PML Information Literacy Program - working plan
Updated August 17th, 2018

For the 2018/19 academic year, the Paul Meek Library will create a foundation for an Information Literacy Program based on the ACRL (Association of College and Research Libraries) Framework for Information Literacy for Higher Education (2016). Work on program development will focus on creating a strong base layer which the library can develop into a scaffolded information literacy program in subsequent years. The initial program will focus on first-year students and courses.

Based on feedback from a faculty survey conducted in May of 2018, the program will consist of instruction sessions, consultations on assignment design and information literacy integration, course guides, and online tutorials. Additional components will include workshops as needed and limited embedded librarianship options. Development of these components and development of avenues to assess the components will proceed throughout the first year.

The program will have the following goals (outcomes and assessments will be developed for each goal):

1. Teach UTM students the information literacy skills needed to navigate the modern information landscape, both during their time at UTM and beyond, to create lifelong learners and critical consumers of information.
2. Integrate Information Literacy into the curriculum, starting with first-year programs and courses, scaffolding the program over several years to reach senior capstone and research courses and graduate students.
3. Train librarians in relevant and timely pedagogical/andragogical approaches to information literacy and application of the ACRL Framework for Information Literacy for Higher Education.

Potential Five Year Plan:

**Year One (foundational year)** - The 2018/2019 program development goals will include identifying student learning outcomes based on the ACRL Framework (will involve identifying pathways toward individual Frames, based on threshold concepts framework), developing instructional avenues and partnerships for first-year students and courses, and developing assessment tools for the student learning outcomes identified. Relevant benchmarks will also be identified from the ACRL Guidelines for Instruction Programs in Academic Libraries. A common syllabus for one-shot instruction, how-to mini tutorials (built in LibWizard), course guides, and feedback forms are currently being created.
Librarian training in threshold concepts and the ACRL Framework is an additional goal. Librarians involved in information literacy endeavors, including instruction, faculty consultations on assignment design, and more must continually develop an understanding of the ACRL Framework and demonstrate relevant application of the Framework.

How will we know we’ve reached these goals at the end of Year One?:

- A report on Student Learning Outcomes related to information literacy, and based on the ACRL Framework, will be completed by the summer of 2019. Relevant mapping of student learning outcomes (based on program outcomes, syllabi, etc.) will also be completed in order to develop a strategic plan of assessment. Appropriate assessment tools/methods will be determined for various information literacy endeavors.
- Faculty and student feedback on instruction sessions, tutorials, course guides, and other efforts will be gathered throughout the year to help determine future approaches and strengths and/or weaknesses.
- A report on curriculum integration of information literacy will also be completed in the Summer of 2019, detailing successes and failures of integration in first-year programs and courses, with options for Year Two curriculum integration. Again, mapping of student learning outcomes to various courses and programs, as well as interest from campus stakeholders, will help inform an integration strategy.
- A report on librarian professional development activities related to information literacy will also be completed, with options for assessment of librarian training and application of the ACRL Framework in the following year.

Year Two - The 2019/2020 program development goals will include strengthening the instructional avenues and partnerships for first-year students and courses by developing strategic partnerships discovered in Year One. The student learning outcomes identified in Year One will begin to be formally assessed utilizing a variety of tools and methods. Additional instructional avenues and partnerships will be identified in order to integrate information literacy further into the curriculum. This work may include syllabi reviews and learning outcome mapping to identify potential avenues and partners.

Years Three, Four, and Five - The 2020/2021, 2021/2022, and 2022/2023 school years will be easier to plan for at the end of the first year. This first year is what will determine the best overall directions of the program to meet the currently indicated goals. The end result of anything we accomplish should be integration from freshman through senior levels by the end of year five. Some ideas:
• Integrating information literacy further into the curriculum, moving beyond first-year programs and courses. Focusing on senior research and/or capstone courses may be one idea. It is easy to forget the sophomore and junior level courses, so opportunities to work with those groups will need to be identified.

• Outside the curriculum, the library may have opportunities to create events or workshops (or other approaches) in which students can learn and develop information literacy skills in less formal ways than what we accomplish in the classroom. Some ideas could include evening or weekend workshops (possibly in conjunction with the Writing Center), informal conversation events in the dorms around current topics, promotion of student research, etc.

• Developing plans for librarian development with information literacy concepts and the ACRL Framework, with checkpoints to identify progress or trouble areas.

• Credit-bearing courses in information literacy and/or a formal embedded librarian program.