

IV.1 – rev. 7/26/11 input in red from breakout groups at the 6/28 MC mtg; input in blue from the 7/26 MC mtg.

FY11 Goal	IV. Strengthen the educational impact of library programs for students at all levels
LEG Sponsor/Co-Sp.	Janet McCue, Oya Rieger
Objective	1. Build information literacy programs to achieve college learning outcomes. Develop innovative approaches for information and media literacy in partnership with the Center for Teaching Excellence, campus academic technology providers, and college-level centers. Collaborate to provide academic technology support for teaching and learning.
Accountable group or individual	<ul style="list-style-type: none"> • Build information literacy programs to achieve college learning outcomes. <ul style="list-style-type: none"> ◦ Mary Ochs, lead; Lance Heidig, Camille Andrews, Jaron Porciello, Chris Miller, Gaby Castro Gessner (for assessment) • Develop innovative approaches for information and media literacy in partnership with the Center for Teaching Excellence, campus academic technology providers, and college-level centers. Collaborate to provide academic technology support for teaching and learning. <ul style="list-style-type: none"> ◦ Oya Rieger and Mary Ochs (co-leads), in collaboration with Vice-Provost for Undergraduate Education <p><i>Kornelia Tancheva; someone from the Law Library; New WCMC Instructional Design Librarian (when hired) as liaison on call as needed</i></p>
Dependencies/ Prerequisites for success	<ul style="list-style-type: none"> • Support from Provost's Office • CTE colleagues • CUL instructional colleagues • Support from the faculty
Resources Needed	May require additional training/professional development for library staff and could require additional resources for the development of a successor program to the Information Competency Initiative.
Related Initiatives	<ul style="list-style-type: none"> • Information Competency Initiative • University core competencies
Actions/Tactics	<ul style="list-style-type: none"> • Review the results of the June 2011 Instruction Summit in order to begin creating unit-level action plans; • Work with colleagues in CTE, vice-provost's office to understand needs, collaborative opportunities, university initiatives, etc. and develop a plan for a comprehensive faculty development program in which information competency is one of the core elements; • Gather input from instructors and faculty to understand their needs and conditions for instilling information fluency skills. Factor in these issues in designing and organizing programs. • Work with college curriculum committees to understand opportunities for embedding information competency skills in core classes in the majors; • In conjunction with the colleges and the graduate school, identify specialized areas (e.g. doctoral students in the humanities, transfer students) in which graduate student learning would be enhanced by appropriate interventions by the library; • Work with Library Directors Leadership Team to establish direction and priorities for their instruction programs and staff involved in instruction • Work with the Instruction Committee to identify and implement professional development opportunities for staff to develop presentation skills, including active learning techniques and assessment tools.

	<ul style="list-style-type: none"> Use the PSEC Instruction Committee student outcomes tool to determine whether the Instruction program achieves the stated objectives.
Deliverable(s)	A comprehensive instruction program for undergraduates and graduate students
Measures of success	Regular assessment of student learning with positive learning outcomes; successful collaborations with CTE, vice-provost's office, graduate school, etc.
Communication Plan – Internal and External	This will depend on various campus partners, including colleges, depts., provost's office, etc.
Timeline	2011-2015