Shaking Up the Curriculum

Leadership lessons learned in developing an action plan for information fluency

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The secret of getting ahead is getting started. The secret of getting started is breaking your complex, overwhelming tasks into small manageable tasks, and then starting on the first one.

- Mark Twain
What do we want?

Rockhurst University wants its students to be information fluent.

We want to promote faculty-librarian collaborations.

We want to move from low integration (one-shots) to full integration throughout the curriculum.

We discovered that the key to getting people to follow you is to know where you are going.
Rockhurst University is a private, coeducational Jesuit university located in Kansas City, Missouri, founded in 1910 as Rockhurst College. The 55-acre campus is nestled just blocks from KC’s Country Club Plaza and minutes from downtown.

- **Students:** 2309 UG/677 Grad
- **Faculty:** 127/Full time--117/Part-time
- **Average class size:** 25 with a 12:1 student-to-faculty ratio
- **Undergraduate programs:** 55
- **Graduate programs:** 13
- **Library staff:** 5 full-time librarians; 1 full-time para; 4 part-time paraprofessionals
- **CORE curriculum:** not reviewed in 20+ years--*changes coming*
Training

- **ACRL 2015 Immersion Program Track** This activity was supported by the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act as administered by the Missouri State Library, a division of the Office of the Secretary of State
- **Council of Independent Colleges (CIC) Information Fluency Workshop 2016**
ACRL 2015 Immersion Program Track: What I learned

HSOM MS in Business Intelligence & Analytics Information Literacy Program

- Define plan outcomes (for faculty, students and librarians)
- Define criteria for success
- SWOT analysis
- Curriculum mapping
- Identify key stakeholder

https://www.seattleu.edu/housing/residences/gallery/
Adaptation

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SCRATCH THAT
WE NEED A NEW PLAN
CIC Information Fluency Workshop: You need a team!

CORE Information Literacy Program Plan https://docs.google.com/spreadsheets/d/1EBq9aI9bUgsql0aJZUoYzp7WBqZyccRxPZMUiZnRTuMo/edit?usp=sharing

● Team of four: a librarian, two English faculty and an administrator
● Discussion related to introducing information fluency into English literature courses
● Building a culture of collaboration
● What we liked:
  ○ Dickinson University’s upper level Literature Studies Research Lab
  ○ Univ. of St. Thomas’s multi-stage research assignments using research labs
  ○ Developing a semester sequence of IF learning outcomes
  ○ Student portfolios, ending with senior thesis workshops run by librarians
What Now?

1. **Long term plan:** Establish Outcomes
   a. Align IF proficiency outcomes in the core curriculum, and specifically, outcomes in the English major
   b. Map outcomes to courses
   c. Increase IF instructions sequentially throughout curriculum; hire additional instruction librarians

2. **Short term plan:** Develop research lab tied to upper level English literature course
   a. Introduce e-portfolio in the English major
   b. Review IF proficiencies
   c. English Department develops a semester sequence of IF outcomes for emphasis (one per semester) in upper level II courses
   d. CIC team meets with A and S deans to pilot research lab for Spring 2017 (**hope it has a spillover effect!**)
   e. Establish senior thesis workshops in collaboration with librarian, including reflections on and revision of portfolio.

3. **Identify Institutional Partners:** Registrar, Learning Center, Library, VP of Academic Affairs, Dean of Arts and Sciences
Network Like Crazy and have your elevator speech ready

“The greatest value of an academic librarian is to prepare students to be 21st-century literacy experts and to become critical, creative thinkers and lifelong learners who contribute to and thrive in a global society.”

- Visit faculty in their offices—surprise visits—take cookies!
- Create programming and events allowing for faculty-librarian collaboration
- Attend new faculty orientations and get invited to department meetings
- Participate in campus committees, especially those related to curriculum; analyze the culture of departments and find future faculty partners
- Develop teaching and learning workshops for faculty—Scholarly communication, Copyright, Open Access, etc.
- Attend faculty and student research fairs and presentations
- Follow faculty on social media
Arm yourself with data

- Number of library instructions in that discipline and at what level
- Surveys of employers and their opinions on graduates’ IF skills
- Comparative data from peer institutions
- Number of libguides tied to courses
- Data from reference interactions
- Assessment survey results

http://www.educationaldatamining.org/
Any Questions?
Contact Information

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Resources

Characteristics of Programs of Information Literacy that Illustrate Best Practices: a guideline (ACRL, rev. 2012) [http://www.ala.org/acrl/standards/characteristics]


