

## Memorandum

**To:** Information Literacy Task Force Members  
**From:** Linda Fenster  
**Subject:** Summary Report on Information Literacy Meetings for Senior Faculty  
**Date:** February 3, 2005

### Overview

As part of City University's information literacy initiative, the Information Literacy Task Force (ILTF) planned an academic meeting for senior faculty that focused on information literacy. The meeting had three learning objectives: to develop an understanding of information literacy at City University; to learn about the Information Literacy Task Force and its work to date, and to review the current integration of information literacy within the academic programs. The first meeting was held in Bellevue, WA on August 24, 2004. Additional meetings were held in Trenčín on September 23rd, Bratislava on September 27th, Vancouver, BC on October 7th, and Tacoma, WA on October 12th. Members of the ILTF representing a variety of schools and programs as well as the library served as presenters at the meetings in the US and Canada. Steve Guild from the Center for Excellence in Learning and Teaching facilitated the meetings in the Slovak Republic. The same activities were used in all meetings, though the total time allotted ranged from one-and-one-half hours to three hours.

A total of 70 faculty members and administrators, including seven presenters, attended the meetings in the US and Canada. Of this number, 34 were from the Albright School of Education, ten were from the School of Business and Management, and nine were from the School of Human Services and Applied Behavioral Science. The total number of attendees at the meetings in Slovakia was approximately 43. All of the attendees were from the School of Business and Management and of these 35 were from the Intensive English Program.

All attendees were asked to complete an evaluation of the workshop. A total of 44 evaluations were returned for the meetings in the US and Canada, and 30 evaluations were returned for the workshops in Bratislava and Trenčín. Attendees were asked to rate their success at achieving the three learning objectives: 1. to develop an understanding of information literacy at City University; 2. to learn about the Information Literacy Task Force and its work to date, and 3. to review the current integration of information literacy within their academic programs. Overall, 98% (93% in Slovakia) felt that they were generally/completely successful in developing an understanding of information literacy at City University, 95% (69% in Slovakia) felt that they were generally/completely successful in learning about the Information Literacy Task Force and its work to date, and 85% (83% in Slovakia) felt that they were generally/completely successful in reviewing the current integration of information literacy within their academic programs.

I have compiled all of the comments from the original evaluations and sorted them by location. Please let me know if you would like to see them.

### General Themes from the Evaluations

Enthusiasm for incorporating information literacy outcomes into the curriculum is high, but faculty need guidance on how best to make it happen.

The workshops on information literacy were seen by faculty as being a great first step, and they see the need to reach other faculty, especially teaching faculty, as well as continue the process.

Faculty see the need to teach students to become information literate, as well as the need to become (more) information literate themselves.

Faculty wanted more time to review the current integration of information literacy within their academic programs, and more time to be able to integrate the teaching of the competencies into their courses.

The assessment rubric, particularly the five competencies, was said to be very useful.

Faculty want help with revising assignments, incorporating resources, and assessment.

Faculty want the assessment of students' acquisition of information literacy competencies to be embedded in the syllabi, and alternative methods of assessment need to be investigated.  
Faculty would like to see a more holistic approach to course, and program, design so that courses build upon each other in a logical way.  
Faculty feel that wholesale change of the curriculum design process, as well as greater collaboration on all levels, is necessary for the success of this initiative.  
There is a great deal of interest in "what's next" in regard to this initiative.

### **My Observations about the Meetings in the US and Canada**

Some confusion still remains in regard to the differences between information literacy and library skills instruction as well as between information literacy and information technology.  
Levels of awareness and understanding of the efforts associated with the initiative, as well as with the new CityU learning model, varied among Schools and programs.  
The interactive nature of the activities and the groups as well as the variety of presenters contributed to the success of the meetings.  
Some faculty wanted "the answers" as to how to integrate information literacy and saw this as something that others would do for them rather than as something that each School and program would do for itself.

### **General Themes from the Meetings in Slovakia**

Faculty would like students to receive help learning to use print resources as well as electronic.  
The low level of computer literacy among students, as well as "computer anxiety," is problematic in regard to information literacy instruction.

### **Kudos**

As evidenced by the feedback, the faculty found the meetings on information literacy, and the work of the Information Literacy Task Force, to be extremely valuable. The work that we have done will be an important part of CityU's new curriculum and program design process.