The Ames Library
Information Literacy Plan
March, 2011

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Prepared by:
Chris Sweet
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Purpose

The purpose of this document is to articulate a plan for furthering the incorporation of Information Literacy into the Illinois Wesleyan curriculum. The Information Literacy Plan outlines the history of Information Literacy at IWU, current related efforts, the relationship to larger campus initiatives, and the strategic goals of the program.

What is Information Literacy?

The American Library Association’s definition of Information Literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

A slightly more nuanced definition comes from the seminal article, Information Literacy as a Liberal Art by Shapiro and Hughes. They define Information Literacy as ”a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact.” True Information Literacy extends well beyond just learning the tools of academic research to include essential broader concepts such as intellectual freedom, critical thinking, source evaluation, and ethical use of information. In 2000, the Association of College and Research Libraries (ACRL) published Information Literacy Competency Standards for Higher Education.

According to the standards, an Information Literate student is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

The Importance of Information Literacy in the 21st Century Liberal Arts Education

Committee-generated standards from national associations are general by nature, so what is the role of Information Literacy in the 21st Century liberal arts education and at Illinois Wesleyan, specifically? The Illinois Wesleyan Mission Statement identifies “Critical Thinking” and “Spirit of Inquiry” as two core components of an IWU liberal education. Information Literacy instruction is a necessary element of an undergraduate liberal

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education that assists students in achieving these goals. Serious critical thinking cannot be achieved without rigorously evaluating information and fostering a true spirit of inquiry requires more than just providing access to Google. Susan Perry, a Senior Advisor with the Andrew W. Mellon Foundation, answers the core “So What?” question as follows:

The ‘liberal arts’ . . . were founded as an education for a free (‘liberal’) people, and our traditional four-year education embodies that ideal. The first two years we try to give our students a breadth of knowledge, so that they may have a base of information from which to choose. Our second two years, usually in a major, we try to give them some depth in one area, along with the tools for finding information, analyzing it, and making critical judgments. We try to educate our students to make knowledgeable choices, to be free. Information fluency [literacy] is crucial in an age of proliferating and connected knowledge that increasingly pervades not just the academic world but our lives at home, in the workplace, and in our inescapable global context.  

Beyond the IWU campus, the Association of American Colleges and Universities (AACU) has also specifically recognized Information Literacy as one of the “Essential Learning Outcomes” for undergraduate liberal education. Beyond academia, Information Literacy has increasingly been acknowledged as an essential 21st century skill by government entities and the business world. Through a Presidential Proclamation, Barack Obama designated October 2009, National Information Literacy Awareness Month. The Proclamation notes, “In addition to the basic skills of reading, writing, and arithmetic, it is equally important that our students are given the tools required to take advantage of the information available to them. The ability to seek, find, and decipher information can be applied to countless life decisions, whether financial, medical, educational, or technical.” As our country continues its conversion to an information economy, businesses are demanding that educational institutions produce information literate graduates. In 2002, the U.S. Department of Education in conjunction with major businesses including: Apple, Dell, Microsoft and Cisco, formed the Partnership for 21st Century Skills. This group identified Information Literacy as a key 21st century skill students need “to succeed as effective citizens, workers and leaders.” Information Literacy should be taught and valued not only as an academic skill, but also as a life skill for which there is increasing demand within the 21st century job market.

The Ames Library Information Literacy Mission Statement

The Information Literacy Program supports Illinois Wesleyan University’s goal of furthering the intellectual development of the entire campus community while encouraging independent, life-long learning among its constituency.

The program’s objective is to facilitate through outcomes-based instruction the academic community’s acquisition of the tools and education necessary to critically employ information in professional and everyday life. Through collaboration and coordination of the library, teaching faculty, University departments, and the
curriculum, the program strives to develop the knowledge and progressive skills to support the scholarship and research of students and faculty.

Specific goals of the Information Literacy Program are to help members of the campus community:

- understand the organization of information;
- effectively select and access both printed and electronic resources;
- critically evaluate the authority, relevance, and usefulness of information encountered in various media and formats; and
- use information ethically to express and communicate their ideas.

-adopted 2002

*See Appendix for The Ames Library Mission and Vision Statements

### Information Literacy Program Goals and Strategic Planning

The Ames Library “Building on Our Strengths Strategic Plan”[^3] was adopted in 2005. Theme 1 of the plan includes the goal of “Interweave information literacy into student learning and faculty development.” Listed below are specific goals for the Information Literacy Program that will assist The Ames Library in meeting this larger strategic goal.

**Goal 1:**

**IWU adopts Information Literacy as part of the university’s identity.**

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| Investigate the possibility of grant funding for a campus-wide faculty Information Literacy initiative. | • Chris Sweet, Information Literacy Librarian  
  • Karen Schmidt, University Librarian  
  • Sponsored Programs and Foundation Relations Office | Preliminary research completed by Dec. 2011 |
| Continue to advocate for the incorporation of Information Literacy into the IWU Strategic Plan. | • Chris Sweet, Information Literacy Librarian  
  • Karen Schmidt, University Librarian | Ongoing                           |
| Highlight library Information Literacy contributions during accreditation process. | • Self-Study Criterion 3&4 Committees                                                     | Aug. 2010-August 2011            |

**Goal 2:**

**Integrate library instruction and Information Literacy throughout the curriculum and throughout all four years.**

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| Spearhead conversations about Information Literacy with key faculty and   | •Chris Sweet, Information Literacy Librarian  
| administrators.                                                           | •Karen Schmidt, University Librarian  
|                                                                           | •Zahia Drici, Associate Dean of the Curriculum  
|                                                                           |                                                                           | Ongoing           |
| Explore the potential for creating an Information Literacy flag for IWU    | •Stephanie Davis-Kahl, Scholarly Communications Librarian  
| courses                                                                  | •Meg Miner, University Archivist & Special Collections Librarian  
|                                                                           | •Curriculum Council  
|                                                                           |                                                                           | Ongoing           |
| Continue to partner with the Writing Program in order to achieve a high   | •Chris Sweet, Information Literacy Librarian  
| level of Information Literacy integration into writing courses.           | •Writing Program Implementation Committee  
|                                                                           |                                                                           | Aug. 2010-      
|                                                                           |                                                                           | May 2012         |
| Continue to support and highlight individual librarians’ efforts to       | •All library faculty                                                                   | Ongoing           |
| integrate Information Literacy throughout the curriculum.                |                                                                           |                  |
| Begin incorporating feedback from the Council of Independent Colleges    | •Marcia Thomas, Director of Collections & Technical Services  
| (CIC) Information Fluency in the Disciplines Workshop (Feb. 2011).       | •Zahia Drici, Associate Dean of the Curriculum  
|                                                                           | •English Faculty  
|                                                                           |                                                                           | Beginning Aug. 2011 |

**Goal 3:**

**Provide Information Literacy continuing education / developmental opportunities for faculty, staff and student workers campus-wide.**

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| Conduct an Information Literacy needs assessment for all IWU staff.        | •Chris Sweet, Information Literacy Librarian  
|                                                                           | •Karen Schmidt, University Librarian  
|                                                                           |                                                                           | Completed by Dec. 2011 |
| Continue to collaborate with the Thorpe Center on Information Literacy    | •All library faculty                                                                   | Ongoing           |
| related workshops.                                                        |                                                                           |                  |
| Bring in at least one outside Information Literacy / teaching expert to   | •Chris Sweet, Information Literacy Librarian  
| assist in library and teaching faculty professional development.          |                                                                           | At least once per year |
| Require Ames Library student information Desk workers to attend at least one librarian-led instruction session per semester. | •Sue Stroyan, Information Services Librarian | Pilot fall 2010, Implement fall 2011 |
| Librarians begin to participate in peer-to-peer learning by attending at least one colleague’s instruction session per semester. | •All library faculty | Fall 2011 |

**Goal 4:**

**Experiment with innovative ways to teach students Information Literacy.**

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<tr>
<td>Explore greater involvement in courses currently including just one instruction session. This could take the form of follow-up meetings with students, an additional workshop, participating in online class discussions or having some role in reviewing student work that results from research.</td>
<td>•All library faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Continue experimentation with embedded librarianship models, including more intensive librarian involvement with a single class. This could be in-person or through learning/course management system(s) used throughout the University such as Moodle.</td>
<td>•All library faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Develop partnerships in teacher training and continuing education with the Mellon Center.</td>
<td>•Chris Sweet, Information Literacy Librarian •Karen Schmidt, University Librarian</td>
<td>Beginning Spring semester, 2011</td>
</tr>
<tr>
<td>Experiment with co-teaching, team teaching, or providing extensive research support for credit courses.</td>
<td>•All library faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Explore the possibility of librarians teaching credit courses—particularly within the Gateway sequence or May term. Gateway and May term are targeted because they are not discipline-specific and there is a campus desire to have fewer adjuncts teaching these courses.</td>
<td>•All library faculty</td>
<td>Ongoing</td>
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**Goal 5:**

**Improve assessment of the Information Literacy program and library teaching effectiveness.**

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<td>Implement an ongoing Information Literacy</td>
<td>•Chris Sweet,</td>
<td>Possible pilot for fall</td>
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benchmarking/assessment program for all students.  
Information Literacy Librarian  
• Karen Schmidt, University Librarian  
• Lynda Duke, Academic Outreach Librarian  
2011

Create and utilize a standardized online assessment form for library instruction sessions.  
• All library faculty  
Pilot spring fall 2011

Create and utilize a follow-up instruction session evaluation questionnaire for teaching faculty.  
• All library faculty  
Pilot fall 2011

Drawing on experience gained during the ERIAL project, continue to incorporate ethnographic research methods into Information Literacy program assessment.  
• Chris Sweet, Information Literacy Librarian  
• Lynda Duke, Academic Outreach Librarian  
Explore possible assessment design in fall 2011

### Institutional Collaborations and Opportunities

An effective Information Literacy Program is a highly collaborative effort. Meaningful integration into the curriculum requires both a common understanding of program goals and a focused effort from many campus stakeholders. This section of the plan identifies those institutional partners as well as current and upcoming institutional opportunities for further integration of Information Literacy into the IWU curriculum.

### Institutional Partners / Stakeholders for Information Literacy Initiatives:

- Provost and Dean of the Faculty  
- Associate Provost for Academic Planning and Standards  
- Associate Dean of the Curriculum  
- Curriculum Council  
- Mellon Center for Faculty and Curriculum Development  
- Writing Program  
- School and Program Department Heads (~30)  
- Thorpe Center  
- Director of Academic Advising

### Institutional Opportunities

Listed below are significant institutional opportunities that have some relationship to Information Literacy. These will change frequently as new opportunities arise. This section of the plan should be thoroughly updated with each biennial revision of this plan.
ERIAL: The Ethnographic Research in Illinois Academic Libraries\textsuperscript{10} (ERIAL) project was a study of the student research process (2008-2010). The project was funded by a Library Services and Technology Act (LSTA) grant awarded to Northeastern Illinois University (NEIU) by the Illinois State Library. The goal of the project was to understand how students conduct their research, and how relationships between students, teaching faculty and librarians shape that process. Five Illinois academic libraries (including The Ames Library) participated in the study which was designed and implemented with the help of two full-time anthropologists. The study used ethnographic research methods such as interviews, photo journals, mapping diaries and cognitive mapping. A primary goal of the study was to use the results to develop more user-centered library services.

Some of the conclusions drawn from this research were startling to librarians and teaching faculty. By and large students lacked the most basic academic research skills including: “(1) an inability to correctly read and understand citations, (2) little or no understanding of cataloging and information organization systems, (3) no organized search strategies beyond "Google-style" any word, anywhere searches, and (4) poor abilities in locating and evaluating resources (of all types).”\textsuperscript{11} Beyond these knowledge gaps, the majority of students did not understand what an academic librarian does or how they could be of assistance in their coursework.

The Ames Library was heavily invested in this research and data collected from this project is creating a strong evidence-based platform from which to change current library instruction practices and launch new Information Literacy initiatives.\textsuperscript{12}

**IWU Writing Program:** The mission of the IWU Writing Program is to “catalyze a culture of writing on campus which encourages the use of writing to construct knowledge in all disciplines.”\textsuperscript{13} Research is a critical component of many writing assignments, thus a close working relationship between the Writing Program and The Ames Library is mutually beneficial. In September 2010, the Writing Program concluded a self-study by bringing in two expert, external evaluators. In their official review the evaluators identified the integration of information literacy into writing instruction as one of the strengths of the program: “The comment we heard several times about integrating information literacy with writing instruction is particularly compelling. We understand that the Writing Committee has recently received information literacy outcomes.\textsuperscript{14} Considering those outcomes along with current writing outcomes has the potential to lead to an innovative curriculum that could serve as a model for other institutions, that could become a signature for Illinois Wesleyan’s Writing Program, and could result both in recognition from the Conference on College Composition and Communication in the form of a Writing Program Certificate of Excellence (a goal of the program) and in additional funding, perhaps in the form of an extension of the Mellon grant that currently provides many of the resources for the program.”\textsuperscript{15} Increased collaboration with the Writing Program will be a major area of focus for continued integration of information literacy into the IWU curriculum.

**Accreditation:** Illinois Wesleyan University is a member of the North Central Association (NCA) and is accredited by their Higher Learning Commission. IWU will undergo accreditation in 2012-13. A campus-wide self-study was begun during the 2010 fall semester. The Higher Learning Commission has established 5 main criteria for accreditation. Library resources and Information Literacy are major elements of *Criterion 4: Acquisition, Discovery and Application of Knowledge*. This specific criterion and many other aspects of the self-study and accreditation process should provide a chance to reflect on the successes of The Ames Library and

\textsuperscript{10}Ethnographic Research in Illinois Academic Libraries. \url{http://www.erialproject.org/}
\textsuperscript{11} The ERIAL Project: Ethnographic Research in Illinois Academic Libraries.
\textsuperscript{12} Lynda Duke, Monica Moore, Sue Stroyan and Suzanne Wilson formed the IWU ERIAL Project team.
\textsuperscript{13} IWU Writing Program. \url{http://www.iwu.edu/writing/index.shtml}
\textsuperscript{14} These Information Literacy Outcomes for the Writing Program are available in the appendix to this document.
\textsuperscript{15} This final review document has not yet been made available on the Writing Program website.
the Information Literacy Program as well as provide opportunities to discuss how the program could be strengthened and better integrated into the IWU curriculum.

**Gen Ed Review:** In 2006, a new strategic plan for the university was adopted. It includes plans for a comprehensive curricular review. The current phase of this project involves reviewing the Gen Ed courses and requirements at IWU. This review is providing multiple opportunities to discuss better integration of Information Literacy into the IWU curriculum.

**A Brief History of Library Instruction**

To better understand the current state of library instruction, both at IWU and within the field of academic librarianship as a whole, a high-level overview of the history of library instruction in higher education is helpful. It wasn’t until the latter half of the 19th century that librarianship solidified into a distinct profession with its own academic degree. Librarians within late 19th and early 20th century U.S. universities primarily served the role of gatekeepers. Bookstacks were generally closed to students. Besides providing access to collections, librarians offered readers advisory services where they told students what they should be reading. Library instruction in this era may have included orientation tours for new students. During the mid-20th century as library collections rapidly grew in size, they increasingly required specialized skills to navigate. Dramatic growth in research and publishing resulted in the creation of many discipline-specific library tools such as indices, abstracts, bibliographies and union catalogs. Library instruction became more tailored to the research tools and needs of specific disciplines. Still, instructional duties were a small component of most academic librarian’s jobs when compared to “traditional” duties like cataloging, collection development and reference services.

In the last 30 years, higher education as a whole has focused more on the essential concepts and processes that are critical to learning. Library instruction has followed suit with an increased focus on “big picture” learning goals in addition to teaching basic research tools and skills. This marked the beginning of a transition from focusing on academic libraries as more than just passive repositories of information to the concept of “Teaching Libraries.” A teaching library “is characterized by its commitment to instruction as a core library service and by robust instructional service program that reflects not only the teaching and learning that goes on in the classroom, but also that which goes on in the co-curriculum, the extra-curriculum, and the surrounding community.”16 The history of library instruction at IWU has generally mirrored these national trends. Historical library instruction successes and failures have shaped both this plan and current instruction practices within the Ames library. This valuable portion of institutional history is detailed in two documents included in the appendix: “The History of Library Instruction at Illinois Wesleyan University” and a 2006 white paper entitled: “Information Literacy at The Ames Library: Past, Present and Future.”

**Information Literacy at IWU**

Current Information Literacy instruction efforts at IWU are best understood when divided by target audiences. These audiences are: students, teaching faculty and staff.

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**Students:** The great majority of Information Literacy instruction is targeted towards students. This instruction is delivered in two main formats: in-class sessions and research assistance interactions.

During the 2009-10 academic year, the Ames librarians taught 136 in-class instruction sessions. Librarians were invited in to teach instruction sessions to 15 out of 32 Gateway Courses. A small percentage of instruction sessions were what has come to be known in the profession as “embedded librarianship”. Similar to the concept of embedded journalism, embedded librarianship involves a librarian playing a more active role in the course as a whole.

The second major mode of delivering Information Literacy instruction to students is through research assistance interactions. These take two forms. Students are encouraged by library and teaching faculty to use librarian office hours to set-up one-on-one appointments with their liaison librarian whenever they are struggling with a research-based assignment. These intensive one-on-one sessions are often one of the best ways to teach research, critical thinking and evaluation skills. Students also drop in to the library and receive help from whichever librarian is on call.

Additional potential methods of delivering library instruction to students are outlined in the Goals and Strategic Planning section below.

**Student Workers:** Each semester IWU employs around 800 work study students. In most departments and offices on campus, these students are our front lines for customer service. The Ames Library student workers are one important sub-set of this audience. An established training program for these student workers addresses many Information Literacy elements, but there is certainly room for improvement and expansion. Writing tutors should also receive some Information Literacy training each semester. Other campus student workers may have unrecognized Information Literacy needs. The Ames Library will continue to evaluate appropriate opportunities for reaching out to these students.

**Teaching Faculty:** Providing Information Literacy continuing education opportunities to teaching faculty is a second, smaller element of The Ames Information Library Information Literacy Plan. These opportunities encompass a variety of formats including: non-orgs, faculty colloquiums, lunchtime workshops, presentations to departmental meetings, one-on-one instruction and more. Subjects for these sessions are diverse, but often include: plagiarism, research assignment design, current research skills, intellectual freedom, etc. Every year the library provides instruction for new faculty and new Gateway faculty. Our campus partners in these efforts include: the Provost’s Office, the Mellon Center, and the Thorpe Center.

**Staff:** From an Information Literacy standpoint, the needs of IWU staff members have not been thoroughly considered. One of the strategic goals for the Information Literacy program is to gain a better understanding of the Information Literacy needs of IWU staff members and the workers they supervise.

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**Staffing & Resources**

Library instruction duties are shared by all Ames library faculty members plus the University Librarian. Each librarian is responsible for coordinating library instruction for teaching faculty members in their designated liaison areas. The library maintains a 26 station computer lab for instruction purposes.
Since most librarians are not trained as teachers, continuing education opportunities are an important component of the Information Literacy program. The University Librarian has allocated funds to support Information Literacy continuing education opportunities. These opportunities include:

1. Monthly internal Information Literacy Best Practices meetings to continue assessing and moving forward with Information Literacy initiatives.
2. Information Literacy Webinars and other virtual learning opportunities.
3. Participation in Information Literacy-focused professional conferences and pre-conferences.
4. Participation in local and regional events such as the annual Illinois Information Literacy Summit and the Illinois Association of College and Research Libraries’ biennial conference.
5. Participation in the ACRL Immersion Teacher Track program. “This track focuses on individual development for those who are interested in enhancing, refreshing, or extending their individual instruction skills. The curriculum includes classroom techniques, learning theory, leadership, and assessment framed in the context of Information Literacy.”17 The shorter “Intentional Teacher” program is another option.

In 2009, The Ames Library created the position of Information Literacy Coordinator. The job description follows:

**Description of Information Literacy Librarian Position and Duties**

**Responsibilities:** Reporting to the University Librarian, the Information Literacy Librarian

- Coordinates and promotes the Library’s instruction program and its assessment;
- Actively pursues partnerships with campus programs and departments and seeks opportunities to integrate library resources and instruction into academic and special programs;
- Develops alternative service models to assist students and faculty and encourages use of the library as a resource;
- Seeks ways to provide training and support for library faculty to enhance their skills in working with students and with faculty to improve the undergraduate academic experience, both inside the classroom and beyond;
- Leads or participates in the design, development, maintenance, and evaluation of web-deliverable interactive learning objects, instructional modules, streaming audio/video, and other online instructional materials via the library’s website.

In meeting these responsibilities, the Information Literacy Librarian:

- Sends out regular Information Literacy round-ups that summarize current Information Literacy scholarship and news
- Coordinates monthly Information Literacy best practice meetings
- Maintains “Research Starters” webpage that contains student-targeted handouts and tutorials
- Manages assessment of Information Literacy Program
- Provides continuing Information Literacy education opportunities for library faculty

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17 Immersion Program Curriculum.  
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/immersion/invitation09.cfm
Outreach & Marketing

Current Information Literacy Outreach and Marketing to Teaching Faculty and Administrators

Currently, library instruction sessions are not a required component of any IWU course. Thus, the ongoing efforts to educate teaching faculty and administrators about the Information Literacy Program are critical to its success. Teaching faculty in particular need to know what instructional services the library offers and why Information Literacy should be a part of their course and assignments. Outreach to administrators and campus committees is essential, particularly when campus policies and guidelines are being reviewed or created.

All librarians:

- Send reminders to teaching faculty at the beginning of each semester asking to include liaison librarian contact information on their syllabi.
- Promote library instruction sessions during departmental meetings and other interactions with liaison departments.
- Serve on appointed and elected campus committees and discuss the Information Literacy Plan and related opportunities when relevant.
- Present library workshops throughout the year on specific Information Literacy topics such as: plagiarism, research assignment design, copyright, etc.

The Information Literacy Librarian:

- Maintains a webpage about library instruction sessions under the “Faculty” section of The Ames website.
- Provides a workshop, with the Academic Outreach Librarian, for Gateway instructors during the Gateway Orientation Program.

The Academic Outreach Librarian:

- Provides an overview of library resources and services for new faculty during their orientation to the University (organized by the Mellon Center).
- Updates the IWU Faculty Handbook, Chapter V, Section F outlining library services for faculty members.
- Updates information in the First Year Advising Guide for advisors.

Outreach and Marketing to Students

The Ames Library does not market library instruction sessions to students, since those sessions are requested by teaching faculty. Ongoing efforts are made to promote research assistance help (traditionally known as reference services) in all forms: one-on-one, drop-in, phone, e-mail or chat.

All librarians:

- Request the inclusion of liaison librarian contact information on course syllabi.
- Sign welcome letters explaining our research assistance services to all students accepted to IWU.
- Meet, by request, with student groups such as: Fraternities, Sororities, Honor Societies, Student Senate and student athletes.
The Information Literacy Librarian:

- Maintains a webpage about library resources for students.
- Works with the Writing Center to train tutors in Information Literacy concepts, as well when to refer students to librarians for research assistance.

Academic Outreach Librarian:

- Attends Parent Orientation (with the University Librarian) during the summer to talk with parents about library services and resources.
- Coordinates orientation events for all new students (first year and transfers), including tours with ALANA, transfer, and international students, participation in the One Stop Shop Campus and Community Fair and Amazing Race, as well as sessions for all incoming students. (Assisted by librarians and various student workers)
- Meets with ORL student staff during their fall orientation.
- Updates description of library resources in the University Course Catalog, Student Handbook, Student Calendar and Turning Titan new student orientation guide.

Marketing and Promotion of the Information Literacy Plan
(Coordinated by Information Literacy Librarian and Academic Outreach Librarian)

- Seek feedback from library faculty and staff
- Seek feedback from Library Advisory Committee
- Place final external version of plan on library website
- Library Blog post about the plan
- Send an executive summary of the plan to all faculty via provosts office
- Present plan at the Department Chairs and Program Directors meeting

**Information Literacy Program Assessment**

Meaningful assessment of an Information Literacy program is a complicated task. It requires a balance of quantitative and qualitative information derived from formal and informal methods. Furthermore, many library instruction sessions are one-time visits to courses, which makes measuring student learning and retention difficult compared to a semester-long course. Current assessment of The Ames Library Information Literacy Program is not particularly robust, nor is it non-existent. Below, Information Literacy Program Assessment is divided into two broad categories: Library Instruction Sessions and Other Components of the Information Literacy Program.

Goal 5 (Improve assessment of the Information Literacy program and library teaching effectiveness) of the *Goals and Strategic Planning* section above details plans for expanding on the assessment of the Information Literacy Program. These goals are reiterated and expanded upon here alongside current assessments.

**Library Instruction Sessions**

Current Assessments
• Collect and analyze library instruction session statistics including: course, instructor, number of sessions, number of students, and topics covered.
• Individual librarians currently use a variety of instruction session assessment tools including online surveys, “minute” feedback forms, and follow-up conversations with teaching faculty.
• The ERIAL Project provided The Ames Library with information literacy pre-/post- test data for Gateway courses along with a wealth of contextual information.
• The University Librarian attends instruction sessions led by junior faculty members and provides formal comments in the yearly supervisor’s letter to the Promotion and Tenure committee.

Planned Assessments

• Create and implement a standardized, online library instruction feedback survey for students
• Create and implement a standardized library instruction feedback form for faculty

Other Components of the Information Literacy Program

Current Assessments

• Librarians have created Information Literacy Learning Outcomes for 1st and 2nd Year Students and for the Writing Program (see appendix). These outcomes will allow for more focused assessment of library instruction efforts.
• Monthly “Information Literacy Best Practices” meetings allow librarians to reflect upon and improve various components of the Information Literacy Program.

Planned Assessments

• Implement an ongoing Information Literacy benchmarking/assessment program that will be administered to a significant portion of incoming and graduating students.
• The Ames Library is planning to undergo an external review in 2011-2012. The external reviewers will be asked to provide feedback on the Information Literacy Program.
• Drawing on experience gained during the ERIAL Project, continue to incorporate ethnographic research methods into Information Literacy program assessment.
• Begin establishing discipline-based Information Literacy student learning outcomes by collaborating with teaching faculty.

Revision Schedule: This Information Literacy Plan will be re-evaluated and updated by all library faculty every 2 years.
Appendix

The Ames Library Mission Statement
The Ames Library provides a setting conducive to interaction, consultation, study and reflection and is dedicated to serving the scholarly needs of the Illinois Wesleyan University community. Library faculty and staff develop and maintain collections that enhance the university curriculum and provide access to global information networks that assist research. They provide expertise in the management of the creation, organization, and distribution of knowledge in a changing environment. Library faculty promote Information Literacy by teaching the use of the tools of scholarship. In keeping with the mission of Illinois Wesleyan University, The Ames Library fosters inquiry and the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for diverse points of view.

March 2004

The Ames Library Vision Statement
As the intellectual heart of the campus, The Ames Library transforms individuals in their quest for wisdom and knowledge and the Illinois Wesleyan University community in its pursuit of excellence.

• Students trust that their needs are the library's top priority.
• Faculty eagerly seek the library as an ally in their teaching and research.
• Individuals and groups investigating new ideas and researching new fields turn to the library first for support, consultation and collaboration.
• Members of the IWU community rely on the library and its staff as a key resource for encouragement, innovation, and service in fulfilling the goals and ideals of the highest quality liberal education.
• Graduates leave the university with the realization that the library was indispensable to their academic accomplishments.

With our people, services, collections, and facilities, The Ames Library makes it easy for our users to navigate the research process and access the highest quality information resources. Motivated by our desire to understand, anticipate, and fulfill the research and information needs of our community, we continually evolve in our efforts to meet those needs. Our passion and commitment for our work inspire a zeal for inquiry in others and is central to our drive to excel. We enthusiastically reach out beyond the walls of the library, initiating and joining cooperative endeavors with others and delivering our services to individuals where they work and live.

April 2004
Information Literacy Learning Outcomes for First and Second Year IWU Students

Knowing how to efficiently locate, appropriately use, and thoughtfully evaluate high-quality information is an essential skill for academic success at Illinois Wesleyan University. Moreover, these skills involve critical thinking which is central to life in contemporary information and knowledge-driven environments. When searching for scholarly resources for an academic assignment, successful students must not only familiarize themselves with a discipline and its particular jargon, but also must have an adequate understanding of how information is created and organized, how to assess sources in order to understand their value to the subject at hand, and how to incorporate information ethically into their work. In addition, students must know how to use the “tools” of scholarship, such as online catalogs, databases, Library of Congress Subject Headings, and many of the other myriad resources available in an academic library. If a student lacks sufficient knowledge in any one of these areas, the quality of their search results, and subsequently the sources on which they base their research, analysis and writing, can be significantly diminished.

Findings from the FRIAL Project (an ethnographic study of IWU students and their research habits conducted in 2008-2010), suggest that our students are entering IWU lacking many of the above skills. The quantitative and qualitative data provide evidence that our students need information literacy skills incorporated into the curriculum in a focused and sustained manner. As part of the Information Literacy Plan for The Ames Library, the librarians have developed a set of information literacy outcomes for first and second year students.

An information literate first or second year student:

Understands the role of academic librarians at IWU as it pertains to their coursework.

Profiticiency may be indicated by:

• Knowing when and why to seek assistance from a librarian
• Knowing where to find appropriate librarian contact info and office hours

Demonstrates basic familiarity with The Ames Library building.

Profiticiency may be indicated by:

• Knowing the general location of physical library materials (books, audio/video, journals, magazines) and how to locate them using Library of Congress call numbers.
• Knowing the location and purpose of the information and circulation desks
• Knowing locations of relevant liaison librarians’ offices

Utilizes core library research tools to meet information needs.

Profiticiency may be indicated by:

• Effectively searching the Ames catalog
• Effectively searching and requesting materials through the I-Share catalog
• Knowing how to use library research guides to discover discipline-specific resources
• Using the Citation Linker tool to determine if Ames has access to a particular article or journal title.
• Understanding the “Get This” button and how to access materials using this system

Understands the structure of information.
Proficiency may be indicated by:
• Knowing how to read a citation
• Understanding how to identify different types of information
• Understanding the concepts of keywords and subject headings

Approaches research as a process.

Proficiency may be indicated by:
• Articulating and refining a basic research strategy
• Selecting, narrowing, and revising a topic based on research results
• Understanding when to select the appropriate general or discipline-specific research tool

Critically evaluates and effectively incorporates information sources.

Proficiency may be indicated by:
• Understanding the distinguishing characteristics of scholarly and non-scholarly sources
• Evaluating all types of information for credibility, bias and relevance
• Using information as evidence to support writing

Recognizes that there is an ethical component to using information.

Proficiency may be indicated by:
• Avoiding plagiarism through proper use of quotations, citations and paraphrasing
• Understanding the concepts of intellectual property and copyright
• Understanding academic dishonesty at IWU and its consequences

Note: These are general outcomes for all students by the end of their second year. Individual disciplines may require proficiency with vocabulary and early-on familiarity with discipline-specific information resources.

Best Practices for Teaching Information Literacy

The Ames librarians have identified best practices for successfully teaching information literacy. Ideally, the integration of information literacy begins with the course and assignment design phase. Introducing information literacy skills throughout the semester and incorporating the practice of these skills into assignments is far more effective than one-time library tours and orientation sessions. We have found that students are more engaged and more likely to attend when the class instructor is present and actively involved in the session. Students learn and retain information better when active learning exercises and hands-on workshop time are included in each session. To allow sufficient class time for these activities, students can be required to set up various library accounts before class or complete a pre-assignment that provides context for the session. Library instruction sessions are also more effective if the librarian has a follow-up role in the course. This may take the form of individual research appointments with students, maintaining an online presence in course discussions, providing feedback on a bibliography, and more.

Information Literacy and Gateway Courses

Since all incoming students are required to take a Gateway, these courses represent the best opportunity to ensure that all students are taught the basic information literacy skills that they will rely upon throughout
their academic careers and beyond. Listed below are the Gateway Category Goals from the IWU Course Catalog:

- introduce students to the process of intellectual inquiry and develop students’ critical thinking skills;
- develop students’ ability to evaluate competing ideas and experiences;
- develop students’ skills in the conventions and structures of presenting knowledge in written academic and public discourse, and in strategies for effective revision;
- engage students in learning activities that prepare them for academic life in the university.

Information Literacy education plays a substantial role in helping students achieve each of these goals. Learning how to locate, evaluate and use information effectively are all core skills that undoubtedly help prepare students for academic life in the university. With this in mind, the Ames Library hopes that all students will begin to master the Information Literacy Learning Outcomes listed above by the end of their Gateway course. In order for librarians to adequately cover introductory Information Literacy skills, a minimum of two class sessions are required; three sessions would be ideal.

1/2011
Information Literacy Outcomes for Writing Program

Students value research as a discovery process that requires both creativity and persistence. Students will develop and demonstrate these skills by:

- Learning to conduct research and going beyond superficial results.
- Following the citation trail in bibliographies and work cited pages.
- Taking a long-range, incremental approach to researching.
- Refining and revising search strategies.
- Clearly identifying a specific information need.

Students locate, evaluate and synthesize diverse information resources in order to develop a body of evidence that supports the project’s purpose. Students will develop and demonstrate these skills by:

- Utilizing a variety of library online and print resources and taking advantage of research assistance appointments with librarians.
- Including research drawn from an appropriate combination of resources such as books, articles (scholarly, magazine, newspaper), primary source material and websites.

Students demonstrate critical thinking and sound reasoning in their writing through the integration of credible, authoritative sources. Students will develop and demonstrate these skills by:

- Creating logical arguments that support a conclusion.
- Assessing and choosing appropriate information sources that support the research objective.
- Recognizing and selecting authoritative sources over less significant ones.

Students utilize systems of documentation and acknowledgement in order to use information in an appropriate legal and ethical manner. Students will develop and demonstrate these skills by:

- Using appropriate citation and style guidelines.
- Employing proper paraphrasing.
- Demonstrating an understanding of plagiarism and how to avoid it.
- Respecting the concept of intellectual property.
History of Library Instruction at Illinois Wesleyan University

The history of library instruction at IWU has generally mirrored the national trends described the “A Brief History of Library Instruction” section above. A review of Library Annual Reports, Newsletters and Job Descriptions (roughly 1920-1960) from the University Archives revealed a couple of means for delivering library instruction. Traditionally a good deal of emphasis was placed on orienting first year students to the library with tours, lectures, and a frequently updated Library Handbook. The librarians conducted formal and informal lectures to assist with the training of library student workers. Fielding student questions at the reference desk was another traditional method for delivering point-of-need instruction. Archival documentation is lacking for any course-specific instruction sessions or library instruction directed at teaching faculty during this time frame.

In 2006, a team of Ames Librarians wrote an Information Literacy white paper entitled Information Literacy at The Ames Library: Past, Present and Future that covered IWU Information Literacy efforts in good detail for the period 1994-2006. Selected elements of this white paper were the foundation for this current Information Literacy Plan. The white paper is summarized here, but the complete document can be found in the appendix.

The goals of the white paper were to update and clarify the library’s philosophy regarding Information Literacy, introduce new people to the Information Literacy program and lastly to provide a road map for continued work as well as accomplishments and lessons learned along the way.

During the period from 1994-2006, methods of delivering Information Literacy instruction directed towards students included: course-integrated instruction sessions, reference transactions, voluntary drop-in sessions and, beginning in 1996, a required Information Literacy non-credit course for all first-year students. The success or failure of these initiatives has directly shaped and influenced current library instruction practices which are outlined in the following section. The required Information Literacy workshop was eliminated in 1999 due to problems with design and implementation. Likewise, voluntary drop-in sessions were phased out due to poor participation and lack of integration within the curriculum. Reference transactions (now called research assistance) on the other hand, have long been a cornerstone of library instruction. For a variety of reasons (most significantly the rise of internet searching) during this time period research assistance transactions at Ames and other academic libraries nationwide began to decline. Furthermore, both the quality and duration of these interactions was limited by the public location of the research assistance desk. In response to these issues, beginning in 2009, library faculty ceased personally staffing the information desk in favor of an on-call system and regular office hours that encourage more intensive one-on-one research appointments.

During this same time period (1994 – 2006) Information Literacy work directed toward Illinois Wesleyan faculty was accomplished through drop-in sessions, hands-on departmental update meetings, lunch workshops offered by the Mellon Center for new faculty, Non-Org presentations, and by invitation during Gateway workshops offered by the Writing Center and Mellon Center. In addition, one-on-one consultations with teaching faculty were held and have provided training on new resources, special features, and up-to-date research strategies.

Library faculty member Steve Witt was the first librarian vested with formal responsibilities for leading the library faculty in developing a cohesive vision for an Information Literacy program at IWU. Under his direction, an Information Literacy Team comprised of teaching and library faculty members developed an Information Literacy Program Mission Statement, local definition, and objectives. These were adopted by the library faculty in 2002. Led by University Librarian Sue Stroyan, The Ames Library faculty and staff recommitted Information Literacy as a priority in 2005 with the Building on our Strengths Strategic Plan. The next major
milestone in the history of library instruction at IWU was The Ames Library’s involvement in the Ethnographic Research in Illinois Academic Libraries (ERIAL) project. This grant-funded project (2008-10) brought two anthropologists into five Illinois academic libraries to use ethnographic methods to study student research habits. The results of this research continue to greatly influence Information Literacy instruction at IWU. The ERIAL project is discussed in greater detail in the “Institutional Collaboration and Opportunities” section. In 2009, continued emphasis on the importance of Information Literacy led to the hiring of Chris Sweet as IWU’s first Information Literacy Coordinator. Details concerning this position are outlined in the “Staffing” section below.

Information Literacy at The Ames Library: Past, Present and Future

By

Kristen Vogel, Lynda Duke & Stephanie Davis-Kahl

Revised and updated 10/15/10 Robert Delvin & Sue Stroyan

Introduction

A critical component of library services is helping students and faculty become information literate, defined by the American Library Association as the ability to recognize an information need and to locate, evaluate, and effectively use the information in an ethical manner. Proficiency in this area has always been important, but the rapid change in how information is created, accessed and used elevates the need for information literate students and graduates to a new level.

Over the last decade, librarians in The Ames Library have grappled with creating an information Literacy (IL) program. Valiant efforts have been made to work within the library and to build collaborative efforts across campus. We have now reached a point in our history where it seems appropriate to bring together formally our past and current activities and efforts with our ideas for the future in regards to Information Literacy. While the most recent discussions about IL began as part of the Library’s Strategic Plan implementation process, this white paper is also spurred in part by the recently adopted University Strategic Plan, especially in anticipation of Strategic Curricular Planning.

The goals of this white paper are three-fold and of equal importance. First, it will provide a way for us to update and clarify our philosophy regarding IL, while making explicit connections with the library and university strategic plans. This document will also serve as a way to introduce new people to the IL program and to build continuity between individuals who will join our efforts in working in this area. Finally, this text will provide a road map for continued work and a written record of accomplishments and lessons learned along the way.

Philosophy

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In their seminal article, “Information Literacy as a Liberal Art,” Shapiro and Hughes call Information Literacy “an often-used but dangerously ambiguous concept.” Although ALA’s definition of IL is widely accepted, further discussion and clarification of what IL means to the IWU community is necessary and appropriate.

The librarians at Ames Library share the view that IL is a fundamental aspect of librarianship and foundational element of both a liberal arts and professional education. Moreover, there is congruency between the emphasis on “creativity, critical thinking, effective communication, strength of character and a spirit of inquiry” in IWU’s mission statement and IL’s emphasis on the ability to articulate a need for information, using that need as a catalyst for exploration, and finally, applying the results to a problem or project in an effective and ethical way.

The library faculty, staff, and student assistants can impact each of the articulated elements of an IWU education by viewing our services, collections and interactions with students, faculty and staff through the lens of IL. The classroom is not the only place IL occurs; the reference desk, one-on-one consultations, first-year advising, meetings with faculty, our online presence, and marketing and outreach activities are just a few of the ways we can impact “the general intellectual capacities” of our students in addition to the specifics IWU highlights in its mission statement.

We view IL as a holistic framework allowing us greater flexibility in forming our program, sharing ownership and accountability for its implementation, assessing its progress, and shaping its evolution.

History

General Program History

Library faculty member Steve Witt was the first librarian vested with formal responsibilities for leading the library faculty in developing a cohesive vision for an Information Literacy program at IWU. Under his direction, a Information Literacy Team comprised of teaching and library faculty members developed an Information Literacy Program Mission Statement, local definition, and objectives. These were adopted by the library faculty in 2002. Investment in expertise was made through Steve’s participation in the ACRL Instruction Section’s Information Literacy Immersion Institute. Steve’s work used the ACRL Best Practices guidelines as a checkpoint for ensuring quality and comprehensiveness of our local work. Steve also successfully applied for and received Illinois State Library funding for a workshop training library faculty in outcomes-based assessment for instruction activities. Deb Gilchrist, nationally recognized for her expertise in the area, delivered a full-day workshop for IWU librarians in spring 2002. Individually, library faculty members have sought professional development opportunities relating to instruction and Information Literacy. While attention to Information Literacy has continued, Steve left IWU in 2002 and momentum was lost without his expertise.

In 2002 an Instruction Team was formed.

21 From the definition of “liberal arts,” available online at http://searcheb.com, retrieved April 20, 2006.
The Ames Library faculty and staff recommitted Information Literacy as a priority with the *Building on our Strengths* Strategic Plan, led by University Librarian Sue Stroyan, in 2005. Within the theme area “Ames Library is Indispensable,” the library faculty and staff adopted the transformative action “Interweave Information Literacy into student learning and faculty development.” Four initiatives were selected (library faculty and staff originally conceived of some of the selected initiatives as fitting into other transformative actions and/or themes) and included:

- Collaborate with First Year Experience
- Initiate a research triad program
- Link services...
- University adopts Information Literacy as part of identity

In order to facilitate initiative planning and implementation, the library’s administrative team formed a four-person group of library faculty members. Initial members of the Information Literacy (IL) Group were Stephanie Davis-Kahl, Julia Dickinson, Lynda Duke, and Kristin Vogel (team leader).23

The aforementioned IL Group developed and delivered a four-hour professional development workshop for IWU library faculty for the 2005 Librarians’ Planning Day. Designed to build upon the knowledge and expertise of all IWU librarians, topics included:

- Characteristics of current IWU students (Millennials)
- Learning Styles
- Teaching Styles, and
- Outcomes-based Assessment

The purpose of the [2005 Librarians' Planning Day](#) was to share information and learn from each other in order to:

- Create a set of common understandings about teaching and learning,
- Begin developing a toolkit for individuals’ exploration and growth, and
- Provide framework for further discussion in the coming academic year.

During the 2005-2006 academic year, the IL Group brought discussion questions to the librarians’ meetings in order to continue to conversation about the nature and meaning of Information Literacy work and to seek wide perspective on direction.

Lisa Hinchliffe, University of Illinois Information Literacy Librarian, was hired as a consultant to visit September 20-21, 2007 to help move The Ames Library Information Literacy Program forward. The focus of this two day visit was to answer these questions:

- What does a healthy Information Literacy program look like?
- How do we engage the University at large in this program and keep them interested?
- How do we engage our students effectively?
- How do we measure success?

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23 Julia Dickinson left IWU in February 2006 to assume a position at Berea College.
• What are the effective formats for instruction? Do on-line tutorials or other approaches work?
• With no one person responsible how do we effectively keep the momentum of a program going?
• What is the future of the reference desk, and how does fundamentally changing how we manage this area affect and either move an Information Literacy program forward or slow it down?

From this discussion the library faculty were able to further refine their goals of the program.

**Student-oriented Information Literacy Efforts**

During the period from 1996-1999, Information Literacy work directed toward Illinois Wesleyan students was delivered across four venues, although without an overarching structure. First, course-integrated instruction sessions have been the staple of delivering Information Literacy content. Second, reference transactions (that is, one-on-one consultations between a librarian and researcher) have provided another potential teachable moment for conveying skills necessary to be considered “information literate.” In the American National Standard for Library and Information Statistics (ANSI Z39-1983), ANSI’s definition of a reference transaction is the following: “An information contact that involves the use, recommendation, interpretation, or instruction in the use of one or more information sources, or knowledge of such sources, by a member or the reference or information staff.” Third, a number of drop-in co-curricular sessions on a variety of topics were offered from 1994-1998. Typical attendance at these sessions ranged from 5-12 students. Finally, with the development of the current general education program, a curricular requirement for an Information Literacy workshop was created and library faculty delivered this to first-year students.

Challenges with the curricular requirement included:

• Insufficient numbers of library faculty for design and delivery while maintaining other responsibilities,
• Pass/fail system resulted in apathy by students regarding commitment to participation, completion of assignments, and learning,
• Lack of pre-implementation planning and design time,
• Lack of clarity and commitment by teaching faculty serving as advisors regarding the purpose, content, and merit of the requirement, and
• Disconnect with a meaningful information need experienced by students, and resulting in a perception of the requirement as “busy-work.”

The workshops were delivered over three years to each incoming student class, with significant redesign work occurring regularly in order to attempt to address concerns expressed by library faculty, teaching faculty, and students. A visiting library faculty member was hired to assist in delivery of the workshop. In 1999, the IWU faculty body voted to eliminate the requirement at the library faculty members’ request.

Outlasting the co-curricular drop-in sessions and the general education requirement, course-related instruction sessions continue to demonstrate their effectiveness for providing quality content to students. Reasons for the success of instruction sessions may include offering the information close to the time students recognize an information need and the importance the teaching faculty place on the content of these classes. The number and quality of course-related instruction sessions being delivered have increased over the years. Early records of the number of sessions indicate that a typical year ranged from 10 – 20 sessions with three library faculty members delivering the instruction. During the 2004-2005 year, 112 sessions were recorded
with 100% of the faculty library contributing. These sessions are offered at the invitation of a teaching faculty member.

Library faculty members have made concerted effort to connect with faculty members teaching the Gateway course, believing that librarian-led contributions to student learning outcomes as well as an introduction to library resources and services facilitate early adoption of Information Literacy characteristics. University-wide challenges with the Gateway course, the lack of explicit Information Literacy objectives assigned to the course, and the prerogative of the teaching faculty to determine course emphasis are explanations for gaps from 100% involvement by library faculty in Gateway courses.

Reference transactions (one on one Information Literacy occurrences) taking place at the Information Desk follow a national trend in decreasing from year-to-year.

Anecdotal evidence suggests that the past four years have demonstrated increased consultations occurring with liaison librarians during office hours and by appointment. One hypothesis would be that students are likely to be more willing to approach the individual who invited them to ask questions rather than an unknown individual at the information desk. One explanation for this is the increased visibility of the librarians via the instruction sessions. Additional anecdotal evidence suggests there has been an increase in referrals by teaching faculty to liaison librarians. A commitment to track questions asked away from the information desk would enable analysis that is more solid. (See reference statistics for confirmation of these ideas at Reference Statistics) Also see library faculty instruction statistics at Instruction Sessions.

Library student assistants have been identified as a significant body of students to whom we have access. While training efforts have so far concentrated on job-specific skills, long-term ideas have included ensuring that students hired by the library are provided opportunities to become “information literate.”

Faculty/Staff-oriented Information Literacy Efforts
During the period from 1994 – 2006, Information Literacy work directed toward Illinois Wesleyan faculty has been accomplished through drop-in sessions, hands-on departmental update meetings, workshops offered by the Mellon Center for faculty, Non-Org presentations, and by invitation during Gateway workshops offered by the Writing Center and Mellon Center. Sessions topics have included:

- Plagiarism prevention through assignment design
- Overview of library services, including instruction sessions and liaison work
- Copyright and intellectual property workshop
- Development of assignments workshop
- RefWorks, ARTstor
- Specific discipline databases

In addition, one-on-one consultations with teaching faculty have been held and have provided training on new resources, special features, and up-to-date research strategies. These typically are requested during new course development or when a faculty member is working on a research project in an area slightly outside the primary area of expertise.

Finally, faculty report frequently learning new skills during instruction sessions developed and delivered to their students. For example, RefWorks instruction, citation searching, and database “tricks” have all been mentioned to librarians following sessions.

Assessment

Program Components

Following is a list of possible components to either build on or develop as part of our Information Literacy Program. This section will be further expanded upon beginning in August, 2006. See Program Components document for more elaboration of the ideas listed below.

Already finalized: Library Mission Statement, Library Vision Statement, and Information Literacy Mission Statement

Mechanisms for sharing tools with one another

Assessment

Accountability - programmatic and developmental for individuals

Established benchmarks

Best practices

Clarity on roles and responsibilities
Training

Guaranteed, systematic access to every student

Considers Developmental aspects of student learning

Varied modes of delivery

Promotion / Communication

Outreach / Integration

Resources Needed