Information Literacy Committee

PURPOSE
The purpose of the Information Literacy Committee is to establish a common set of learning goals and instructional tutorials for information literacy instruction (ILI) and assessment for the RU Libraries.

BACKGROUND
Our primary online video tutorial for undergraduates, Rutgers RIOT, created in 2009, needs to be updated with regard to content, format and style. Our libraries recently prioritized the need for local tutorials to be used by a variety of user communities. The university learning environment has changed over the past eight years, too.

Environmental scans highlight tutorials as a priority:
- Robeson: “Create tutorials for general undergrads and distance education”
- New Brunswick: Update the RIOT tutorial
- RBHS: Called for the creation of “instructional content (video or online tutorials) for use by RBHS students” and the need to “adopt a modular approach to programs, short, concise, and available at point-of-need.”

CHARGE
Reporting to RUL Cabinet, through Consuella Askew, Director of Dana Library, the Information Literacy Committee is tasked with identifying system-wide goals for the RUL information Literacy program; developing a curriculum framework, and producing a repository of instruction tools and methods that can be shared by all teaching library faculty. The major emphasis of the group is to investigate and implement new information literacy modules that are based on a shared set of learning goals, and recommend a pathway to acquire or create such modules, and actively participate in the implementation of the modules.

The Information Literacy Committee is to be guided by an awareness of the uniqueness of each Rutgers library environment and, therefore, absolute specificity or prescription is not expected. An equally important principle is that all Rutgers libraries should be able to reuse and repurpose basic instructional modules to suit their local setting.

OUTCOMES
The Information Literacy Committee will focus on the following goals and outcomes for 2017-2018

- Develop a shared set of IL learning goals based on the ACRL Framework and their methods of delivery.
• Investigate, recommend and implement options for online information literacy modules. Descriptions of these options, their estimated costs, and projected timeline estimates should be delivered to the Cabinet in November 2017.

• Upon Cabinet approval, complete an implementation plan for the selected new information literacy module(s). This plan will take into consideration the steps necessary to roll out the selected new modules and sunset existing IL tools, and should be submitted to Cabinet by January 2018.

• Upon an approved implementation plan, complete the implementation process. The Committee will lead the process, participate in marketing the new resource(s), and offer internal training for public services staff and librarians. The process should include pre-launch usability testing, with a summary report of the testing results included in a report to Cabinet. Initial launch of the new modules is expected in April 2018.

MEMBERSHIP
The Information Literacy Committee will be comprised of representatives from all four universities. The members are:

- Leslin Charles, Chair
- Roberta Bronson Fitzpatrick (RBHS)
- Pam Hargwood (RBHS)
- Kevin Mulcahy (NB)
- Bobbi Tipton (Nwk)
- Zara Wilkinson (Camden)

TIMELINE/COMMUNICATIONS

• Reports to the Cabinet regarding the curriculum framework and recommendations for information literacy modules/tutorials is expected in November 2017. Updates and reports are due on the schedule listed in the Outcomes section above.

• The group should post meeting minutes to the staff resources pages and distribute to RUL Everyone.

• Cabinet will review this committee in Spring 2018 and decide whether and in what manner to revise the committee’s charge.

RESOURCES

Relevant excerpts from 2017 local library environmental scans:
Camden: Create tutorials for general undergrads and distance education. Increase number of courses with library instruction with a specific focus on virtual engagement; tutorials, surveys, LibGuides, and CMS. Required Activities: Creation of a tutorial appropriate for all general undergraduates; Software for creation of local tutorials, instruction sessions, etc.; Imbed new discovery tool in existing LibGuides.

New Brunswick: Update the RIOT tutorial. Collaborate with the Rutgers University Libraries on updating the RIOT tutorial using the recommendations provided by ICOP. Required Activities: Re-establish a team that includes representatives from the NB Writing Program, FIGS (administrators and students), and Learning Resource Center; Identify a Rutgers unit that can create/update tutorials; Formulate a project timeline

RBHS: Create instructional content video or online tutorials. Create instructional content (video or online tutorials) for use by RBHS students. Required Activities: Use system-wide and local experts to support technology; Adopt modular approach to keep programs short, concise, and available at the point-of-need; Gain librarian proficiency with tools such as Adobe Connect, and other web-based instructional tools, i.e., Canvas; Develop on-demand online workshops with ability to record sessions for future use; Provide enhanced instruction on use of scholarly metrics and impact

APPENDIX 1: MEMBERS’ WORK COMMITMENT AND ACCOMMODATION
Members’ participation in the Information Literacy Committee is a significant part of their primary job responsibilities and shall be evaluated as such during all appropriate performance reviews. Because membership in the group represents a substantial work commitment, unit directors are expected to accommodate the workload requirements for participating library faculty and staff.

*Last revised on September 27, 2017.*