# 2013 HBCU-ASERL Exchange Program Project Plan

*Jennifer Townes*

**PROJECT**

Establish an **Information Literacy Council** at Saint Augustine's University.

The duties of the council will be:

- Develop analyses and recommendations for faculty and student learning.
- Create a definition of information literacy specific to Saint Augustine's University.
- Create policies and standards for mobile information literacy to submit to ACRL.
- Document all parts of information literacy projects at the University.

Workshop ideas:

- How to give a presentation using free software
- Integrating open source software into the classroom
- Training for emerging web 2.0 technologies
- Plagiarism, copyright, DRM, and intellectual property

**STRATEGIC IMPORTANCE**

This project is in line with several Saint Augustine's University Institutional goals.

*Building student competencies in major academic disciplines on a general education foundation that ensures skills in reading, writing, oral communication, mathematics and computer use*

- Mobile information literacy practices will help integrate proper use of information into students' daily lives.

*Providing and maintaining a broad range of library and learning resources, including information technologies and instructional support facilities, that enhance the teaching-learning process by offering exposure to various disciplines, cultures, and points of view*

- The Information Literacy Council will be a major aspect of the University, and will rely on a solid understanding of information literacy as well as delineating goals and outcomes.

- The ultimate goal of the Information Literacy Council is to foster and maintain relationships between faculty, University administration, and librarians in order to plan, execute, and evaluate student information literacy competencies.

- Workshops focusing on presentation methodology and emerging technology will ensure that faculty as well as students have the opportunity to explore creative pedagogy techniques.

**GOALS/OUTCOMES**

- Library personnel foster and maintain relationships between faculty and University administration to plan, execute, and evaluate student information literacy competencies.

- Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

- Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

- Library personnel collaborate with campus partners to provide opportunities for faculty and student professional development.

**RESOURCES**

Assess technology available on campus for redundancies

- Work with IT department

- Assign duties to Systems Librarian

Develop web tools

- Hire temporary project staff

- Train one person on staff in the implementation and maintenance of web tools

Training for library staff

Programming : Need a budget for supplies and concessions

**BARRIERS**

- Administration buy-in: the most significant barrier will be administration buy-in. However, with the recent move to University status and with clearly delineated goals and outcomes, this barrier may evaporate more easily than expected.

- Communication: inadequate cross-functional participation is prevalent at the University, and extra effort to include ALL impacted partners will be needed.

- Staffing: the Library is going through a staff turnover this year, which may result in not enough staff to complete the project. The solution is heavy cross-training and seeking feedback from personnel on their capacity to complete tasks.