SS-S04-9

At its meeting of May 17, 2004, the Academic Senate passed the following Sense of the Senate Resolution presented by Senator Branz for the University Library Board.

SENSE OF THE SENATE RESOLUTION
INFUSION OF INFORMATION LITERACY INTO THE SJSU CURRICULUM

<u>Background:</u> The University Library Board (ULB) recognizes the importance of integrating information literacy competence skills into the curriculum. Since its founding the ULB, in consultation with the Dean and Associate Dean of the Library, has been exploring the information literacy needs of faculty and students. The Association of College and Research Libraries (ACRL) defines information literacy as a "set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.' " ACRL established Information Literacy Competency Standards for Higher Education in 2000. [1]

At its April 5, 2004 meeting, the ULB approved the following resolution:

Whereas,	the American Association for Higher Education (AAHE)[2] has endorsed the ACRL Standards; and
Whereas,	the California State University system has also recognized the importance of information literacy competence and established a core set of competencies for it[3]; and
Whereas,	information literacy competence is recognized in key guidelines (2.2) of the *WASC Handbook of Accreditation*[4]; and
Whereas,	both effective use of learning resources beyond textbooks (2.3), and library services (2.13, 3.6), are identified as key components of the WASC process of insuring support for student learning; and

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[1] See http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm
[2] See http://www.aahe.org/
[3] See http://www.calstate.edu/LS/infocomp.shtml
[4] See http://www.wascweb.org/senior/handbook.pdf *and* http://www.sjsu.edu/wasc/ under "Criteria for Review" and attached "Guidelines" for Standards 2 and 3.

Whereas,　　　　　　for over twenty years campus guidelines and policies[5] have established information literacy competence instruction as part of English 1B and all 100W classes; and

Whereas,　　　　　　several Department- and College-level projects[6] are already in place that have determined discipline-specific information literacy competencies, and identified classes in which those competencies are appropriately taught; and

Whereas,　　　　　　the importance of integrating information literacy assignments that build student competencies into the curriculum and the importance of partnerships between librarians and faculty has been demonstrated; therefore, be it

Resolved,　　　　　　that the Senate strongly support the incorporation of information literacy into the General Education (GE) Guidelines (when they are considered for revision in 2005).

ULB Vote (4/5/04): 11-0-0

Present: Stephen Branz, Edith Crowe, Allison Heisch, Paul Kauppila, Daniel Nilsen, David Parent, Kenneth Pierce, Bernice Redfern, Dayana Salazar, Judy Strebel, Andrew Wood

Absent: Patricia Breivik, Ji-Mei Chang, Aharon Hibshoosh, Shirley Reekie, Blanche Woolls

Financial Impact: None anticipated

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[5] English Dept. guidelines for 1B include: "Research: **English 1B** shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian." The library part of English 1B was originally part of a document dated February 12, 1979 and called "Undergraduate General Education Requirements." [S79-1]
100W: "Guidelines: Upper Division Writing Workshop" University English Requirements Committee, September 9, 1980, say these courses "… should include instruction in library research in the students' field. The Library will prepare presentations and exercises in conjunction with course designers and instructors."

[6] See http://www.sjlibrary.org/services/literacy/info_comp/infocomp_beyond.htm#projects