).
- U of T: Self-paced modules and links to a few recorded workshops (Intro to R, OpenRefine, Tableau).
- Western: Popular "How to" resources & videos (including Western's top viewed YouTube videos). Also uses uses StoryMaps.
- UBC: Assignment Calculator that outlines the steps necessary to complete a research assignment.

LMS modules:

- Lethbridge: Embeddable library blocks, which was a model borrowed from UAlberta.
- SFU: Interactive tutorials that can be embedded in their LMS (Canvas modules) such as the Library Research Skills Tutorial, shared with a creative commons license.
- U of T: Tutorials for Library Research Skills that can be embedded in their LMS. They are creative commons licensed and based on the University of Manchester's tutorials.

Assessment

When asked about assessment, most libraries talked about the differences between assessing an instruction program, assessing individual teaching, and assessing student learning.

Program assessment
- Most collect statistics on sessions (participants, registrations, who shows up) through a platform such as LibInsights.
- USask: uses an in-house tool/form that allows them to enter by Course Reference Number for more consistent data entry and to track courses across the library.
- Statistics are used to report to CARL and, in some cases, to do things like balance workload and resources.

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[4] An interactive version of the modules is available via their LMS, and it can be credited in a course.

- Key is what is done with those numbers: Do they impact future teaching?
- Libraries that offer specific programs (e.g., a first year tutorial at MacEwan) or in conjunction with another department or unit (e.g., USask programs) often include formal assessment, but this is less common in "one-shot" library instruction.

Teaching/learning assessment
- Most common answer: Individual librarians do assessment individually and it is not collected or analysed at a system wide level.
- Many institutions, including UAlberta, have recently designated a person or group responsible for assessment and plan to work with them to develop more consistent assessment practices.
- Western provided a good example of starting with the basics: Individual librarians were asked to pick three sessions a semester to assess.

Supports and Professional Development for Instruction Skills

UBC's Instructional Skills Workshop was clearly identified as a useful and valuable training opportunity for librarians to advance their teaching skills. External participants have recommended that librarians participate in a cohort with other campus instructors (i.e., non-librarians) for broader exposure to teaching and learning on campus via co-participants.

A common emergent theme was the need to combine peer support and training with institutional support through the provision of space and time for training. In other words, while individual efforts were always available, the institutional buy-in and commitment to furthering teaching skills was repeated across institutions with whom we spoke. For example, McGill used team or pair teaching to expand their Digital Scholarship workshops, while SFU, like UAlberta presently, has an internal committee that operates as a supportive community of practice. Partnering with the local centre for teaching and learning for customized training related to non-curricular instruction is also common across Canadian academic libraries. For example, the UAlberta Centre for Teaching and Learning offers a self-paced course on online teaching as well as a number of sessions and "webinettes" on teaching topics, which are open to librarians.

A number of internal training structures have been observed through external consultation, including deep dives for student library workers at USask and a week-long information literacy retreat at McGill. UBC Okanagan developed six foundational sessions on the topic of teaching and learning offered to library staff. Finally, Western's Curriculum Librarian created a Foundations in Teaching non-credit asynchronous course.

Reflection and Challenges

At the end of each interview, we asked a few open questions asking the participants to reflect on their instruction programs. Most libraries talked about how they had either just reviewed and changed their instruction programs, or were planning to. Those that did not have plans expressed that they would like to but did not have the resources. Some Libraries that talked about their recent changes included:

- U of T: A three year Teaching & Learning Project that was launched in 2019 and included a desire to address how to better support teaching at a large scale.
- Western: Reorganization from subject/liaison model to functional team around 2018.
- McMaster: Recent move from a "mini-liaison" model to a learning support team.

As noted at the beginning of this report, these interviews and the data collection occurred in July 2021, just over one year after the COVID-19 pandemic had closed so many universities' and libraries' physical spaces for various lengths of time. "Unprecedented" is a term that is used all the time, but this really was a unique time to ask people to reflect and think about their teaching programs. When asked if they thought their instruction would change due to the pandemic, most participants felt it was just too early to tell.

One of the major themes throughout all the interviews was the challenge of how they can do more impactful teaching with fewer resources. Participants spoke about:

- How the time it takes to prepare good instructional materials is not valued, and how to scope a good quality learning experience within the time that is available.
- How teaching librarians regularly take on added duties, which eat into the time it takes to dedicate to teaching.
- How to move away from one-shot to embedded instruction.
- How to balance workloads with short-term requests versus long gains. For example, a librarian might want to do curriculum mapping and scaffolding but struggle to say no to a professor if they just want a class on APA citation.

Appendix A: Interview List

This list represents the people and their titles of who we interviewed in July 2021 and is organized from West to East. The 2018 in parentheses indicates they were part of the earlier UBC study.

Institution	Name and Position
University of Victoria (2018)	Shailoo Bedi, Director, Office of Student Academic Success
Simon Fraser University (2018)	Ania Dymarz, Head, Learning & Instructional Services Ashley Edward, Indigenous Initiatives and Instruction Librarian Hope Power, Teaching and Learning Librarian
University of British Columbia (2018)	Sajni Lacey (UBC Okanagan) Alexandra Kuskowski (UBC Vancouver)
MacEwan University	Lindsay Whitson, Librarian Jody Nelson, Information Literacy librarian (new role as of last year)
University of Alberta (2018)	Sharon Murphy, Associate University Librarian Virgina Pow, Chair of Teaching and Learning Committee
University of Lethbridge	Romany Craig - Information Literacy Instruction Coordinator / Library Science 0520 (Assistant Instructor) Mary Greenshields - Librarian & Instructor for Library Science 0520 Indigenous Student Success Cohort (ISSC)
University of Saskatchewan	Angie Gerrard Librarian, College of Arts and Science; Learning Support Librarian, Student Learning Services
Guelph University	Karen Nicholson - Manager, Information Literacy Amy Buckland - Head, Research and Scholarship
McMaster University	Anne Pottier, Associate University Librarian
Western University	Kim McPhee, Head Teaching and Learning Joanne Paterson, Head Research and Scholarly Communication
University of Toronto (2018)	Navroop Gill , Teaching & Learning Project Lead
Concordia University (Montreal)	Dianne Cmor, Associate University Librarian, Teaching & Learning
McGill University (2018)	Katherine Hanz, Associate Dean of User Services
Dalhousie University	Anne Matthewman Chief Law Librarian. Sir James Dunn Law Library, Schulich School of Law, Associate Dean – Learning and Teaching,

Appendix B: List of interview questions

Coordination and Organization of Instruction Activities

1. What is the organizational structure for instruction at your library?
   a. Is there a specific AUL or equivalent who has overall responsibility? Or is responsibility handled at the individual library service unit (branch/unit) level?
   b. Are there any specific titles for librarians or other staff who are primarily responsible for instruction?
2. Are there any partnerships / collaborations with your learning or research commons (or writing centre) regarding instruction the library provides? If so, what is the structure?

Types of Instruction

3. What types of instruction does your library provide?
   a. Formal stand-alone courses/workshops (credit or non-credit)?
   b. Orientation sessions to incoming students? (e.g., undergrads, grad students, exchange / international students).
   c. Course-Integrated Information Literacy instruction? (e.g., students taught how to find, evaluate, and use resources for their assignments / research projects)
      i. Are these done as one-shot instruction vs. multi sessions?
   d. And/or scaffolded learning or curriculum mapping? (across the years in a whole curriculum)
   e. Thematic instruction series (e.g., digital scholarship, or scholarly communications)

4. Do you offer any certificates of completion?
5. Who is doing the instruction?
   a. Liaison / subject librarians?
   b. Functional librarians?
   c. Staff?

Methods and tools

6. What are the methods / tools of instruction at your library? (e.g. Face to face; online; group or individualized instruction; learning management system; videos; subject guides; library website; social media; etc.)
    a. Are there shared instruction materials?
    b. Are there standardized instruction materials?
    c. Do you employ any other strategies to reduce content duplication across sessions and/or library units/librarians?

7. How do you advertise / communicate instruction?
    a. Can people find past instruction sessions?
    b. Do you offer a list of possible instructional sessions to choose from?

8. How are instruction sessions initiated / requested / organized? Is there a centralized place to request instruction?

9. Does your library collect information literacy data for the purposes of assessing instruction?
    a. How do you measure success or impact of instruction? (e.g., student self-assessment; comparing pre- and post-instruction test results, faculty feedback, etc.)
    b. Do you collect attendance and registration data? If so, how?
    c. Who is the information reported to? What do you use it for?

10. Is there any instruction support available to librarians?
    a. What types of resources are available? (e.g., course / class design; online tool training; learning management system training, etc.)

11. What are some of the challenges that librarians face in their instructional roles?

Reflection

12. Has the institution reviewed your instruction model or done any major changes to the way you organize instruction in the last 3-5 years (or in living memory)?
    a. If yes, do you have any recommended change management strategies?

13. How do you think your instruction will change long-term due to the pandemic? Are there things that you will do differently?

14. Do you have any other comments about instruction at your institution?

Reference

University of British Columbia Libraries. External Environmental Scan of Instruction Working Group. Submitted to the Discovery, Access, and Learning Committee (DAL). Report Completed October 2018. (unpublished report)