CREATING A COMPREHENSIVE PLAN FOR INFORMATION LITERACY

A WORKBOOK

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Presenter's biographies

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INTRODUCTION

The existence of a comprehensive plan for Information Literacy at an institution of Higher Education is a good indication that that institution has made a commitment to Information Literacy. An Information Literacy plan shows that the needs of the students, faculty and staff have been considered. It shows how the information literacy needs of those groups will be met. It is a document in which a vision of the future can be projected. An Information Literacy Plan can be presented to many different audiences: Directors, University Presidents, Boards of Governors, alumni, prospective students and their parents, and so on. Even though what is in the plan may not yet be a reality, it will be a road map showing the route, the terrain, the stages and the destination for the program. It will assist in keeping individuals and groups on track. An Information Literacy Plan can be used for resource allocation in incremental stages, as the plan becomes reality.

Writing a plan for Information Literacy at an institution of Higher Education seems like a daunting task. However, when that large task is broken down into small steps and component parts, and each of those parts is addressed individually, the job loses its overwhelming "massiveness", and becomes "do-able". An entire plan can be assembled for the smaller steps, almost be accretion.

Planning will help to identify important aspects of Information Literacy at a specific institution of higher education. It will delineate who will benefit, how they will benefit, how the outcomes can be measured, and how librarians fit into the delivery of the plan. It will identify resources already available as well as those that will be needed. A plan can also serve as a spring board for future planning.

At the University of Rhode Island a small group of Librarians worked for 18 months to make our plan for Information Literacy a reality. The plan can now be found on the Library’s website at http://www.uri.edu/library/instruction_services/infolitplan.html. We go back to the plan again and again to evaluate what we have done so far, to refresh and renew our vision of where we want to go, to revise our timetables, to begin new stages of the plan. We also refer others to our plan on a regular basis. The University President recently asked for departments and colleges to send him reports regarding the innovative and exciting programs that are under way at the University. Our plan played a major part in our report. The Commissioner of Higher Education for the State of Rhode Island recently made the same kind of request. Again our plan played a large role in the report we created.

We have recently been exploring the "next step" in our plan, and have been delighted to find that our assessment of need and our plan for filling that need, parallels the timing of the requests we have been receiving from faculty and
students. Because we have a plan in place it is easy to see that 1) we were on the right track when we thought out the plan and 2) we were accurate in our assessment of how long it would take to begin to work on this "new" stage in our Information Literacy journey.

Creating an Information Literacy plan is a multi-step process. Breaking the planning process into small steps allows attention to detail, time for thought, and decreased stress for the planners. Tackle your plan one step at a time, and give each step all the time and attention it needs. It will add up to a thoughtful and complete plan for Information Literacy.

GETTING STARTED

How do you know you need an Information Literacy Plan? Presumably, since you are here, you have already ascertained that a plan for the delivery of Information Literacy concepts and skills is needed. However, if you have not done a needs assessment at your institution, you should do so before you begin to write your plan.

Your needs assessment may be very general or very specific. It may be less than scientific or statistically correct. It may be the result of a student survey. It may be comments solicited from anyone who asks a question at the Reference Desk. It may be the results of pre and post tests administered in traditional Bibliographic Instruction sessions. You will need to determine by what means and in what depth your needs assessment will occur. Most administrators, being asked for money and/or personnel, will like it better if the assessment has been done in a thorough manner, with results which can be quantified. You will be the best judge of what method will carry the most weight with your administration.

We have included a bibliography regarding different kinds of assessment, and how to accomplish it. Once you have shown a need for a program of Information Literacy on your campus, a plan to provide that program becomes a necessity.
PART 1: PLANNING TO PLAN

When planning to plan you will want to consider who, when, where and how the planning process will happen. Don't think about the plan itself just yet. Think about the players, the timing, the surroundings in which you will meet, and what you want to accomplish.

For the next few minutes, each of you will create a concept map concerning the planning process. In the middle of a blank sheet of paper write the words "Planning the Information Literacy Plan". Then brainstorm ideas about who, what, where, and how for your Institution. Don't try to consider the viability of each idea. Just let your ideas flow. Write them down anywhere on the sheet. When you think you are out of ideas, look at what you have written down. Link items that belong together by drawing arrows, lines, circles, and so on. If you wrote down questions, think about who can answer them and in what order they need to be addressed. Look at your page again. Try to organize your groups into a sequence or package of ideas to try. Remember, not every idea will pan out. The process of thinking "outside the box", that is, without the practical limits of reality, may result in some good ideas that might never have surfaced under other circumstances.

In the worksheet below, use the ideas you generated in your Concept Map to fill in possibilities. Think about the situation at your institution, the written rules, the unwritten rules, and the chain of command.

Look at the organization of your own institution and find out how it works. Every institution is different. Who belongs to what department, division, or college? Who supervises each segment? What is the reporting structure? Who can present a new program for approval? To whom is it submitted? How long will it take to get approval? What committees have to agree? Does the approval process go outside the institution? How are programs made known on campus? What is said about programs in your course catalog? Can you "own" the program, or will you need to partner with someone else? When are the busy times and the slow times in your institution's calendar? Do you have a group of peer institutions? If not, get on the web and find out what other institutions of your size and kind are doing? What information has been in the literature? Are there conferences or meetings you can attend to get information?
Decide who will do the planning

Possibilities will vary widely here, depending on your institutional rules and regulations. Some institutions require representation from faculty, administration and staff. Others will allow departmental committees to accomplish this type of planning. Representatives who take an advisory role may be required. You may also be able to decide for yourself who will serve.

☐ Librarians
Will your committee be drawn from ALL your institutional librarians? Only teaching Librarians? Only from the Main Library? Think about who can best contribute as well as who is a stakeholder in your plan.

☐ Friendly Faculty
Will you ask for volunteers? Does your institutional structure assign faculty to this kind of a committee? Could you use library liaison contacts with departments? Do you have a not so friendly faculty member who might provide counterpoint for your ideas? Is your faculty part time, temporary or adjunct? Are they available and/or allowed to serve on a committee?

☐ Administrators
Do you want to include everyone in the chain of command? (Go for total inclusion and buy-in). Or perhaps you will include only one or two levels of Administration? (Go for a smaller working group that may be able to work faster). Perhaps you must include whoever is appointed?

List some possibilities here:
Decide when your group will meet

You will need to keep in mind not only your possibilities but those of the others in your planning group as well. If you choose a time when the administrators in your group are very busy, you may not be able to get their full attention. If you choose a busy time for faculty, you may not be able to get them to attend your meetings. In a world of very busy people, you may be limited to only a few choices, or you may have to identify times which are less bad than others, and create your planning group based on the schedule and availability of those individuals.

☐ Inter-session (between semesters or trimesters)
Sometimes a short break between semesters is the best time to get special projects like this done.

☐ Summer
Perhaps your schedule slows down during the summer months and this is the time to accomplish your planning.

☐ Year round
If your institution seems to have no "down time", it might be best to schedule regular meetings throughout the year, to keep things moving along.

☐ Other time or interval
Look at your institutional calendar and think about what will work for you and those who will work on this project with you.

List the best times of the year or the best schedule for meeting:
Decide the format for the meeting you will have

Again, in a world of busy people, you will have to weigh the benefits of meeting for a very short, intense period of time vs. meeting every two weeks over the course of a semester.

☐ **Summer Focus Group**
   This is a great time to meet if your committee members are around and have the time during the summer.

☐ **Task Force**
   Using a Task Force and setting a deadline for accomplishing the goals set can be a very efficient way to get your plan going.

☐ **Retreat**
   Getting away from the ringing phones, email messages and daily routine to work exclusively on creating a plan can also be an efficient and effective use of time.

☐ **Open Space Meeting**
   Getting input from your constituents and stakeholders at all levels will give you a wide spectrum of ideas and opinions. While this type of meeting is not always the most efficient, it allows for input from everyone who cares to take part.

☐ **Combine several of these options as appropriate**

List your ideas here:
Look at your institution’s organizational structure

You can find information about your institution's structure in your catalog, Faculty Senate minutes, University Manual, campus council minutes, Board of Higher Education reports, and so on. Look at not only how the organization is set up, but how each of its parts communicates with the other parts, and what rules govern their operations. How does what you want to do relate to other units of your institution, their timetables and their approval processes. You will need to pay careful attention to the timetables that go with each of these units, so you will be prepared to approach them at the right time.

☐ **Unit, departments, divisions**
   This kind of group usually has regular meetings. You may want to be on an agenda for one of these meetings.

☐ **Colleges, Special Programs**
   All college meetings may take place less often and these groups may have specific times of the year when they consider new programs and plans.

☐ **Reporting structures**
   Sometimes it helps to work backward with a calendar. When does the President meet with the Vice Provost? When does the Vice Provost meet with the Deans and Directors? When do Deans and Directors meet with Faculty and staff? What plans will you have to make to get your plan to all these levels without wasting any time?

☐ **Curriculum decision makers**
   Does your institution have a Curricular Affairs Committee? When do they meet and when do they make recommendations to the Faculty Senate or other decision making bodies?

☐ **Curriculum change mechanisms**
   When and how often are changes inserted into the curriculum? Does it depend on the time the catalog has to go to the printer? Does it only happen in the summer, or in alternate years?

☐ **Timing of decision making**
   To move your plan along, it might be wise to make a timeline and mark out all the strategic dates for getting approvals and making curricular changes. Keep the dates in mind when scheduling your meetings and finishing your drafts.
List some your ideas about timing here:
Find out what other institutions are doing

Locate other institutions that have plans and get them. We have included some in a handout in your folder. It will be enormously helpful to identify institutions similar to your own, whether by size, curriculum, or funding levels. Knowing how others are approaching the same problem may save you some time and give you some good ideas. Other plans and programs can provide you with ammunition you may need to convince people at your institution to give you support, staff, money and time. They may also offer other unexplored ideas that may be of help. Other plans can also warn you of potential problems and/or suggest possible solutions to problems you have already foreseen.

☐ Read the Literature
Find out what is going on in the field is very important. It can provide a sense of where the whole idea of Information Literacy is going and will certainly provide a wealth of ideas to think about. Build on what others have already done. Use the lessons they have learned to avoid making the same mistakes. Don't reinvent the wheel!

☐ Identify institutions with similarities to yours
ARL and ACRL provide lots of statistics. Your institution may have identified a group of peer institutions, or you may have to identify and select your own peer group.

☐ Attend Information Literacy Programs and/or Conferences
LOEX, State, Regional and National conferences are all worth the time and effort it takes to get to them. Network with your colleagues. This is when all the trials and tribulations not fit for print are discussed in informal exchanges.

☐ Get on the Web
Many institutions and groups have Web sites concerning Information Literacy where a wealth of information may be found. ALA, ACRL, LOEX, National Council on Information Literacy, Australia’s or Germany’s or China’s institutions of higher education, and so on.

☐ Call/e-mail or otherwise contact colleagues
When you have read the literature and attended some conferences you will then have a list of people you can
contact. Don’t hesitate to do so. People love to talk about their successes, and will usually be happy to answer your questions.

☐ **Make site visits as you are able**
There is nothing like seeing a plan in action. If possible, go where you can experience and talk about a plan which is already in place. Being there can help spur your imagination.

List some reading, conferences and site visits you can accomplish:
Decide what you will do with your results

If your plan is going to take shape and have all the approvals it needs to be accepted on your campus, you must think about how you will record the results of your meetings, and to whom you will send those reports.

- **Write up reports every x weeks**
  Its always good to have a written record of what has happened at each meeting to refer back to. While you are creating drafts of your plan, you may also want to keep a running record of what assignments were made and what issues were discussed at each stage.

- **Meet with larger groups for updates and feedback**
  Library faculty, Curriculum Committee, other faculty, managers and administrators, are all likely candidates for input.

- **Combinations of groups**
  Perhaps you would like to reach multiple groups at the same time. Does your institution have a listserv or calling tree? Can you send a paper report to a large number of people via campus mail, or send a mass email that will reach everyone concerned?

- **Set a time-table that works**
  Be sure to review regularly so that your time table can be amended as necessary. If a new piece of information about scheduling appears, or a meeting date gets changed, be ready to make changes in your schedule.

- **Report as required to higher-ups**
  It is important to report on your progress. This will let people know that you are working and that you are making progress. If you report to a Dean and the Dean wants to see a written report every two weeks, make sure that happens.

List some ideas here:
PART 2: PLANNING TO WRITE THE PLAN

The ACRL Information Literacy Competencies will give you guidance as to the only National standard in place for academic libraries. Your institution may want to accomplish all of the Information Literacy competencies, or only some of them. The competencies are the backbone of Information Literacy in United States academic libraries. They can be found at www.ala.org/acrl/ilcomstan.html. Best Practices for Information Literacy can be found at

Once again, create a concept map concerning the writing of the plan. This will not include the contents of the plan, but rather, how the plan will get written, by whom, for whom, in what detail, and with what timelines and goals in mind. Brainstorm ideas, without worrying about how practical they might be. Jot down anything that comes to mind. Again, connect ideas which seem to go together. Try to make connections.

Who will write the Plan

Who would you choose? Who might you be allowed to choose? Are you required to have certain people on your committee? Do you have the authority to create a committee with members of your choosing? Find out what authority you have.

Librarians

At the University of Rhode Island, a small library faculty committee met to brainstorm what options might be available to us on our campuses for developing an information Literacy Program, what the needs of our students and faculty were, and how Information Literacy could be delivered to all interested parties.

The results of the small Library committee meetings were sent, as a written report, to the larger Public Services Department for discussion, review and revision. Once approved by the Public Services Department, the draft plan was sent to the Library Curriculum Committee for review. The revision and approval processes continued. Next the plan was sent to the Library Faculty for discussion, revision and approval. Only then did the plan leave the library to go to the Curriculum Affairs Committee of the University and finally to the Faculty Senate.
Faculty
At the University of Rhode Island, librarians are faculty. At your institution you may want (or be required to) include faculty from outside the library on your writing team. They may offer a different classroom perspective or work with a segment of the student population you don’t see very often. You might even find someone who has written a successful plan for another campus program! Try to make maximum use of the talent and experience in your own backyard.

Administrators
Administrators will be admirably prepared to provide your plan with the phrases and style most favored on your campus. They are usually practiced in the fine art of writing plans and proposals and can be of great benefit on a writing team.

Committees
You know the old joke about a camel being the end result of a committee trying to design a horse? On the other hand, with the right combination of committee members, much can be accomplished via each persons experience and viewpoint. It may be possible to divide the work of writing among several groups, if they are carefully chosen.

List some possibilities here:
Who needs to approve the plan and what is the timing?

Discover the chain of command at your institution. How do things happen? When do committees meet? What are the busiest times of the year and when are you most likely to get the attention of the people you need?

- **Internal Library structure**
  In order to propose the course at URI, it was developed and approved in-house, via our existing committee structure.

- **Library Administration**
  All approvals from within the Library should include the necessary blessing from the Library’s administration.

- **Institutional Faculty Committee and/or Senate**
  Important pieces of our Information Literacy plan had to be approved by other governing bodies at the University. For example, establishing the credit-course was as big a job as developing the plan. It was sent from the library to the University Curriculum Committee and Faculty Senate within their timeframe and structure for doing so. Finding out the procedure and timing for presenting our proposed course to the University for approval was critical to the success of our entire plan. If we had missed the deadlines, our plan would have been set back an entire semester.

  Proposing the accepted credit course as a General Education option for undergraduates meant going through this process again, with explanation and justification as to how and why it qualified for such a designation. The experience at your institution may be very similar or very different. By identifying the organizational scheme, the governing bodies, and the supportive individuals, you will improve your odds for successfully establishing your program and your plan.

- **Institutional Administration**
  Obviously, you will want the seal of approval from the highest levels. Whether you need an official signature from your institutional administration or not, you will want to have their support and assistance. Make sure they know what you are up to.
List some possibilities here:
Who is the audience for your plan?

Think about many different groups with an interest in Information Literacy. Think broadly, to include as wide an audience as possible for your plan.

☐ Institutional administration
  Of course.

☐ Library Administration
  Of course.

☐ Faculty
  Of course.

☐ Students
  Students may be a group to consider. They might not be the group most likely to read through a plan for Information Literacy, but it will have a major impact on them once the program is in place. Keep them in mind as possible readers.

☐ Potential students and their parents
  Many students and the parents of potential students look for information about the library and its programs when considering where their children will go to college. Your plan could have a major impact on the potential student's decision to attend your institution.

☐ Offices on Campus
  Does your institution have a Development Office on campus? The job of the Development Office is to show potential donors examples of the great stuff your institution is doing. Your plan for Information Literacy will explain a program that could be highlighted to potential donors.

☐ Alumni
  This group frequently acts in a recruitment capacity. They may advise new students about life at your institution. Will they be interested in reading your plan?
Future employers
Recruiters and others looking for new employees are looking for "Information Literate" graduates. Your plan will provide evidence that your institution is making an effort to provide the employers with the kind of employees they are seeking.

List some possibilities here:
What do they need to know, and in what detail?

What will readers of your Information Literacy Plan want to know? Will they want a general outline of the game plan, or will they want to know every detail of what your Plan? Will they want to know the history and background of traditional Library Instruction as compared to what is needed today? Will they want to know how the plan fits into the University structure in general, or will they require the specifics of course numbers, departments, and faculty?

You might want to consider creating several versions of your plan--an executive summary, a synopsis for the general public and an in depth detailed explanation for those who need that level of information. This may not be as hard to accomplish as you might imagine. (Think hot links!)

☐ Everything from A-Z
   Some groups will want and need to know all the details of your plan and how it will work. These groups will probably be those who will be most intimately involved in approving and/or implementing the program.

☐ Goals and objectives
   Some groups may only need to have the general sense of what you want to do and how you plan to do it.

☐ How Information Literacy fits into my institution
   A general summary of how the program fits in with what already exists may be sufficient for those not directly involved.

☐ Specifics of which courses, programs, groups will pilot the Information Literacy program
   Some groups may want to know where to find specific courses and how those courses will fit into the general curricular scheme of things.

☐ Who will be involved in delivering the program?
   Everyone will want to know what it will mean in terms of his or her own workload.

☐ Departments/colleges affected
   Every department and college will want to know if and how your plan might affect them.
☐ Expected Learning Outcomes
Some groups will want to know why this plan is a good idea and what will result from it.

☐ Expected timelines
Probably everyone will want to know how long a process is being undertaken, for making adjustments in their own plans, or for myriad other reasons.

☐ Plans for assessment/evaluation
Many groups will want to know how you will be able to tell Whether or not your program is getting the desired results.

List some possibilities here:
What do you want to accomplish with your plan?

Your plan should meet goals and objectives you have in mind for students, staff, faculty and administrators on your campus. Your plan may have multiple purposes, but you should be sure you have a clear idea of what you want your plan to accomplish as you get started.

- **Provide a blueprint for Information Literacy at my Institution**
  At URI we wanted to create a road map of sorts which we could use to keep us on track during this long range project.

- **Give the Library more publicity/status on campus**
  A secondary goal for us was to provide a document to which we could point people to show them that Library faculty are very much involved in the teaching mission of the University.

- **Make an informational tool for all interested parties**
  Administrators frequently call for reports on what a college or department is up to that is new or innovative or can be used as a talking point at those very important budget meetings and fund raising events.

- **Keep the Institutional community up to date**
  University personnel outside the library don't necessarily keep up with what it going on in the world of libraries and what we do within those hallowed halls. One goal for our plan was to make everyone aware of new services that could improve the lives of students, faculty and administrators alike.

- **Make a guide to get Information Literacy program to its completed form**
  We wanted to have a document which would help keep us focused, and which would get us back on track if we got bogged down along the way.

List some possibilities here:
How much can you accomplish toward producing a final plan in the near future? (one semester or 6 months)

Consider the members of your writing group, the number of times you can realistically meet, your approval processes, and so on. Don't try to do more than you have time for. Be realistic about how long its going to take.

☐ Create a draft plan for Information Literacy
   If you have done all the planning suggested up to this point, you should have some idea of who you will be working with, what kind of meetings you will have, who will be on your writing team, how often you will be able to meet, and what approval and printing deadlines you will have to meet. With this information, you should be able to estimate how long you will need to create a draft plan.

☐ Get draft plan to Library’s approval bodies
   If you can write a draft plan in six months, can you get it to one or more groups for comment and/or approval? At URI some timelines simply fell into place—others we really hustled to meet so that we wouldn't miss a crucial deadline.

☐ Get document to committees at time appropriate
   Again, if you pay careful attention to the deadlines of other groups and committees your process will move along more quickly. Will you be able to get your draft plan to all the necessary committees in six months?

☐ Get feedback and make revisions
   Do you think you can create the draft plan, get it out to other groups for their input, and make revisions, so that your revised draft plan can make the rounds again?

List some possibilities here:
PART 3: WRITING THE PLAN—WHAT SHOULD GO IN IT?

Our third Concept Map will deal with the heart of the issue. What should and could go into the Plan? In your map, think about who you want to reach and what you need to include so that the Plan can be understood by all members of your audience. Complete your third "map" and link ideas as you did before.

The Introduction

☐ **Definition of Information Literacy**
  Provide a definition of Information Literacy. Make sure your definition clearly states what Information Literacy means (or will mean) at your institution. Don't assume that everyone at your institution knows what Information Literacy is, or knows what you mean when you use the term. Make sure that you have in-house agreement about your definition before you offer it to the general public.

☐ **Definitions of other non-standard terms and acronyms**
  It is always difficult to read a document which is full of jargon and acronyms. Be sure to define any terms that are not part of the average non-librarian's vocabulary. Spell out all acronyms, at least the first time they are used.

☐ **Why Information Literacy is important to the future of all students**
  Create a document which explains the reasons and the need for your program. Spell out what this program is designed to do and how it meets the needs identified.
History

Remember you have targeted populations that may know very little about how your work is done. Put what you do in perspective. Make sure that your readers understand major changes that have taken place in the world during the last 10 years and how those changes affect doing library business in an academic setting.

How Libraries have changed
To put your plan in perspective you may want to explain how libraries and library users have changed with technological changes. People used to stand at the Reference Desk and ask questions. Now they call, e-mail, chat, and stand at the desk. They used to use a fairly limited set of resources—books and journals in paper format. They needed to be where the resources resided. Today, there are many choices of format, many options for access and delivery and sometimes no need to be in site to use the materials. The content of many resources is beyond the control of the Library and/or academic community. The World Wide Web, for example, is a source of information which many students use. The quality of the information available is very uneven, and not always suitable for academic purposes. Students must be taught how to evaluate what they find, so they can identify appropriate sources of information.

How your library has changed?
The increase in demand for teaching in the Library and/or from the Library has increased exponentially at the URI libraries. Describing this change makes obvious the need for our program. Don't be afraid to restate the obvious! Inform readers of the changing nature of library use, user education and reference. Describe what you do, how it has been accomplished in the past, and why you need to shift those tasks to a program which better meets the needs of today's users. It is important to set the stage, so readers will understand the need for the program.
What you do now that supports Information Literacy goals?
Do you have a program of instruction in place already? Do you teach students in the library or in their classrooms now? Whether it is traditional Bibliographic Instruction or one-on-one assistance at the Reference Desk, make sure to acknowledge and catalog everything you already do to support the goals of Information Literacy.

How is your library adapting to the changes?
Explain what you have been doing to meet the changing demands of library instruction. Tutorials on-line, user guides, more BI sessions, more face to face interaction, e-mail or virtual reference, are all things that might be described here. Tell your readers how you are responding to changes.

Goals

What are the still unmet needs at your institution?
Comparing your needs assessment with your current services is a good way to determine what needs are still unmet. You may find that students need critical thinking skills and evaluation skills. Later in your plan you should spell out how you will provide those skills in your Information Literacy program.

List some ideas for your plan here:
Design the body of the plan

It will be useful to think about segments of your total population that will have similar needs to be met. Create a program which will meet the needs of each segment, if your plan calls for you to reach them all.

- Divide into sections by student year in school
  Think about the student population you serve. What is their level of need? At what point in their academic program is the best time to provide Information Literacy instruction? Do you want to be comprehensive, or supply just the basics? Do you need to reach distance students? Do you have graduate students? Do you support a continuing education program?

URI is a medium sized public research and graduate institution with a healthy undergraduate program. As such, we saw the need to create a plan that would answer the Information Literacy needs of students and faculty at many levels. We identified the introductory college programs as well as the largest colleges as places where the need was greatest. This group obviously needed general and across the board information.

We agreed that specialized sessions would be useful for people who have already declared a major. Those students in Business, for example, don't really use the library for business related assignments until they have declared Business as their major. This population would need more subject specific programming.

Graduate students were also identified as needing instruction in Information Literacy, not only in terms of what tools are available, but in terms of what tools are the best to use in their specific discipline.

We thought that Faculty might benefit from education and training in Information Literacy as well. Faculty may not be aware how much the library and the tools used in doing research have changed in the last decade. New faculty may not know what resources are available or which resources might support the classes they teach.
Divide into sections by disciplines or programs
Assessing your users programmatic needs will help you to succeed. Your assessment will tell you how many levels of instruction you need. Thinking about the progress of students through their degrees will also help you determine when they should receive instruction. A first year music student may have not need to use the library during that year, as performance may be the focus for beginning students. Design your program so that you will reach the students when the information is relevant to them.

Divide into sections by type of instruction
How many different ways will you reach students. Will instruction be in-person, or via distance education or web tutorials? Will you offer a for-credit course, workshops, one-shot sessions? Will you offer in-depth information, or gear your program to students at the Sophomore level? (At a two-year junior college for example, it may not be necessary to teach research tools that are relevant to graduate students.)

Divide into sections by location of instruction
Do you plan for instruction in the library, or will you take it to the classroom? Will you take it to the classroom in person, or virtually? Do you have more than one campus to consider? Can you use technology to reach more locations?

At URI we have three campuses, each with a different type of student. To accommodate the variety in the student body at the three campuses, we use a variety of methods to bring the appropriate level of instruction to the appropriate location in the appropriate time frame.

Divide into sections by time frames (the present, near future, the distant future…)
What part of the plan will you deliver first? What will follow? At URI we decided to plan and implement a credit course for undergraduates first. From there we planned to create subject specific modules which could be applied at the appropriate time after students declared their majors. We then planned a Web based tutorial to assist in providing very basic instruction to large numbers of undergraduates. This was a near future plan. The next phase, a program for graduate students, with attention to faculty needs to follow, was planned for the distant future.
Establish oversight of the plan and program
Be sure to explain who will administer your program. If the Library is to "own" the program, it will be administered by the Library. If you are partnering with another department or departments on campus, explain who will be in charge and who will bear the responsibility for the program.

Establish program assessment tools
How will you know whether or not you are achieving the goals you established for your program? Be sure to plan for and include in your plan, measures which will be useful in assessing your program and your plan.

List some possibilities for your institution here:
Establish Time Lines

What parts of the plan do you want to achieve in the not-too-distant future? (One to two years)

☐ Acquire approval for new courses
   Can a new course get through the approval process in one to two years? If you are intending to introduce new courses, make sure you know the procedure and how long it will take.

☐ Approval for funding for new positions
   If the success of your plan depends on new positions, how long will it take to get those new positions? At URI we could NOT make any of our plan depend on new positions, as there was no guarantee that we would be able to get them. What is situation at your institution?

☐ Approval for new technology and classroom equipment
   Will your program require the acquisition of new technology and classroom equipment? What is the budgeting process and the timeframe for making those requests and receiving new equipment? Can you make your program with incremental additions, or will you need to have everything at the same time?

☐ Educate the Institution’s community
   If this is a goal, think about how to reach everyone at your Institution, and how best to let them know what you are doing. (You have already done some of this above.) In the grand scheme of things, will one to two years be enough time, using the methods you identified above, to educate your Institutional community?

List some ideas for your near future goals here:
What part or parts of the plan do you want to write first, and why?

The best starting place will depend on your individual situation. In some instances it might make sense to start with the content of the plan itself--what content will be delivered to what audience at what time--and work backward from there. In other cases, the starting point might address the most obvious needs which surfaced from the needs assessment you did. You might be the Information Literacy "brain child" for your institution, and you might select a starting point based on who you can convince to help you.

☐ Librarian-Teacher preparation
Preparation of those who are to deliver the program will be necessary before anything else can happen. Will they need major and lengthy training, or will a one-day workshop be sufficient? Getting this part of the plan in place early may be key to success with other parts of the plan.

☐ Ideas about new credit courses
If you hope to include credit courses in your Information Literacy plan, the content of those courses will need to be thought out and documented early in the process. At URI we actually created and taught a 1-credit course before the plan for Information Literacy was written.

☐ Partnering with faculty
Document your ideas about partnerships. This will require some preliminary testing of the waters to make sure that there are faculty members willing to consider partnering with you.

☐ Undergraduates vs. graduate students
What segment of your student population needs instruction in Information Literacy the most? Is there a mechanism which can be easily used to reach your first target population? URI requires all students to take URI 101. Completion of the online module was easy to incorporate in URI 101 sections. Undergraduates are also required to fulfill General Education requirements. Making our 3-credit course an option in the General Education English Communications requirement gave us entrée to a large number of undergraduates as well.
Subject specific instruction
Perhaps faculty have contacted you for assistance with research methods in their subject area classes. It might be beneficial to craft this part of the plan, in order to capitalize on such an opportunity.

Marketing the program to students
You might want to consider and plan for how you will get students to participate in your program. What will motivate them to participate? Can your plan be made an institutional requirement? Can students get credit or certification?

Marketing the program to Library staff
Where will you get the people to deliver the program? Will you have to convince Library staff, or will they stand in line to volunteer? Will they need a pep rally or a dynamite charge to get them going? Will they agree to try something on a short term basis with assessment to follow?

Marketing the program to faculty, staff and administration
At URI, librarians found many ways to get the word out about our plan and our program. We are all subject selectors and curriculum liaisons to departments. We are all representatives on various campus committees. These responsibilities offer endless opportunities for introducing Information Literacy to our colleagues. We used these opportunities in our marketing plans for that population. We also made personal contacts with the faculty--from lunch dates to University functions. We made a presentation to the Council of Deans at one of their meetings, and were overwhelmed by their enthusiastic response.

Think big, Start small, but Begin!
Take your opportunities as they arise. Everything will not fall into place at one time. You may have to choose one small project and stick with it. You may be able to implement pieces of the plan earlier than anticipated, or in a different order. You may be presented with multiple opportunities in the same semester. Don't promise more than you can deliver!
What parts of your plan will wait for the distant future?

- **Establish larger or more difficult parts of the plan**
  Our plan was built so the program could be accomplished in stages. Our hope was that resources would be added as our successes became evident to those who hold the purse strings. This meant expansion of our program would happen over time. You may want to start with a small step and/or an easy step, easing into the more difficult parts of your plan gradually.

- **Continue to expand the program**
  Will you plan to expand your program over a period of years? Will you add delivery options or sections of a class, or times of year when your program is offered? Think about the timing. Estimate how long it will take to get where you want to go.

- **Continue to market and promote**
  This is probably something that should continue indefinitely. It's never a bad idea to keep people aware of what you are doing. What will you plan for the long term to keep your Institutional community of the status of your program and your plan?

List some possibilities for the long term here:
Part 4: Plan for the future

Do one more Concept Map with the future in mind. What will you need to keep the program running? How will you know if it's working? How will you know if the needs of the students, faculty and administration are being met? How will you move to the next step? What will be required to "grow" the program? How could the plan be better? What mechanism can be put in place for review and revision of the program and/or the Plan?

☐ Understand the money situation: historically and current practice
   No new positions, no new money, no new equipment? Is that the long standing rule or the current practice? If so, create a plan that can function in spite of the restrictions. At URI, we had nothing additional to work with until we had some proof that what we were doing was necessary and successful. Work around the roadblocks. Don't try to knock them down if they are set in concrete.

☐ Consider identifying grants or other sources of funding
   Even if Institutional funding is not available, consider looking outside your Institution for funding sources. Our wireless laptop computers were purchased with grant money from the Champlin Foundation. Our Smart Boards were purchased with funding from the Smarter Kids Foundation. If your Institution allows you to do so, identify sources of funding for what you want to do and write a proposal.

☐ Create a marketing strategy
   How will you tell people about your plan? Once it exists, sharing it with as many people as possible should be a goal. You must determine with whom you want to share it, and how to put it in their hands. Think outside of the box. Of course you want your students, faculty and administrators to know. What about alumni, the Board of Governors, local employers, college recruiters, prospective students and their parents, other libraries?
Once approved, be sure to inform all interested parties about the plan. Post it prominently on your Web page. Send copies out via e-mail. Send paper copies. Write a story for the student newspaper. Announce the plan in the faculty newsletters and departmental meetings. Have library liaisons meet with their departments to discuss and plan. Make sure people know and remember that your plan is in place.

☐ **Be flexible and creative**  
Perhaps promises were made about resources, which can’t be delivered. Scale back your plan and implement it piecemeal. Think about alternate ways to get the job done using only what you already have. Be creative. Remember to be flexible as well. You may have to revise your game plan in the ebb and flow of opportunity.

☐ **Be steadfast and vigilant**  
Have a game plan for implementation. Know what you are going to need for each piece of your plan. More staff? More space? More money? Make sure its going to be there when you need it. Own the plan. Don't wait for someone else to write it, and don't wait for someone else to make it happen once its written. Its your creation. You have to be responsible for its care and feeding, growth and development, success or failure.

☐ **Review and adjust the plan**  
Once your plan is drafted, share it with people who you feel are supportive of the concept of an Information Literacy program. Ask them to read through your plan and offer feedback. Start with concerned parties in the Library. Once you have consensus within the library, share it with those outside the Library who you know will offer constructive criticism. Listen to their ideas and concerns. Look for ways to incorporate your plan into their curriculum. Revise, revise, revise.

Once your plan is complete, send it through the approval process for your institution. Do your homework and make sure you don’t miss any steps. Don’t be afraid to ask questions. Stay on top of where your plan is and on whose desk it might be sitting.
Make a time-table for review and assessment
This is a living document. It will need adjusting, updating and assessing. Do not assume that your job is finished once the document has been created. Make sure you create and accomplish a time-table for revisiting the plan and make changes as necessary.

List some possibilities for the future here:
Establish on-going review

Any program worth continuing must have a means of reinventing and renewing itself. There are many possible ways to evaluate what has been done so far, and what needs to be done in the future.

☐ Annual Retreat to plan the next objectives
   We have found it very helpful to return to the document on a regular basis, both to consider where we are, and to determine what we need to do next.

☐ Revisit and assess the program goals
   Is it working? Are you getting where you meant to go? Do you need to address problems, fine tune first attempts, or take a new direction? Are there new variables to consider? Assessment of this kind will probably take place casually, but should also occur in a formal way as well.

☐ Market the Plan and the Program
   As your plan takes shape and your program begins, it is important to inform and “sell” it to your audience. Make sure people hear about what you have done and how it will be of benefit to them.

☐ Report the successes widely
   At the end of the third year of our program we created a report on our progress and sent it to the University President, Provost and Deans, as well as the Board of Higher Education. We want to make sure that our successes get noticed!

☐ Stay flexible and open-minded
   There is more than one way of doing anything. If the first way doesn't work, try something else.

☐ Be open to opportunities
   Opportunities may not come along in the order you want or expect. However, if an opportunity arises, take it whenever possible, even if it means rearranging something, or taking on a new task as a pilot or trial program.
Share with other librarians
The more you share with your colleagues, the easier it will be for everyone to move forward. If you share what you have done, others may also share what they have done. New points of view, new ways of accomplishing a task, may work nicely into your plan. Why reinvent the wheel?

List some ideas for on-going review here:
General Advice--Take it for what it is worth

☑ Be as clear and detailed as possible.
When writing the contents of your plan for Information Literacy, be as clear and as detailed as possible in describing the various pieces of your plan. Lay it out so that it is both easy to read and easy to visualize. Explain where each segment and each option fits in the students program of study. Discuss what students will learn in each segment.

☑ Provide options
Plan for as many delivery options as possible. Be as flexible and inclusive as you can. Methods for achieving competencies may include: in-class exercises, homework assignments, papers, projects, on-line/off-line work, credit courses, workshops, Web tutorials. Build on what you already do and call on local experts to help you expand from that base. Suggest places (courses, programs, special projects) where pieces of your Information Literacy Plan might be useful.

☑ Think incremental and modular
Make your offerings incremental and modular. This will allow implementation of your Plan one piece at a time. While it is wonderful to think about dropping an entire plan into place and making all parts of it run at a selected point in time, it may be necessary and perhaps even desirable to introduce parts of your Information Literacy plan individually over a period of time. In practical matters such as personnel, funding, and space this may be the only way in which the entire plan can be completed.

☑ Link your plan to the ACRL competencies
Link exercises, tutorials, activities in each piece of your plan to the ACRL competencies and make sure to state which competencies are addressed with which parts of the Plan.

☑ Use teaching methods to accommodate multiple intelligences
In creating your classes, tutorials, modules, etc. try to balance what students like to do with what they need to know. Students enjoy learning Information Literacy via active learning techniques. Consider designing the delivery of your program using active learning, resource based learning or problem based learning.
Develop measurable outcome tools
Remember that, just because we told them (the students), how to be Information Literate, doesn’t mean they really “got it”. Develop and include measurable outcomes for each segment and each delivery option you plan to offer. Everyone you talk to will want to know how you know if your program is successful. Assessment can also take several forms, including surveys, opinion polls, student evaluations, and so on. But measures of whether students are achieving the competencies you have targeted will be necessary to “prove” the effectiveness of your program to skeptics and believers alike.

Don’t limit your plan to students
Build methods for educating faculty and administrators about Information Literacy into your plan. You will want to encourage faculty to incorporate Information Literacy into their curriculum, send students to your classes and/or tutorials, and get them up to speed on how the world of research has changed during the past 10 years. You may want to build tutorials, exercises, bibliographies and other tools specifically for that audience. You may want to tailor what you have already created for students for your faculty. Offer workshops, and exclusive and intensive sessions for faculty. Ask to be part of new faculty orientations. Create new avenues for reaching the non-students on campus.

List some general strategies for your plan:
Summary

Your completed plan will be a major accomplishment. It will serve you and your community for many years to come. It will provide the vehicle by which your students will gain vital skills, and it will increase the Library's role in the education of students at your institution. It is a document that will allow you to implement your program incrementally, or completely. It will help to guide the development of the Information Literacy Program on your campus, even if the current Library personnel disappear, retire, or win the lottery. This document, in years to come, will also provide valuable historic information about where your program began and how far it has come. Your Plan will be a work in progress, subject to revision and revitalization, as needed. It will also be the keystone in making your vision for Information Literacy at your institution a reality.