Development of Information Literacy Across the Curriculum (ILAC) at Wartburg, Information Literacy Librarians, and Departmental Required Plans

1. Between 1994-2000, the formal role of ILAC in a Wartburg education was discussed and adopted by the faculty with the acceptance of the Wartburg Plan of Essential Education and the requirement to include information literacy proficiencies within majors.
   [College Librarian Jill Gremmels was hired in 1994 by Dean Jim Pence to lead information literacy efforts. The first “information literacy” librarian was hired in 1995, the 2nd in 2000, a third in 2005.]

2. When the newly accepted Essential Education plan was put into place (2000-01), ILAC was officially embedded in 5 core courses and also in each major.

3. Librarians were asked to partner with Essential Education instructors to ensure that information literacy skills and concepts were introduced in a meaningful manner.
   [For example, IS 101 has an inquiry goal that involves search strategy and information evaluation.]

4. During the planning phases, faculty had devised a list of 6 outcomes to describe ILAC. Most departments continued to use these when they wrote disciplinary ILAC plans (the majority completed in 2001-02). These came from early research and publications on the role information literacy plays in student information-seeking behaviors.

   Wartburg’s Pre-Competency Standards Information Literacy Across the Curriculum Outcomes:
   Outcome 1: Students will identify problems requiring information solutions.
   Outcome 2: Students will demonstrate a conceptual understanding of the search and evaluation process.
   Outcome 3: Students will develop and perform search strategies for gathering information and appropriate materials.
   Outcome 4: Students will understand and apply criteria for evaluating information.
   Outcome 5: Students will effectively integrate and synthesize appropriate information in their work.
   Outcome 6: Students will present and document information in ways appropriate to their purposes.

5. Information Literacy Competency Standards for Higher Education were officially approved by ACRL (College Libraries section of ALA) in 2000, and included standards, performance indicators, and outcomes. AAHE endorsed them in 1999, and CIC endorsed them in 2004. In theory, these standards supplanted the 6 ILAC outcomes as the official rhetoric of Wartburg information literacy, but in practice, most departments wrote their 2001 ILAC plans using the 6 outcomes due to the timing.

   Nationally-Accepted Information Literacy Competency Standards for Higher Education:
   Standard One: The information literate student determines the nature and extent of the information needed.
   Standard Two: The information literate student accesses needed information effectively and efficiently.
   Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
   Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
   Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

6. Librarians were invited to present about IL & the new Standards at the 2001 fall faculty workshop.

7. Faculty asked to learn more about how the standards might be actually used, so librarians created a curriculum map that charted how each standard and outcome might be included in Essential Education coursework and/or the majors. A few departments used this when creating ILAC plans.

8. 2000 was also the first year that an Information Literacy Pretest was administered to new students. It was a home-grown test, based on the IL Competency Standards, and it continued to be used to influence librarians’ curriculum decisions for Essential Education until 2010.
   [A similar test was reinstated in 2013-14 and 2014-15.]
In June 2002, 3 librarians and Dean Menzel were selected as a team to attend the national ACRL pre-conference (ALA) in Atlanta on Best Practices in Information Literacy.

As a result of that conference, ACRL published a document that described how to implement ILAC best practices, and Wartburg developed a reputation as a leader in information literacy instruction.

In Fall 2002, the same Wartburg team was invited to the first national Transformation of the College Library Workshop, September 19-21, 2002 in Columbia, MD (sponsored by CIC).

Because of this, Dean Menzel frequently presented on IL initiatives at conferences and professional venues, as did information literacy librarians and Wartburg faculty members like Dr. Terry Lindell.

Best practices in IL have been incorporated into a few of the updated WB ILAC plans (examples: sociology, biology), but most departments have not revisited their plan on file since it was originally written. Departments continue to be asked to submit ILAC plans as new majors are considered or program updates occur. Some of them use the ACRL Standards, but others continue to work off the “6 original outcomes” documents from their department files. [The description of the 6 outcomes was removed the college’s webpage around 2003, and does not appear formally in any current location -- nor is it in sync with current best practices in IL.]

From 2000-2015, information literacy librarians have been very involved in Essential Education course planning and embedded instruction, and each one has a designated librarian coordinator.

All majors include ILAC and appropriate standards/outcomes according to their unique disciplinary needs and their own interpretation. While each department has a liaison librarian, instructional partnerships are not mandated and develop due to faculty request.

From 2005-08 there was a designated librarian ILAC Coordinator, who signed off on new Essential Education courses along with coordinators for Diversity, OCAC, and WAC. This required signature line was removed in 2010 when that form was revised by GEC. Information Literacy Librarians have never been required to have input into departmental ILAC plans; it has been an optional department decision to involve them.

In 2013-14, librarians reviewed and updated their plan for embedding information literacy in Essential Education and the majors. It now describes three progressive phases of implementation: Novice Steps (Essential Education), Stepping Stones (first major research course in a major), and Master Steps (Capstone-like courses). This wording is currently used in discussions with faculty, and will begin to incorporate ACRL’s frames (see #18) as learning outcomes are designed and implemented.

ACRL adopted a revised approach to information literacy in 2015. The new Framework for Information Literacy is organized into six “frames,” each consisting of interconnected core concepts, knowledge practices, and dispositions. The Framework is a game changer for understanding ILAC on Wartburg’s campus and for moving metaliteracies (which see information literacy as an overarching set of abilities in which students are both consumers and creators of information in multiple formats) into faculty consciousness. Fortunately, the Framework fits very well into the librarian’s reworded ILAC plan, using progressive Steps rather than Standards.

**Framework for Information Literacy (How to implement is in development by ACRL, 2015- )**

1. Authority is constructed and contextual.
2. Information Creation as a process.
3. Information has value.
4. Research as inquiry.
5. Scholarship as conversation.

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