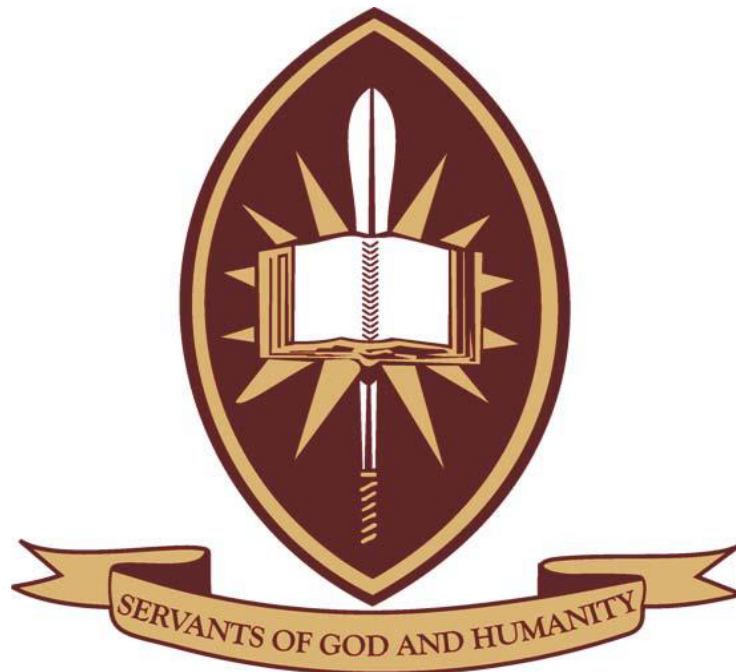


ST. PAUL'S UNIVERSITY
BISHOP OKULLU MEMORIAL LIBRARY



LIBRARY INFORMATION LITERACY
POLICY

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1.0 Background

Over the last several decades, academic librarians globally have been actively engaged in teaching information related skills to students, faculty and other users. Traditionally, the focus has been on basic user education of the library's services and resources. The increasing availability of technologies offers faster and easier delivery formats led to rapid proliferation of published and electronic information materials. This information explosion led to a growing demand for assistance from faculty and students who were facing the new challenge of teaching concepts, access and skills related to the research process. Teaching information literacy thus became an emerging need for universities.

1.1 Audience and Scope

The Information Literacy Policy is intended to be read by all members of the university community who wish to know more about its vision and the value for Information Literacy. Included in this policy document, therefore, is the working definition of information literacy, a statement of purpose, objectives, outline of the approaches for this program and a list of the expected contributions of, and benefits to, various involved constituencies. Appended is also a list of core competencies that characterize an information literate individual, an implementation plan, and the terms of reference of the Library's Information Literacy Working Group.

1.2 Definition of Information Literacy

Commission of University Education 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. Bishop Okullu Memorial Library adopts this definition in principle. An information literate individual has the ability to reflect critically upon and evaluate their own research strategies, the tools used, the resources found and the context in which the resources were produced.

1.3 Higher Education Standards

In recognition of the enormous value of Information Literacy training in the universities, the Commission for University Education (CUE) in Universities Standards and Guidelines, 2012

requires all universities to integrate information literacy in all academic programs as indicated below:

LIBR/STD/10

The University library shall facilitate academic success and encourage lifelong learning through information literacy and competency initiatives.

Guidelines

- 1) The Librarians, in partnership with the faculty, shall provide information and instruction to all users through a well-structured information literacy competency programme
- 2) The Information Literacy and competency programme shall be integrated in all the academic programmes of the university under common units at both undergraduate and *Post graduate levels*
- 3) The library shall develop and implement the curriculum to meet the emerging information literacy needs of the students and faculty;
- 4) The curriculum shall be reviewed every five years to ensure integration of new trends
- 5) Information Literacy and competency programmes shall be taught by librarians
- 6) The library shall prepare an information literacy policy.

2.0 Library Five Year Plan and Information Literacy

The Bishop Okullu Library Five Year Plan has incorporated Information Literacy as one of the core activities. The focus will be on enhancing information literacy and promoting use of information through developing curriculum for teaching information literacy, implementing the curriculum and regularly training library users to exploit the information resources. St. Paul's University is responding well to the Library's new initiatives in this area. The Library Advisory Committee encourages the library to take whatever steps necessary to ensure the implementation of a University-wide information literacy programme. This policy document draws upon the discussions that have taken place amongst librarians, students and faculty to

articulate the University Library's information literacy vision and the Library's role in St. Paul's University information literacy curriculum.

2.0 Statement of Purpose

In accordance with the St. Paul's University mission statement, Bishop Okullu Memorial Library is deeply committed to developing servant leaders by imparting knowledge, skills and values through creative methods of education, research and Christian spiritual formation. The development of a system-wide information literacy programme will help accomplish the University's goals and enhance student success and lifelong learning.

3.0 Objectives of Information Literacy

- To promote information literacy to faculty, students and the community as a core competency for lifelong learning.
- To provide, in partnership with academic colleagues, contextualized learning experiences that enhance curricula, accommodate student growth and support the St. Paul's University teaching and research goals.
- To develop staff-focused initiatives that encourage faculty to incorporate information literacy objectives into their own teaching.
- To design programs and curricula in accordance with needs and expectations articulated by faculty, students and emerging information trends.

4.0 Information Literacy Promotional activities

- Research on student and faculty needs and expectations and act on research findings to improve on the programmes, curriculum and activities
- Publicize the Information Literacy programmes, curriculum and activities to the faculty, students and administrative staff
- Recommend and advise on policies and procedures for teaching and learning strategies, services and resources in the area of information literacy at faculty and departmental levels

- Provide workshops and other opportunities for librarians and faculty interested in embedding information literacy concepts into their classes and assignments
- Provide a regular and easily adoptable mechanism whereby students and faculty can assess library instruction
- Provide a working list of measurable learning outcomes for student and faculty assessment
- Inform and be informed by curriculum development in individual departments or faculties with a view towards ensuring that information literacy development is always appropriately linked to disciplinary subject matter

4.1 Implementation Approaches

- Integrate IL into an agreed common unit taught to all students
- Adopt a diverse, multidisciplinary approach to teaching and learning
- Encompass critical thinking and reflection
- Support student-centred learning
- Include active and collaborative learning activities
- Build on the existing knowledge that students bring into the classroom
- Incorporate variations in teaching and learning styles
- Involve various combinations of teaching and learning techniques for individuals and groups
- Include collaboration with classroom faculty and student researchers
- Relate information literacy to ongoing course work
- Experiment with a wide variety of methods

5.0 Institutional Constituencies – Contributions and Expected Benefits

The success of the Information Literacy training programmes and activities depends largely upon the efforts and understanding of librarians, university administrators and faculty members. Collaboration among these groups is crucial. A successful collaboration will benefit not only students but also the groups that have come together to deliver this program.

a) Librarians

- Provide library instruction designed to foster information literacy
- Evaluate student progress toward information literacy based on agreed modalities
- Collaborate with faculty to embed information literacy concepts into assignments and curricula
- Engage in ongoing development in the discipline of teaching and learning
- Develop promotional and outreach initiatives for library instruction
- Create research guides, handouts and tutorials (online and face to face)
- Engage in planning activities designed to provide structure and direction for the program
- Benchmark with local and international libraries

Benefits

- Higher information literacy levels within the campus community
- Increased visibility on campus
- Increased professional development and scholarly research opportunities
- Increased contact with students and faculty leading to better overall knowledge of campus information needs and culture

b) Faculty

- Develop an understanding of the concept of information literacy through attending workshops and collaborating with librarians
- Integrate information literacy concepts into assignments and teaching methodology
- Evaluate student progress toward information literacy
- Participate in educating students about discipline-specific approaches to research and incorporating information into scholarly research papers

Benefits

- Higher information literacy levels within the campus community
- Better research papers from their students and higher rate of student success
- Less individual time spent counseling students on research processes
- More proficient research assistants

- Increased knowledge of current research methodologies and tools

c) University Administration

- Promote the information literacy programme on campus and in university-wide committees
- Support and recognizing librarians' teaching efforts
- Provide ongoing resources and staff development opportunities in order to sustain the program
- Assist with planning and policy development

Benefits

- Fulfillment the Commission for University Education's standards, the university's and library's strategic plans
- The creation of more professional development and scholarly research opportunities for librarians
- Further university-wide recognition of the Library's role in research, teaching and learning

d) Students

Benefits will include enhanced performance in their academic and research activities. Information search skills acquired will be lifelong benefits propelling their lives thereafter in the work, spiritual, academic and social realms.

References:

Commission for University Education - Home. (2012). Retrieved April 23, 2014, from
<http://cue.or.ke/>

REVIEW OF THE POLICY

This policy shall be reviewed as and when need arises.

REFERENCE OF THE MINUTES

The policy was adopted by the senate on 25th April 2016, the 79th University Senate Meeting.

AUTHORIZATION

Council Chairman:

Name: _____

Signature: _____

Date: _____

Official Stamp