

Progress Report on 2003/2004 IL action plan made at ILPG retreat April 30, 2004

*1. Develop an information literacy toolkit (sample assignments, etc.) for librarians and teaching faculty, including a brief, adaptable information literacy presentation for faculty and other campus groups. (Molly Royse and Jeanine Williamson, Co-Chairs)*

Molly and Jeanine reported on the UTeach project, an outgrowth of our goal to create an information literacy toolkit. Following a year of reviewing options, studying existing toolkits, and surveying subject librarians, four groups have been formed to begin developing content for UTeach. The website has been developed and a presentation to introduce the concept of UTeach was made at the Spring '04 Library Representatives meeting and a Library Faculty meeting. Initial reports from the working groups are due June 4<sup>th</sup>, with the goal of having some features ready for a fall semester debut.

*2. Revise the Building Library Skills tutorials with a focus on developing foundational information literacy skills. (Margaret Casado, Chair)*

Margaret reported that Teresa Walker is using Authorware software to create the tutorials. Progress has been slow due to the time involved and the complexity of the task. Following the ILPG retreat Rita met with Marie, Margaret, and Teresa to assess progress, and to develop a strategy and timetable for completion. All the screen shots have been captured. The time, text, and navigation need attention. Additional information on SFX and website evaluation need further development. An introduction provided by Marie will be recorded. The goal is to have a prototype ready to preview by the English department and Reference department the week of June 7<sup>th</sup>. The next step would be to test a draft in the second session of summer term. A pilot test with all English 102 sections would be conducted in fall 2004. Adjustments and changes could be made before spring 2005, when the largest number of 102 sections is offered.

*3. With Mary Jo Reiff, Director of Freshman Composition, explore options for information literacy education and support for freshman composition instructors. (Marie Garrett, Margaret Casado, Steven Harris)*

Margaret and Steven presented a brief sketch with role-playing as part of an in-service presentation with freshman composition instructors. The Library was granted only a brief time period on their agenda. We hope to continue exploring options with this group to develop the instructors' ability to work directly with their students and not have to rely on classroom library instruction beyond the tutorials.

*4. With Marian Houser, Director of the Speech 210 program, continue to strengthen the information literacy component for introductory speech communication courses. (Linda Sammataro, Marie Garrett)*

Marie and Linda have made significant progress with the Speech 210 group, developing both an assignment and information for their textbook. The challenge with this group is that they have a common syllabus and all the sections come to the library for instruction within a two-week period. Additional sections

are being added in the coming years to meet the demand of having this as a required general education course. We will be stretched to meet the demand of up to 70 or more sections per year.

*5. Develop a "Train the Tutor" program for the Thornton Athletics Student Life Center. (Rita Smith, Margaret Casado)*

Rita reported that she met with only partial success in working with the Thornton Center. While she was not presented with the opportunity to provide training for the tutors, she did get to meet with all the freshman student athletes and their counselors to provide a one-hour introduction to the Libraries. While Rita still thinks it is a good idea to educate the tutors about library resources, other projects may be a higher priority in the coming year.

*6. With Graphic Design faculty, develop a plan for integrating information literacy education throughout their curriculum. (Jennifer Beals)*

Jennifer presented her outline for a four-year undergraduate and graduate student information literacy program in Graphic Design. She has worked with faculty in the department to identify goals and requirements for each step in the program and currently has plans to integrate it into Design 152 and 452 and by meeting with graduate students. She is still looking for a 200 and a 300 level course to work with. Jennifer's program is an excellent model and the ILPG felt we should look for a venue to share this and other good ideas with other subject librarians.

*7. Explore the feasibility of creating a University Studies course focused on information literacy. (Sandra Leach)*

Sandy Leach explored developing a credit course, specifically tied to the Environmental Semester 2005. The original idea to investigate University Studies as a way to offer the course was not feasible, because of the requirement to also organize a related colloquy. Sandy also discussed with the Science/Technology librarians the possibility of offering the course through University Honors. As an alternative, they have proposed offering a series of workshops on aspects of environmental information, as part of the fall workshop *Knowledge is Power* program. Workshops would be evaluated in order to help plan a possible credit course for the future, especially one associated with science information literacy.

The ILPG thought this was a good plan, but also wants to continue to follow-up with SIS and explore adaptation of an existing undergraduate course into a general information literacy course. We believe such a course could be popular particularly with Communications students.