**A 500-600 word description of the problem or challenge you would like to address with respect to your current information literacy program. In preparing your statement please include some reflection on where your institution's information literacy program is currently.**

City University is a private, nonprofit institution of higher education headquartered in the Pacific Northwest. Our students are primarily working adults, almost half of our courses are taught via distance education, and the majority of our teaching faculty are adjunct instructors. The non-traditional nature of City University (CityU) presents several unique challenges for the creation and implementation of a university-wide information literacy instruction program.

CityU's mission is to provide educational opportunities worldwide, mainly to working adults who want to pursue their education without interrupting their careers. Most of our students attend classes while working full-time, and many have been out of school for an extended period of time. As a result they are unfamiliar with the resources that are currently available for conducting scholarly research.

Most of the information literacy instruction that is now offered at CityU is lecture-based bibliographic instruction that focuses on how to use the tools. We teach skills in isolation, and students have a hard time seeing how what they are learning is relevant to their studies. Our instruction varies from class to class and program to program and does not build over time in a logical manner. Students are not taught how to access information effectively and efficiently or to evaluate information and its sources critically. Feedback from students and faculty about the instruction is not positive overall.

Our five-year goal is to build an integrated information literacy program that addresses core information literacy competencies and that provides our students with the lifelong skills that they need. Several factors in the unique environment of CityU make this especially challenging.

Because CityU specializes in offering advanced degrees and degree completion, we do not offer composition courses, a first-year experience, or freshman seminar–typical courses in which information literacy instruction occurs. One of our challenges is to determine where to integrate information literacy instruction into our curriculum.

The university's main campus is in Bellevue, Washington, but we offer instruction in nearly two dozen locations throughout the State of Washington, as well as in Hawaii, the Canadian provinces of British Columbia and Alberta, and in the countries of China, Slovakia, Bulgaria, Greece, Romania, and the Czech Republic. It is challenging to create and provide instruction for such a dispersed population. Though our classes are taught in English, many of our students are not native English speakers, and experience the typical challenges of ESL speakers in learning to use library resources.

In addition to classroom instruction, CityU provides instruction using traditional distance learning (i.e., correspondence) and online distance learning. Slightly less than half of our students take classes via distance education. The university is also in the midst of a major effort to increase the number and type of courses offered online through the Blackboard course management system. One of our challenges is to ensure that an MBA student in China is receiving the same quality and quantity of information literacy instruction as a counseling psychology student in Bellevue.

City University uses a practitioner model of instruction with a cadre of adjunct teaching faculty who are currently working in their fields. Most of our faculty are not trained academics; many teach part-time while working full-time. The unique challenges of partnering with adjunct faculty to provide consistent information literacy instruction are another issue that must be accounted for in planning our information literacy instruction.

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Though we face many challenges to the implementation of a university-wide information literacy program, there is ample evidence of support from administrators, faculty, and librarians. I know that will be able to achieve our goal.

**A 1,200 word explanation of what future plans you and your institution have for enhancing your information literacy program and how you hope the Immersion Program will help.**

I was hired by City University one year ago with the understanding that the development of an updated information literacy program was to be one of my highest priorities. Since this was my first position coordinating an information literacy program in an academic library, I began familiarizing myself with the available research about information literacy and instruction. I visited ACRL's information literacy Web site and focused on the Standards Toolkit, the *Guidelines for Instruction Programs in Academic Libraries*, and ACRL's Institute for Information Literacy *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline*. I also subscribed to the Information Literacy Instruction electronic mailing list. At the 2003 ALA Annual Conference I attended meetings of the Instruction Section, an ACRL pre-conference on *Planning Instructional Opportunities for Targeted Populations*, and various programs on information literacy.

After synthesizing what I had learned from my readings with what I had learned from my years teaching, I was able to formulate a plan for major changes to our information literacy instruction program that would result in a larger and better integrated program of information literacy instruction. To do this, I relied heavily upon ACRL's *Characteristics* in developing our library's plan for a university-wide program at CityU. Once I knew where the program was headed, I began to raise awareness among members of the university community about the importance of teaching our students to be information literate.

Six months after I started at CityU, I gave a presentation to the Deans Council describing our library's vision of the new model of information literacy as an institutional priority. The Council commissioned a task force comprised of representatives from all university departments and programs to address the issue. I was appointed as co-chair with another faculty member and additional representation from a library colleague (Jonathan Betz-Zall, who is applying for the Immersion program teacher track). This group's first charge was to develop a mission, goals, and objectives for a university-wide information literacy program.

All members of the task force received copies of ACRL's Institute for Information Literacy *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline*. The mission statement has been written (Category 1 of the *Characteristics*) and we are about to begin work on the goals and objectives (Category 2) of our program. When these have been written we will present our work to the Deans Council. Together with the Deans Council, the task force will create a plan for implementation (Category 3). In the plan we will indicate formal and informal mechanisms for ongoing dialogue within the CityU community and establish the means for implementation and adaptation.

Administrative and institutional support (Category 4) is evidenced by the fact that the initiative has moved to the forefront of the priorities in the Academics division of the university, leadership and responsibilities have been assigned, funding is available for library faculty to attend professional development opportunities such as the Immersion program, and the implementation of a program has become part of the library's strategic plan. Discussion still needs to occur in regard to incorporating information literacy in a more formalized way within the university's strategic plan. Additional institutional support may include the funding of grants

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to faculty that are awarded by the university's Center for Excellence in Learning and Teaching (CELT).  These grants may be used to fund faculty retreats to learn more about information literacy, to revise course curricula and/or assignments, to develop tutorials or other instructional tools, or to develop assessment tools that can be used to evaluate students' information competence skills and abilities.

City University uses standardized syllabi which help to ensure consistency throughout the curriculum.  Courses are designed by senior faculty or qualified teaching faculty and reviewed by a Curriculum Assessment Committee that is comprised of representatives from all academic units.  The information literacy task force will articulate the scope and sequence of the competencies to be developed throughout a student's academic career, and then specify programs and courses that are charged with implementation.  We will work with course designers to create assignments that teach these competencies and sub-competencies (Category 5).  We also plan to create a document that is designed to assist course designers with the creation of assignments that incorporate information literacy.  Collaboration among senior faculty, teaching faculty, and librarians is essential in order that the syllabi may indicate who, e.g., teaching faculty and/or librarian, is to teach which component (Category 6).  The assignment of responsibilities will help us provide more consistent instruction.

Participation by faculty from CELT will become increasingly important as we begin to focus on the program's pedagogy (Category 7).  Their full support of this project is evidenced by the fact that the director of CELT serves on the information literacy task force.  One of CELT's main responsibilities is to insure that CityU faculty provide a diverse approach to teaching, respond to multiple learning styles, and support student-centered learning in their instruction.  In order to serve distance education students, we plan to develop a series of modules and tutorials that will be posted online using Blackboard, our course management system.  Course designers from City University Online (CUOL), our distance learning division, will work with subject matter experts and librarians.  Incorporating appropriate information technology and other media will allow us to serve yet another group of learners and learning styles.

Library faculty have been part of ongoing discussions about the changes to the information literacy program, and it will be important for them to actively engage in professional development and training (Category 8).  Librarians at CityU have always served as advocates for information literacy (Category 9) and will continue to do so.  One of our library's main goals this year is to do more marketing to our current and potential users and to increase the visibility of our services.  Though a more formal marketing plan has yet to be developed, we plan to add content to our Web pages and create a brochure on the topic of information literacy.  To further market the program, Jonathan Betz-Zall and I created a workshop, *Integrating Information Literacy*, for the fall 2003 Academic Conference for faculty that we will repeat in 2004.  CELT offers a New Instructor Seminar on a regular basis and we will work with CELT to offer a presentation about the information literacy initiative at CityU.

One of the major pieces still to be developed by the task force involves assessment and evaluation of the overall information literacy program (Category 10).  I am interested in learning about the various methods and tools for assessment, and how to measure direct progress toward meeting our program goals and objectives.  I am hopeful that this is something that I can explore more fully if I am accepted into ACRL's Immersion Program.  Though I have searched the literature and attended several programs, I feel that the experts at Immersion, as well as my fellow participants, will be able to help me create a system for assessing the information literacy program at CityU.  I am also interested in hearing from others attendees and Immersion faculty about integrated information literacy programs at non-traditional institutions.  In turn, I am happy to share my knowledge and what I have learned from my activities at City University.

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