

Adopting the Reboot Mindset: The Library Instruction Reboot Revisited

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abstract: In 2018, the Library Learning Services (LLS) department at Penn State University stopped teaching for an entire spring semester in order to conduct a Library Instruction Reboot, an opportunity to evaluate and reimagine the department's instructional approaches. In the seven years since that initiative, much has changed within the field and for LLS, but what the author terms the Reboot mindset remains a driving force behind LLS's information literacy program. This article provides an overview of the Library Instruction Reboot, dives into current programmatic challenges, and discusses the ways that the endeavor continues to provide benefits to the program. Finally, the author shares guidance for those who might consider implementing a Reboot-type initiative at their own institutions.

Introduction

In 2018, the Library Learning Services (LLS) department at Penn State University did the unthinkable and stopped teaching for an entire spring semester to engage in what they termed a 'Reboot' of their foundational information literacy instruction program. Pausing teaching activities allowed the library unit, which is situated as the instructional strategy and leadership team for the University Park campus of the Penn State Libraries, to intentionally and mindfully shape the future of their teaching program. It also provided an opportunity for a team that had grown significantly in number and expertise over the preceding five years to leverage strategically the strengths of existing unit personnel and identify ways of working together effectively toward common goals. Finally, the Reboot provided the unit with the needed time to wrestle with issues of one-shot instruction burnout and the effectiveness of various teaching modalities.

At the time of the initial Reboot, the team was comprised of the department head, two reference and instruction librarians, three information literacy librarians (including one instruction coordinator), one student engagement coordinator, one student engage-

ment and equity librarian, one student engagement librarian, one learning design and open education librarian, one online learning librarian, an instructional designer, and an outreach coordinator (see Figure 1). Together, they agreed to undertake an intentional study of three areas of focus within the department's portfolio: foundational teaching efforts (primarily with the first-year composition course); digital badges; and working with "distinctive populations."¹ The Reboot provided an opportunity to examine each of these components of the program independently, and then holistically. The end results of the 2018 Reboot were a more efficient, targeted effort to align one-shot instruction with the learning outcomes for first-year composition students; a build-out of the digital badge program at a manageable scale; and an increase in efforts to support students whose backgrounds do not always make the transition to the university and its expectations easy to manage.² In addition, the Reboot provided an opportunity for LLS to experiment with a team-based approach to accomplishing departmental goals, an invaluable optimization that continues to guide the way the department's work. Organizing into functional sub-teams that leverage employee expertise created a much nimbler unit overall.

Two years later, when the Covid-19 pandemic struck, LLS was well equipped to pivot to online instruction *and* to support their colleagues in doing so. Standard lesson plans were converted into PowerPoint presentations for Zoom sessions; digital badges—which were in many cases already integrated into courses—continued to operate seamlessly. The team was also able quickly to build and roll out a Getting Started with Research online module, an interactive journey through the iterative research process, which continues to be integrated into many Penn State courses today.³

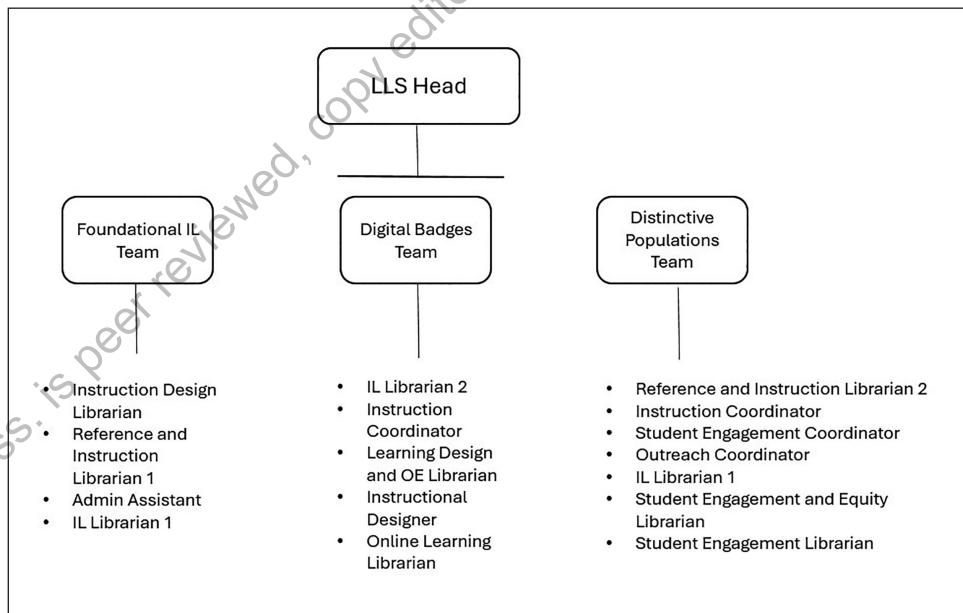


Figure 1. Library Learning Services 2018 personnel, shown by their Reboot team membership. Some individuals participated in multiple teams.



Today's Information Literacy Instruction Ecosystem

Current Challenges in Librarianship

The library environment continues to present challenges to library instruction service models and approaches. Recently, the struggle with whether the one-shot is a meaningful, viable method of teaching information literacy has become pronounced within the profession. While the conversations on the topic are not new, debate around what Nicole Pagowski termed “the contested one-shot” have grown louder, as libraries nationwide face pressures from low funding, a smaller workforce, and, in some cases, increased student populations.⁴ Current academic library staffing numbers are tricky to pin down—due to inconsistent data collection agencies and methods—however, Mary Jane Petrowski reported in 2023 that between

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2012 and 2021, FTE academic library staffing had declined by almost 20 percent.⁵ The Association of Research Libraries (ARL) reports on library expenditures as a percentage of overall university expenditures, and has done so on an annual basis since the early 1980s. While the most recent available report shows that university expenditures climbed to nearly 1.6 billion dollars in 2017, library expenditures had shrunk to just over 600 million dollars, and the library's share of university budgets had decreased from just over 3.5 percent to just over 1.5 percent between 1982 and 2017.⁶ Given this backdrop, the author felt it was time to revisit the Reboot project and contemplate the opportunities provided through embracing a Reboot mindset when tackling the many challenges to teaching information literacy to college students within the current environment, in which change seems to be the only constant.

The Penn State Ecosystem

Penn State University (and by proxy the Libraries) has faced budget recissions annually in recent years, and the overall library faculty shrank by approximately 16 percent between 2021 and 2025. LLS itself changed significantly in terms of the size and deployment of its staff. In 2018, the department included 11 librarians, two full-time staff members, and one half-time staff member, all based at the University Park campus. As of the writing of this article in 2025, LLS includes four librarians (including the department head), one full-time staff member, and one shared assistant at University Park, along with three librarians who are based at remote locations and focused on OER and online learning, and one half-time remote staff member.⁷ LLS also now oversees the library's adaptive technology and services unit.

Meanwhile, the university has increased the number of accepted first-year students every year; the 2025–26 goal was to welcome 10,000 new first-year students to the University Park campus, an increase from just 7,225 in fall of 2021.⁸ Given the juxtaposition of a continuously growing undergraduate student population and an ever-dwindling

number of library faculty and staff, alongside profession-wide conversations about how to most effectively deliver information literacy instruction, it is an opportune time to revisit the goals of the 2018 Library Instruction Reboot and discuss ways that the experience continues to inform LLS' work.

Literature Review

Burnout and One-shot Library Instruction

Sustainability of one-shot library instruction has been a hot topic that will likely only grow hotter, given the budget and staffing trends at academic libraries today. In this environment, it is important to emphasize quality over quantity of information literacy interventions whenever possible.

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Pagowsky asserts, "The pressure of doing quantitatively more to prove value is problematic not only to student learning by reinforcing demand for one-shots (either by librarians trying to meet a number, or by feeling required to say yes to faculty requests), but also to our own sustainability."⁹ Urszula Lechtenberg

and Carrie Donovan agree that decreasing the one-shot teaching load is a necessary part of the evolution to sustainable and meaningful practices, stating, "...librarians and library leadership must understand that integrating information literacy into student learning in targeted and intentional ways may result in fewer one-shots ultimately, but those declining statistics are necessary to allow for the capacity to develop new opportunities and deeper relationships."¹⁰

Veiled in the conversation about sustainability is the very real issue of librarian burnout. Emily Nagoski and Amelia Nagoski base their discussion of burnout on Herbert Freuding's foundational definition and frame it as a state of emotional exhaustion. They note that burnout is particularly prevalent among teachers and academics. These are often characterized as "helping professions," in which the professional is giving of themselves to support others every day. Nagoski and Nagoski argue that "learned helplessness" plays a strong role in the feeling of burnout as well.¹¹ This assessment is reflective of Pagowsky's assertion regarding the pressure on librarians to continuously do more. If one does not know with certainty that their efforts will yield results for students, then why bother? Pagowsky states plaintively, "[One-shots] cause burnout."¹²

A transition to new practices can also be stressful, however. Employees require support to face change. Sarah E. Fancher suggests that library leaders can employ "radical empathy" and recommends several ways that leaders can support their employees as they navigate change to current practices. One recommendation is to "mentor and actively facilitate professional development."¹³ Doing so can help individuals to meet their own career goals and help them feel better equipped to adopt and adapt to new practices. The University of Maryland Libraries' Fearless Teaching Institute (FTI) provides an excellent example of institutional support for library employee professional development. With



the guiding goal of “improving teaching climate, content, practices, and assessment,” the FTI offers teaching resources and frequent workshops that equip and support new and experienced librarians.¹⁴ In a book chapter that describes the institute’s formation, Rachel W. Gammons, Yelena Luckert, Anastasia Armendariz, and Lindsay Inge Carpenter recommend both administrative support and an “intentional cultivation of community” as essential ingredients when “pursuing transformational change around teaching.”¹⁵

Approaches to Teaching

While scale, staffing, and budget all affect what is possible, student needs and technological developments also matter greatly—perhaps more—when designing an information literacy instruction program.

Lechtenberg and Donovan note the possibilities that might exist if librarians were to let go of our past teaching practices and “build information literacy initiatives from the ground up.” They suggest that librarians’ teaching efforts be “based on students’ prior experience and how they learn.”¹⁶ Pagowsky shared similar sentiments when she stated, “Within a curriculum, the one-shot has no memory of where information literacy has been and no vision of where it is going.”¹⁷

In other words, there is no way for someone teaching a one-shot to know whether the students had prior experiences with library research, what those experiences might have been, and how the students might connect what is discussed during the library class to both their past experiences and future needs. Ultimately, Lechtenberg and Donovan recommend following a process like the Penn State Reboot model and taking “a step back from current practices to allow for the bandwidth for re-envisioning, rather than approaching it as an additional task.” In their experience, moving away from one-shot instruction to invest in deeper relationships with faculty members and instructors in a variety of contexts has been more sustainable and meaningful.¹⁸ This faculty support could take many forms, including workshops, integrating into the university’s curriculum development process, providing lesson plans and online learning objects, or some combination of similar efforts.

The library at Concordia University, St. Paul (CSP), has gone all-in on supporting the university’s curriculum development process. The library’s instruction and outreach librarians are part of the university’s curriculum and instruction center, of which the library director is head. The librarians collaborate with instructional designers and IT staff to offer consultation services to faculty on course design. Specifically, they work with faculty on course design or re-design when an entire program is undergoing a revision. Critical to the success of this program is the autonomy afforded to the instruction librarians. Rachel I. Wightman notes that “[t]his autonomy allowed librarians freedom to create relationships and develop instructional materials for their liaison areas...”¹⁹ Another ingredient in the program’s success has been having “a broad definition of

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ILI [information literacy instruction].” In essence, through the course consultation process the librarians are taking information literacy instruction *beyond* the one-shot model and employing a variety of strategically embedded information literacy interventions, including asynchronous learning objects. They have not entirely discontinued workshops; but they are empowered to embed them where the librarians believe they will be most effective.

Mary MacDonald at the University of Rhode Island (URI), offers yet another approach to embedding information literacy into the fabric of the university curriculum,

telling the story of developing, first, an introductory information literacy course, and then, the library’s curricular evolution into the space of general education.²⁰ The URI Libraries offer several general education courses within the university program, which itself was revised to include information literacy-focused learning outcomes in 2005. The Libraries have also been involved in establishing university-wide information literacy plans and have been directly engaged in review and recertification of general education courses. MacDonald acknowledges that putting so much energy into development of university-level efforts means foregoing one-shot instruction in many cases. Rather than viewing this as a loss, however, MacDonald shares, “We are confident that IL [information literacy] is being taught, practiced, and assessed within General Education. Faculty who teach courses with the IL outcomes in General Education know we are available for consultation. All general education outcomes are assessed on a revolving three-year assessment program, thus there are checks and balances for the IL-designated courses.”²¹ In other words, librarians are directly engaged in the process of establishing university curriculum and have successfully scaled their efforts to teach and support students, through their support of faculty.

Faculty development has gained prominence in recent IL literature as a model for leveraging librarian expertise within the academy. The faculty development model

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of teaching information literacy skills de-emphasizes one-shot classes and instead emphasizes educating faculty members about information literacy issues, tools, and teaching approaches that they can implement in their own courses. In this model, “librarians would spend a significant amount of time providing strategic and sustained faculty development related to information literacy, with the intent that faculty will effectively incorporate information literacy-related goals, learning outcomes, assignments, activities, and assessments into their courses



and programs.”²² Jane Hammons has served as a leader and professional facilitator for those working in the faculty development space. Through a professional community of practice for librarians currently practicing or interested in faculty development, Hammons is working to advance the professional conversation around what might ultimately be deemed a more meaningful method of teaching information literacy than the traditional one-shot model.

Many in the field are experimenting with the faculty development approach to information literacy librarianship and are sharing their experiences. Rachel Fundator et al. provide a promising framework, using “informed learning design” in partnership with disciplinary teaching faculty at multiple institutions to “develop learning objectives, activities, and an assessment strategy to enable students to use information in ways that support learning.”²³ The team employed informed learning design and emphasized information-focused learning goals to create effective student assignments, which were then assessed.²⁴

Faculty development is a model many are experimenting with and growing into, as it requires librarians to grow faculty development skills, shift emphasis from tools to pedagogy, and (in many cases) change institutional perspective about what librarians’ roles are.

The Structure of the Reboot

The Penn State Libraries’ 2018 Library Instruction Reboot was a carefully-planned effort, designed to enable LLS to scope their work by identifying target populations, establishing parameters for meaningful curricular partnerships, and investing in development of teaching tools—including learning objects and lesson plans—that best support these goals. To accomplish this, stakeholder buy-in from those affected by the work was essential. Thus, the department conducted several meetings with the leadership of the first-year composition course and engaged in regular written communication with library colleagues via emails and a frequently updated blog.²⁵ Library administrators were also kept informed of the project’s progress and plans, so that they could be openly supportive. To further solidify buy-in from their curricular partners—and ensure that the approaches, tools, and lessons developed were meaningful and useful to them—LLS worked with the coordinators of the first-year composition course to identify a few instructors whose sections would participate in the Reboot as pilot sections for digital badge development. Some undergraduate students enrolled in the course also participated in focus groups with the goals of better understanding student information literacy and research needs as well as ensuring a learner-centered approach to our learning design and teaching.²⁶ Faculty and staff focused on LLS’s efforts to meet needs of students in distinctive populations conducted initial meetings with leaders from identified priority stakeholder partnership groups.

The end results of these collaborations, combined with focused research and development on the part of LLS, were powerful. In sum, the department emerged from the 2018 Library Instruction Reboot with:

- a better understanding of foundational information literacy learners' needs and their instructors' expectations,
- identified learning objectives for the Department's work with the first-year composition course and a more focused set of lesson plans as a direct result,
- a set of criteria for developing and sustaining successful teaching partnerships,
- identified courses and programs for supporting students from distinctive populations,
- a defined size and scope for programmatically offering digital badges as a form of integrated information literacy,
- experience integrating asynchronous learning objects into a course,
- a team-based model for accomplishing instructional work, and
- a better understanding of how to employ iterative design to instruction program development.

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the department worked together on shared objectives cannot be understated. The sub-teams employed during the Reboot afforded an opportunity for individuals' strengths to shine, and for LLS colleagues to get to know one another better as collaborators.

When the Covid-19 pandemic hit in the middle of the spring semester, the transition to Zoom and online teaching was made much easier by many of the tools that had been put in place thanks to the Reboot. The team-based approach to the department's work, coupled with the existence of many new and flexible asynchronous learning objects (or tools that could easily *become*

online learning objects) put LLS at the ready to not only transition online, but to lead the Penn State Libraries more broadly in doing so.²⁷ To date, the department continues to employ a team approach to much of their work. LLS is also well situated as leaders for foundational information literacy-based teaching, learning, and student engagement within the Penn State University Libraries. The department has, in many ways, adopted a Reboot mindset, enabling continued momentum, flexibility and success in meeting student needs.

Employing a Reboot Mindset

To say the least, teaching librarianship is at a precipice, one that may lead to a paradigm shift in how we as librarians and the academy at large view information literacy instruction. What each of the institutions highlighted in the literature review has in common is that they are finding ways to continuously innovate with teaching initiatives. Each



has found a way to make space to try new approaches to scaling instruction in ways that are ultimately more meaningful to students, faculty, and librarians. Each has also put aside or largely decreased their teaching of on-demand one-shot information literacy classes in favor of more integrated strategies with positive long-term outcomes.

LLS has also wrestled with challenges of scale, especially given personnel contraction alongside growth in the university's student population. Natural cycles of turnover mean that a majority of the current (2025) team was not part of the 2018 library instruction Reboot. That fact has not, however, meant the end of the reboot mindset. Invaluable takeaways from the Reboot include a persistent departmental culture of flexibility, iterative design, mindfulness, and teamwork.

The lessons about design choices—flexible and accessible learning objects are key—continue to drive LLS's instructional development efforts. When deciding whether to create a new learning object (LO), the sub-team doing the work first evaluates whether the LO might be adapted to multiple use cases. The team-based approach to most project-level work has remained essential to success. The team-based model offers support, flexibility, and continuity, thereby solidifying the longevity of efforts. Team-based work has meant that no one must go it alone in their efforts, and fewer priorities fall through the cracks because each team has a clear area of focus. The term *transformation* characterizes well the driving force behind the work LLS has undertaken since the Reboot.

Reboot Projects Today

Digital Badges

Digital badges were identified during the Reboot as a meaningful and effective method to embed information literacy in courses. The first-year composition course used general information literacy digital badges in several residential sections and all online sections. In addition, several disciplinary courses, located at multiple Penn State campuses, employed badges focused on academic integrity, citations, and source evaluation. Scale was still a concern with badges because most of them were evaluated by an individual rather than auto-graded; however, efforts were underway to use AI to assist with triage.²⁸ Unfortunately, Penn State's homegrown digital badge platform lost critical budget, personnel, and technology support and was sunsetted in 2022. That said, the digital badge model of library instruction provided a template for moving forward with integration of other digital learning objects. Many of the original badges, in fact, were transformed into Canvas (the LMS) modules that instructors and librarians can continue to embed in courses.

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Streamlined Library Instruction

First-year rhetoric and composition and English as a Second Language classes continue to dominate LLS's instruction focus, as a common entry point for working with first-year students and foundational information literacy learners. As a result of the Reboot, the instruction team now employs a few common lesson plans with accompanying PowerPoints for one-shot instruction, rather than reinventing a similar plan for each section that visits the library. This has reduced the required teaching preparation time and has also made onboarding new library instructors much easier.

In 2024, the LLS team was presented with an opportunity to participate in an advisory role on the revision of the first-year rhetoric and composition course. As a result of

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this consultation, the common syllabus for that course now includes assigned Credo information literacy modules (modules produced by the third-party company Credo) and has rotated through a few different library-produced videos and modules to help students learn how to, a) evaluate information and b) find information using the Penn State Library online. While LLS still teaches several one-shots each semester for this course, the numbers of requests have decreased significantly since integration of the asynchronous learning objects. Direct

support has shifted to the course instructors, who we meet with at the start of the semester as a group, and to students when they are working on their assignments and are encouraged to use the library's peer-to-peer reference service.

One-shot instruction levels for the ESL course have intentionally remained close to 100 percent, as LLS and the program leaders for that course believe strongly in offering our non-native speakers direct in-person support should they need it. For many, using a library in the United States is a new experience, and having access to an instructor who can answer nuanced questions is important.

Getting Started with Research Module

Since its launch in 2020, the Getting Started with Research (GSRW) online module has become a staple within several foundational information literacy programs at Penn State. The module guides students through the beginning steps of college-level research—picking a topic, figuring out search terms, and getting some resources from library databases. As students proceed through the module, they complete a research log related to a topic of their choosing. That log is then emailed to the student upon submission.

Fast forward to 2025, and over 12,600 students have completed the module and submitted the research log. The numbers of participants have varied with each passing semester, but in 2024/25, over 970 research logs were submitted by students. While use is down from its pandemic peak, GSRW remains a strong and important tool in LLS's instruction arsenal. In fact, this module, which was designed to be completely location-



agnostic, serves many of Penn State's 24 campuses in addition to University Park, where LLS is located. Students at the Harrisburg campus do not receive library workshops in ENGL 15 (the first-year rhetoric and composition course), but GSWR is embedded in their course. The World Campus (Penn State's online learning arm) ENGL 15 course has integrated the module into its syllabus, and many instructors at University Park and some at the Brandywine campus have also incorporated GSWR into their courses.

Research into the module's effectiveness as a teaching tool revealed that students who experience the module are generally successful in constructing keyword searches to find information.²⁹ The reflections shared in the research log often reveal newfound understanding as well. For example, one 2024/25 student wrote, "This module helped change my initial research product into being more refined and coming up with more relevant results. In the future, I will now use more related keywords to refine my online search and find better, more relevant sources." Another said,

Looking back on my first research experience, this module has truly improved how I search for and assess sources. While I used to prioritize relevance and authority, now I pay close attention to bias and the currency of information. Moving forward, I plan to incorporate advanced search methods more consistently and analyze sources for objectivity and timeliness. A major lesson I learned is the significance of combining keywords and site-specific searches to boost the accuracy and relevance of search outcomes. I will be using everything I learned in this module in my future research.

Responses such as these are not rare and demonstrate that students are indeed learning from asynchronous library instruction and gaining valuable skills that directly support them in their coursework.

Support for Diverse Learners

The LLS Student Engagement and Outreach Team, formed as part of the Reboot, articulated goals related to exploring and establishing partnerships in support of students from diverse backgrounds, including veterans, multicultural and international students, first generation students, and others.³⁰ In addition to providing intentional, direct support to students enrolled in beginning ESL classes, the LLS team has intentionally developed its student engagement and outreach programs to support learners from many diverse backgrounds. This sub-team within LLS has seen change, both internally in terms of personnel and externally with shifting university programs and priorities.

That said, LLS has formed a strong partnership with the University Park campus's Chaiken Center for Student Success, a unit that now serves as an umbrella for many student success initiatives including academic coaches, first-gen student support, transfer student support, and first-year summer admit students.³¹ LLS has representation on the Penn State First-Gen Advisory Council and has partnered with the Student Success Center to help sponsor their annual First-Gen Student Support Summit.³² LLS's Student Engagement and Outreach Team has evolved along with the university to place emphasis on student belonging and wellbeing, and they work to promote the library as a space and service that directly supports student wellbeing, through the LibWell program.³³ The LibWell program's mission is to:

Enhance and support wellbeing by developing spaces and resources, connecting students with university partners, and providing wellness information and programming to uplift all students so that they can flourish.³⁴

LibWell initiatives have included zine workshops, creating sensory rooms, offering e-books and audiobooks through the Libby app, and hosting a DeStress Fest at the end of each semester.

No matter the form that support of students as individuals takes, the team's approach to developing and supporting meaningful partnerships—an approach developed in the Reboot—provides a cornerstone for success. When developing campus partnerships, the team works to:

- identify departments with shared goals and complementary strengths
- actively seek opportunities to collaborate, and
- focus on relationship building, communication, and establishment of defined roles and objectives for each partner.³⁵

In addition, student engagement and outreach events are grounded in learning outcomes, and LLS offers templates so that others at different Penn State campuses can replicate them.

New Directions

With continued *transformation* as a motivating and guiding force, LLS has recently added the new Teaching Transformation Team (T³) to its ranks. Inspired by the profession-wide

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movement toward faculty development as model for teaching information literacy, this team serves as a consultation and innovation entity comprised of the instruction coordinator, department head, digital learning engagement coordinator, instructional designer, and undergraduate research and instruction librarian (see Figure 2 for current department organization). They collaborate to develop online learning objects, manage a Canvas Information Literacy Repository, and communicate with and support

library and teaching faculty. Whenever possible, learning objects are developed to be repackaged as desired and are location-agnostic.

Since its formation in 2024, the team has offered consultations to library faculty who want to transform their teaching, whether for reasons of scale, innovation, or both. The team has supported projects to develop a new information literacy module in Canvas that employs the SIFT method of information evaluation to news sources and another in which a librarian is authoring an OER book to support honors capstone students.³⁶ In addition, the team is actively engaged in transforming LLS's teaching via asynchronous learning objects where appropriate, in consultation with the department's primary liaison

groups. In addition to the mentioned integrations in the ENGL 15 class, the Teaching Transformation Team has launched two LibWizard virtual open house modules, to provide location-agnostic orientation experiences for both residential and online students. They also developed a module for the Penn State World Campus Academic Success Kit (ASK) titled "Finding Sources for an Assignment." The ASK is available through Canvas to registered Penn State students. Because it is marketed specifically to online World Campus students, T³ created a standalone version in their Canvas Information Literacy Repository, which can be easily integrated into any course. The team launched a monthly newsletter, the *Teaching, Learning, and Student Engagement (TLSE) Update*, to serve as a communication hub for anyone in the library working in the space of teaching and information literacy. Articles have included launch announcements for new learning objects, highlights of outreach events, and advertisements for relevant professional development opportunities.

In 2025, the group also launched the Information Literacy Toolkit, which serves as one-stop web page to guide librarians and teaching faculty to both library-created and third-party resources (such as Credo tutorials) that can be easily integrated into either library or course instruction.³⁷ Initial steps to introduce the toolkit to colleagues have included internal announcements via the *TLSE Update* newsletter and a "Talking about Teaching" lunchtime session for university faculty through Penn State's Schreyer Institute for Teaching Excellence. While the transformation of LLS from an on-demand instruction and student engagement and outreach shop to a hub of consultants for librarians and faculty is still developing, the promise of the model is strong. This does mean that LLS teaches fewer one-shot classes and for some populations, it means less facetime with

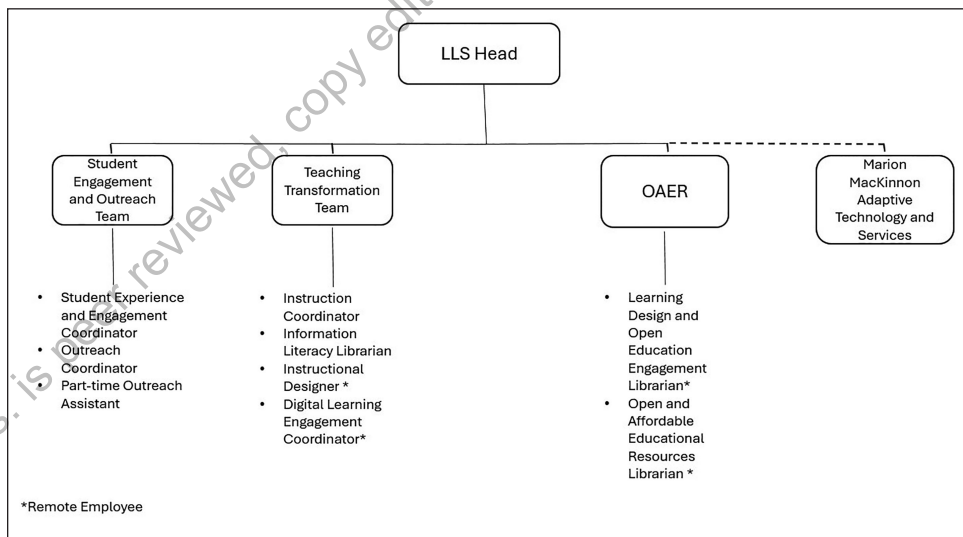


Figure 2. Library Learning Services current personnel, shown by their working teams. Note that several employees are remote from the University Park campus. There is a dotted line to Adaptive Technology Services because, while they report to LLS, their work does not overlap with information literacy instruction work.



By combining concerted efforts to develop and offer well-placed asynchronous learning objects alongside one-shot instruction in the most impactful places, LLS has been able to increase their reach in meaningful ways even while personnel and budget fluctuate.

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students. However, more time is spent consulting with library colleagues, teaching faculty, and instructional designers to identify opportunities to provide scaled information literacy integrations that likely reach more students overall. That said, in-person teaching is still a vital component of the LLS portfolio; time is spent on development and implementation of instruction and outreach programs for distinctive populations, such as the ESL course and first-generation students. By combining concerted efforts to develop

Reboot Recommendations

At the outset of this article, the following tangible benefits of the 2018 Library Instruction Reboot were shared. LLS:

- gained a better understanding of foundational information literacy learners and their instructors,
- identified learning objectives for their work with the first-year composition course and a pared-down set of lesson plans as a direct result,
- created a set of criteria for successful teaching partnerships,
- identified courses and programs for students from distinctive populations,
- defined a size and scope for offering digital badges as a form of integrated information literacy,
- experienced integrating asynchronous learning objects into a course,
- created a team-based model for accomplishing work, and
- acquired a better understanding of how to employ iterative design to instruction program development.

Even in the face of many changes, these benefits inform LLS's work today. For those considering a reboot of an instruction program, the LLS team recommends:

- Stop and reflect on the impact of work that interferes with the capacity to innovate and develop deeper collaborations. It's not always possible to set aside an entire semester to focus on strategic work; however, it might be doable to stop one initiative that dominates time or to set aside one day (or even one hour) a week for strategic, forward-thinking work.
- Set clear goals for your strategic work. Be mindful and intentional. Make sure that everyone in your unit understands the strategic goals and can articulate them easily. Develop your "elevator pitch" for why this is needed, to help ex-



plain to other stakeholders why less-strategic initiatives may have paused and work on future goals has commenced.

- If your instruction unit is small, adapt the multiple-team approach to a single-team approach. Set clear priorities and individual responsibilities, along with regular communication mechanisms across the team.
- Identify the collaborators and stakeholders who are affected by your work. Whether they are current or possible future partners, make a plan to communicate with them about your efforts.
- Keep administrators in the loop. They can be your best advocates when they understand that you are actively engaging in innovation and development that will increase your department's reach and impact in the future.
- Be flexible. Change is constant and inevitable. You may find that your well-intentioned plans are not fruitful, and that is OK. The important thing is to communicate about how things are going and be ready to adapt to reality.

Conclusion

Library Learning Services' 2018 Library Instruction Reboot represents an intentional effort by one library instruction unit to disrupt the norm of their foundational information literacy initiatives and create a nimbler program that is in tune with student needs. At the core of the unit's work is a team-based, collegial structure for accomplishing work that leverages individual expertise, reduces siloed efforts, and provides more flexibility. The teams and their missions may continue to morph and flow to adapt to the changing university landscape but are always driven by a spirit of iterative and sustainable design. Taking the opportunity to make space for the department to reimagine its work several years ago has continued to pay dividends in terms of productivity and developing sustainable, meaningful partnerships that support student learning into the future.

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