<u>My involvement on the Advisory Group for ACRL IRIG's Drafting and Completion of the VL Standards & Guidelines coincided with an Internal planning processes</u> happening <u>within Watzek Library and a re-focusing on IL @ Watzek Library @ Lewis & Clark College</u> which happened for several reasons.

****Background****: The College of Arts & Sciences (the undergraduate campus) has about 1900 students, and we are classified as a very small institution. Librarians do not have faculty status. Lewis & Clark is a private, liberal arts college.

- There was a **"decade in review" report** that went out from the then Interim Director (now Director) Mark Dahl in **March 2010**, amid a variety of staffing and leadership changes College- and Library-wide. This document examined **the evolution of Watzek Library from 2000-2010**, with a look to its future, focusing on departments and initiatives.

- The Report noted a grant the Library received in 2000 which supported the development of information-seeking skills and technology fluencies among students, particularly in the Core curriculum. The grant project revealed a student and faculty preference for the development of research skills through assignments rather than online tutorials. One of the grant project's legacies is the Faculty Outreach Librarian sitting on both the Curriculum Committee and Core Steering Committee, both of which are faculty led with faculty membership, and are charged with reviewing and approving changes to the College Curriculum.

- With a Librarian on these Committees, the Library can strategically plan for instruction, outreach and collection development changes as the Curriculum evolves at Lewis & Clark, while simultaneously advocating for Library partnership and collaboration in student-faculty research.

- Also extremely important in the 2010 Report was a paragraph on the Visual Resources Center. "Since joining Watzek Library in 2005, the VRC has supported instruction in visual culture across the disciplines through image research, digitization projects, and instruction. The new Visual Resources Coordinator, hired in 2009 (me), is now more deeply integrated with Research Services and serves as a liaison to all fine arts departments." As a Potential future direction, the Report lists "Integrate visual literacy more deeply into instruction and liaison work."

- In many ways, this was ahead of the curve, since at this point, the Visual Literacy Standards & Guidelines were still in development.

- Later that year, in May 2010, there was a follow-up memo charging the Research Services Department, of which the Visual Resources Center is considered a part, to come up with a document addressing Information Literacy for the College of Arts & Sciences at Lewis & Clark. A more formalized charge was written into the Watzek Agenda, a strategic planning document, in October of 2011.

- In a liberal arts college setting where skills-based competencies are not only <u>not</u> mandated but frowned upon, finding buy-in among faculty has been difficult and usually happens on an individual basis.

- Librarians at Lewis & Clark, myself included, have developed integrated approaches to supporting student research in academic departments by aligning our instruction

sessions and consultations with specific courses. Through evaluating competency standards and assessing outcomes, we are better able to speak to various Review Boards, Committees, and faculty members about the depth and breadth of research at Lewis & Clark. Which is very exciting.

- Shortly thereafter in November of 2011, Faculty Outreach and Research Librarian Dan Kelley explained IL as it pertains and adapts to different disciplines in the Humanities, Arts, Social Sciences and Sciences, while staying away from any language that sounded too much like enforcement or mandates. "In a liberal arts context Information Literacy means the ability to acquire, analyze, synthesize, and structure scholarly information."

- The IL document, through meetings with Dan, came to include language on the VRC and its role in Visual Literacy, instruction and research. **[Read part of it!]**

- The memo, the Agenda, and the IL document were written at a time when Watzek Library was losing a Research Librarian and faced with the largest incoming class since the 1960s. The need to advocate for the Library's role in student-faculty research is more important now than ever as we meet higher demand with less resources, with changing leadership.

- Around this time, the Instruction Services Coordinator and Research Librarian, Kate Rubick, convened a group of all of us who teach regularly. We meet on a monthly basis to assess our teaching, share projects and assignments, and give moral support. The Instruction Team has benefitted greatly from Kate's recent ventures into ACRL's Assessment Immersion Program.

- As a wrap up to this portion, being an integrated part of Research Services has been extremely beneficial to me. I am still my own department - I give consultations and trainings on images and image resources, databases, and technical training which is purely VR work. I also see faculty and staff about these topics, curriculum development, visual literacy ideas and questions, etc. But being integrating my core VR work the wider conversation about Information Literacies and Assessment has allowed me to think more broadly about how we approach teaching, training, consulting, and guiding our patrons through the vast field of image tools, resources, technologies, and digital assets. It allows me to insert the visual media into the broader conversations about ways to assess learning and competencies in higher education.

So following on these thoughts, I jumped right in with workshops @ Lewis & Clark. The first of these was @ FTI 2011: "Do you see what I see? Helping Students Critically Engage with Images":

- FTI is held each year in mid-May. I had 15 faculty and staff participants the first year, and 12 the next, which is outstanding considering most faculty have left campus for summer research or vacation! Participants range from tenured and non-tenured faculty, part-time and adjunct faculty, staff in IT, Librarians, and Graduate School faculty.

- The 2011 workshop was the first given on VL at Lewis & Clark College. Looking back, it was before the Standards were finalized, but I wanted to seek feedback for the Task Force.

- The 2012 workshop had the benefit of being more refined, having spent a year in the interim integrating the VL Standards, thinking and breathing them, and coming up with creative exercises. Both workshops were resounding successes, however, and both produced requests for collaboration from faculty and staff alike.

- Overview of what FTI is (**below**), and what the activities were in the Workshop.

- FTI Description:
    Each year we hold over 40 technology workshops organized in four tracks. There's no need to stick to a particular track, and participants can mix and match morning workshops to come up with a schedule suited to their specific needs and interests. Workshops are designed to meet a variety of interests and levels of expertiseOur afternoon sessions are open to the entire campus community.
  Focus on Teaching Track:
    Each year we have a track dedicated to exploring technology that directly impacts the classroom and how you teach.

BREAK TO TALK THROUGH 2011 AND 2012 EXERCISES

The E&D Workshop - first ever

- Along with our Instruction Services Coordinator, Kate Rubick, and our Faculty Outreach Librarian, Dan Kelley, the three of us held a workshop for faculty teaching the research component of the core curriculum. We had over 20 faculty attend.

- The workshop was held late in the fall semester of 2011, so that faculty had finished penultimate drafts of their syllabi for the spring semester.

- There were about 30 sections of Core taught this semester, a record number, so the emphasis on collaboration and success strategies was key.

- The goals of the workshop were to discuss collaboration with the Library, what works and what doesn't, shared interests and goals in terms of IL and E&D outcomes (and using the Library as a resource), and to let some veteran E&D faculty who had had success collaborating with the Library share their success stories and methods.

- Being a part of it allowed me to speak to VL and VR in a way that was endorsed by fellow Librarians as well as faculty who had worked with me. It led to some new collaborations, and promoted the VRC and myself as a resource to those who don't normally work with me, but may work with images or digital media. There were also those who had considered working with images or digital media but weren't aware of the human resources available to them.

- E&D is described in the following way on the College's website:
  This innovative, two-semester program will introduce [students] to important ideas and works in the tradition of the liberal arts, and help [to] develop the college-level skills necessary to succeed at Lewis & Clark—and beyond. We're proud to offer such a unique opportunity to our first-year students.

  In the fall, [students] work closely with [their] small section and instructor to read, discuss, and write papers on provocative works of philosophy, literature, religion, and

science. Scheduled E&D lectures and films take place in the late afternoon or evening, and offer additional food for thought.

During spring [students] apply [their] freshly-honed skills to a rigorous seminar course—topics vary depending upon each instructor's interest and expertise, and have ranged from war, the environment, and human rights, to vampires, the Big Bang theory, and the concept of scandal.

E&D is a reading, writing, and talking-intensive course that allows you to explore new ideas and discover your academic potential. Small sections and committed faculty result in solid feedback and individual attention and a unifying curriculum of ideas, concepts, and approaches results in a community of thinkers with common ground and informed, diverse opinions.

E&D is undergoing its own review and will expand to even more sections for next year, so it is at this critical juncture in which VL and IL are being standardized and assessed in the Instruction Team. Of course, not everything can be addressed in 50 minutes, so consultations are usually a solution for more complex inquiries. The Instruction Team is looking at more comprehensive assessment tools for next year, and I may use my own for specialist courses and consultations, which are image-heavy, like art and art history, set design, and the Gender and Aesthetics course.

VL in a course: Gender & Aesthetics (300-level)
an adaptation of the exercise I did @ FTI
- film as art
- visual art
- theater and dance
- the "self-portrait" assignment
- So: film clips, film stills, still images (like photographs). Deeply looking, social meaning, deriving meaning from an image, added meaning from the context and/or information/caption, adding context to the image based on knowledge derived from class readings, research, etc., making arguments with images, building images into an overall larger argument.

The Process of Integrating VL more consciously into my consultations and instruction sessions, working with the Librarians groups to report out on this (another ring of education), various Depts., more faculty requests for it - foreign languages is a great example.
- VL and IL go hand in hand - designed that way and YET
- VL is different than IL (the competencies are different)