

**EXECUTIVE SUMMARY**  
**Teaching & Information Services, Stewart Library**  
**Self-Study Document, Fall 2019**

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document.

**Mission Statement:** The newly formed Teaching & Information Services Department in Stewart Library does not yet have a formal mission. However, the main role of the department is to promote student learning of information literacy skills and practices, an essential component of academic success and lifelong learning. This focus on information literacy directly supports the Stewart Library's mission to advance the teaching, research, and community service mission of WSU through the development of collections, personalized assistance in the use of library and information resources, and instruction on research strategies and tools.

**Curriculum:** Information literacy is a general education requirement at Weber State University. Students may complete this requirement by registering for and successfully completing either a competency exam or one of the courses listed below with a grade of C (73%) or above. All Library Science (LIBS) courses and the exam are aligned with the Association of College & Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*<sup>1</sup>.

- LIBS 1504: Information Literacy Competency Exam
- LIBS 1704: Information Navigator
- LIBS 2504: Information Resources in History
- LIBS/EDUC 2604: Information Resources in Education
- LIBS/BSAD 2704: Information Resources in the Business Disciplines
- LIBS 2804: Information Resources in the Social Sciences
- LIBS/HTHS 2904: Information Resources in the Health Professions

**Student Learning Outcomes & Assessment:** Upon completion of the general education information literacy requirement, students will demonstrate competency in four outcomes areas:

1. **Research as an Exploratory Process:** The research process involves using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.
2. **Scholarship as Communication:** Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.
3. **Critically Evaluate Information:** It is important to evaluate the quality of all information based on its context.
4. **Ethical Use of Information:** Legal and ethical standards are important to the dissemination, retention, and study of information sources.

The library's assessment efforts continue to evolve, beginning with the removal of the computer literacy requirement from general education, the transition of outcomes and courses to ACRL's

<sup>1</sup> Association of College & Research Libraries (2016). *Framework for Information Literacy for Higher Education*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

*Framework for Information Literacy for Higher Education*, and the implementation of signature assignments as part of the general education revitalization process. We are currently reexamining how we assess student learning based on a) the contextual focus of the curriculum and the shift to develop both cognitive and affective abilities of our students, b) the recent changes in WSU general education requirements requiring courses to incorporate the General Education Learning Outcomes (GELOs) and signature assignments, and c) WSU's digital literacy initiatives.

**Academic Advising:** While TIS does have a staff member who handles all student advising (ensuring that students are able to get into the best classes, providing overrides to get students into full sections, etc.), this is not central to what our program does, and is not germane to the focus of this review.

**Faculty:** TIS has eleven full-time faculty to meet instructional demands. All are tenure-track (3 professors, 2 associate professors, 6 assistant professors), and all hold Masters Degrees in Library Science (MLS or MLIS). In addition, several hold doctoral degrees, additional master's degrees, and/or specialty training in areas specific to their collection management responsibilities.

**Program Support:** The program is well supported in the areas of technology facilities, and equipment. We are currently exploring options for additional administrative support to reduce some of the load on our staff.

**Relationships with External Communities:** TIS Department faculty are involved in a number of community outreach projects. These projects come about mainly through the ongoing committee work undertaken by members of the faculty.

**Student and Faculty Statistical Summary:** There was a significant jump in SCH and Student FTE, which was most likely a result of several initiatives: 1) The library assumed responsibility for the 1504 exam in Summer 18. 2) Concurrent enrollment pilot classes began in Spring 2019 (4 sections). 3) Three adjuncts were hired in 2018 who began teaching in Spring 2019, increasing the number of seats in LIBS 1704.

**Results of Previous Program Reviews:** This is the library's first program review.

#### **Information Regarding Current Review Team Members:**

##### **Internal Reviewers**

Dr. Richard Price, Associate Professor  
Department of Political Science and Philosophy, Weber State University

Dr. Louise Moulding, Program Director, Master of Education Professor  
Department of Teacher Education, Weber State University

##### **External Reviewers**

Professor Melissa Bowles-Terry, Head of Educational Initiatives  
Lied Library, University of Nevada Las Vegas

Kacy Lundstrom, Head of Learning & Engagement Services  
Merrill-Crazier Library, University of Utah