Summary of Activities

The Professional Development Committee (PDC) enjoyed a busy and productive year. After determining the types of online presentations we intended to sponsor during the year, we did a call for proposals in September of 2018 and subsequently selected six presentations to sponsor in 2018-2019 (and one that is scheduled September of 2019, as well). The programs, as well as their registration and attendance, are listed below:

Tenure Track Positions: Could I Survive? Could I Thrive? | December 6, 2018
Karen Sobel, Gene Springs, and Barbara Burns Moran
Registered - 342. Attended - 145
URL: https://youtu.be/NJqV9pPx5LQ

A Culture of Accessibility Through Policy and Communication | December 11, 2018
Angie Brunk
Registered - 394. Attended - 163
URL: https://youtu.be/iil0KPkHKZHU

Establishing a Scholarly Communication Baseline: Using Liaison Competencies to Design Scholarly Communication Boot Camp Training Sessions | January 30, 2019
Cindy Shirkey, Jeanne Hoover, Katy Webb
Registered - 342. Attended - 163
URL: https://youtu.be/S4C7mJD0EfQ

Beyond Library Diversity Residencies: Strategies to Recruit, Retain, and Promote Librarians of Color | February 19, 2019
Jessica Dai, Grace Adeneye, Jesus Espinoza
Registered - 607. Attended - 337.
URL: https://youtu.be/NJn4pyDm1fU

Beyond Citation Counting: Metrics and Altmetrics for Demonstrating Scholarly Impact | March 19, 2019 | 11am CST
Erin Owens
Registered - 358. Attended - 161.
URL: https://youtu.be/w_RufVKchtk

I Didn't Mean Anything by it: How Racial Microaggressions are Perceived | April 23, 2019 | 1pm CST
Audrey Robinson-Nkongola
Registered - 1,242. Attended - 491
URL: https://youtu.be/AU0rcBXfpCo

The table below gives an indication of the comparison of the committee’s activity this year versus in 2017-2018 in terms of number of programs, registrations, and attendees:
<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Number of attendees</td>
<td>1252</td>
<td>1460</td>
</tr>
<tr>
<td>Number of registrants</td>
<td>3372</td>
<td>3285</td>
</tr>
</tbody>
</table>

Committee members were in agreement at both the beginning and end of the year that we would prefer to do fewer programs of equal or higher quality than the year prior in order to ensure sustainability and a reasonable workload for committee members. At the end of the year, we also noted that it is common for number of registrations to be considerably higher than number of attendees. We welcome this, and indicate in our marketing that all registrants will receive a recording of the program.

Each program included an evaluation that invited general feedback on the presentation (quality of content, quality of presentation style, extent to which expectations for the program were met) through quantitative questions. The evaluations also gave the opportunity to provide qualitative feedback, both about the program and what type of content attendees would like to see from the Professional Development Committee in the future. We received very positive feedback about five of the six programs, and more mixed response to one. We concluded a systematic review of feedback from the evaluations in early July of 2019 to inform our practice in the future. Some anticipated changes for 2019-2020 include:

- Increased emphasis on best practices for presenting online to be included on the call for proposals, and in the process of preparing for the presentation itself.
- Increased consideration of whether or not a particular topic is best suited to be presented by an individual or a panel.
- Modifications to protocol for the practice session preceding each program, including the expectation that the presenter(s) will do a dress rehearsal of the first 10-15 minutes of their content, and that committee members will provide constructive feedback.

Other activities this year included revisions to the content of the PDC LibGuide that articulates the procedures for planning and executing programs, plus initiating a more comprehensive overhaul of that content to be completed in late summer 2019. We also established a co-chair role that will take effect in 2019-2020.

Further information about the year’s activities can be found in our meeting minutes on ALA Connect.

Contributions to ACRL Plan for Excellence

The 2018-2019 PDC’s work contributed to two of ACRL’s four articulated goals categories. Specifically, the committee made contributions related to Research and Scholarly Environment and New Roles and Changing Landscapes.

Research and Scholarly Environment
Goal: The academic and research library workforce accelerates the transition to more open and equitable systems of scholarship.

Two of this year’s programs focused on topics related to the research and scholarly environment: specifically:

- **Establishing a Scholarly Communication Baseline: Using Liaison Competencies to Design Scholarly Communication Boot Camp Training Sessions** | January 30, 2019
  Cindy Shirkey, Jeanne Hoover, Katy Webb
  Registered - 342. Attended - 163
  URL: [https://youtu.be/S4C7mJD0EfQ](https://youtu.be/S4C7mJD0EfQ)

- **Beyond Citation Counting: Metrics and Altmetrics for Demonstrating Scholarly Impact** | March 19, 2019 | 11am CST
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By providing online programs in these areas, the PDC increases librarians’ access to education that can serve as a foundation for fulfilling this goal.

*New Roles and Changing Landscapes*

Goal: The academic and research library workforce effectively fosters change in academic libraries and higher education environments.

Per the PDC’s charge, our overall goal is to create professional development opportunities to “ensure ULS members are able to obtain the relevant experience and continuing education needed to further the profession and address the challenges facing university libraries.” Many of the programs offered this year -- particularly those focused on diversity, inclusion, accessibility, and the changing scholarly/research landscape -- were focused on fostering change in academic libraries and higher education environments.