Part I: Definition of Information Literacy

According to the Association for College and Research Libraries (ACRL), 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.” These abilities incorporate the following six areas:

- 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.

Part II: Goal of the Information Literacy Program at Union University

The Information Literacy Program at Union University seeks to develop a learning community that uses information effectively and appropriately, as a part of writing and research and for engaging in a lifestyle of information fluency. The Information Literacy Program will help the University “meet the scholarship needs of the entire learning community” (Union 2010, Priority 3, Item 10).

Part III: Objectives for the Information Literacy Program at Union University

1. Engage faculty in dialogue about Information Literacy (IL)

   The most successful information literacy programs address the topic across the curriculum. This is best accomplished by teaching faculty, librarians and administrators working together to engage students at all levels.

   - Librarians develop a series of workshops for faculty through the Center for Faculty Development on integrating IL objectives into course content.
   - Librarians meet with individual departments to discuss IL within the disciplines.
   - Faculty share syllabi with librarians to help library staff anticipate needs of students.
   - Librarians provide faculty with IL information that can be included in syllabi (plagiarism policies, contact information, etc.)
   - Librarians and faculty collaborate to structure IL savvy assignments.
   - Librarians participate in WebCT courses to offer IL assistance at point of need.
2. **Provide students with Information Literacy opportunities**

Students benefit the most from IL instruction when it is tied directly to course content and expectations. For this reason, it is essential that teaching and library faculty work together to provide learning opportunities that engage and motivate students to integrate IL skills into course assignments.

- Library and teaching faculty establish a consistent place for introductory IL instruction (ENG 112, Gateway Course, other course?)
- Librarians provide increasingly discipline specific instruction through keystone courses and upper division courses.
- Librarians develop online resources including tutorials, subject guides, citation guides, research blog, etc.
- Librarians develop a series of workshops for students offered by library faculty covering various IL fundamentals (perhaps for extra-credit).

3. **Assess the Information Literacy Program**

Assessment is an important part of a comprehensive IL program and must include input from teaching and library faculty and students.

- Teaching and library faculty work together to determine the effectiveness of IL instruction.
- Librarians establish ongoing dialogue between library, faculty and students regarding IL needs.
- Library faculty work with departments to evaluate the integration of IL into the curriculum.
- Librarians identify or develop an appropriate test for information literacy competency.
- Librarians collaborate with other appropriate faculty to examine the research and learning behaviors of Union students.

---

1. ACRL Information Literacy Competency Standards for Higher Education
2. Ibid. p.3.