In this chapter the authors describe structures developed to support the instructors in Z. Smith Reynolds Library's popular for-credit information literacy course program at Wake Forest University. The authors assert that information literacy course instructors require administrative, technological, creative, professional and pedagogical support for their teaching, and that a holistic approach for providing that support is necessary. The intent of the support structures described in this chapter is to empower instruction librarians by relieving some of the added burdens of teaching for-credit classes.

Setting
The impetus for creating Z. Smith Reynolds Library's for-credit information literacy course was the desire to play a larger role in Wake Forest University's instructional mission. In 2002, the Library Director charged the Reference Department to develop a one-credit, half-semester information literacy course. A course development and implementation committee was formed, led by the Head of Reference. The course was developed, and in the fall of 2002 the University Curriculum Committee approved it. Officially titled "Accessing Information in the Twenty-First Century," the course is now known more widely as LIB100.

The library offered two pilot sections of LIB100 in the 2003 spring semester. The near immediate success of the pilot led to fifteen sections of fifteen students each during the 2003-2004 academic year. Since then, the program has grown to twenty-two to twenty-four sections of LIB100 each academic year, along with three to six sections of an upper-level, subject-specific LIB200 course that was developed and added to the curriculum in 2008. Enrollment for all LIB courses fills up quickly each semester; the number of sections is capped only by the number of instructors available to teach them.

Two major factors combine to create the success and popularity of the for-credit information literacy program. To begin, the University offers a limited number of one-hour, elective, half-semester courses. Therefore, LIB100 classes meet a real scheduling need for many students. Better still, students indicate on course evaluations that they enroll in the courses based on recommendations from friends. The authors believe this word-of-mouth advertising is the best indicator that the library offers relevant, useful classes from which students derive real benefit.

The aforementioned success comes with a price. Demand for the course means librarians have few semesters away from teaching, and the instruction load has become an increasingly significant portion of each instruction librarian's job responsibilities. As the program has progressed, teaching responsibilities have been added to the job descriptions for librarians who are not on the library's Research and Instruction Team—that is, non-instruction librarians. Currently, twenty of twenty-five library faculty participate in the LIB100 or LIB200 instruction. The primary challenge for information literacy course program instructors and administrators, therefore, is to continue providing useful and effective classes in a way that is both sensitive to instructors and scalable to demand.

Instructors in the Initial Development of the Course
No one involved in the creation of the LIB100 program anticipated that the library would ever offer twelve sections per semester. Since the course creators and library administrators did not expect the course to require regular teaching responsibilities, initial responsibilities for teaching the course were added to the regular duties of the library's team of instructors. Initially, a team-teaching model was adopted in which each of seven different instruction librarians taught one or two class sessions, with the Head of Reference serving as course coordinator. This meant that each librarian only contributed an hour or two of instruction time to the pilot LIB100 courses.

Instructors appreciated the team teaching model for the relief on their schedule, but they also agreed with students that it was not the best model for teaching and learning in the course. Students commented that there was no overall authority in the course responsible for the teaching and grading. Instructors commented that they felt...
they did not get to know students well enough to grade assignments, or to feel comfortable making changes in the curriculum. For the nine sections offered in the fall of 2003, the team divided instruction responsibilities differently. Some instructors taught solo, and others formed teams of two. While this change did work better for students and instructors in the long run, it significantly increased the administrative and instructional workload for librarians teaching the course.

The 2003-2004 academic year brought a new library director as well as a vacancy in the Head of Reference position. In recognition of the importance of the new information literacy program and of the increased need for more oversight and coordination, the reference position was rewritten as Head of Reference/Information Literacy Librarian. An initial search to fill the position failed. Soon after, the head of the library's Information Technology Center, and co-author of this chapter, expressed interest in the Information Literacy Librarian portion of the job to the new Library Director. Recognizing the importance of that portion of the job, the Library Director rewrote the job description and reassigned the other job duties, creating a full-time Information Literacy Librarian.

The new Information Literacy Librarian wanted to create a system to ease the burden of teaching for the LIB100 instructors while maintaining a quality information literacy program. Having co-taught two sections a semester in both the fall of 2003 and the spring of 2004, she realized that economies of scale could be leveraged. Increasing the assistance available to instructors would both support their needs and allow the library to meet the increasing demand for classes. Once in place in the fall of 2004, the Information Literacy Librarian began implementing some of these new ideas. These initiatives have been developed into a holistic support program for instructors that balances the varied needs of library faculty and staff participating in the successful for-credit instruction program.

**Administrative Support**

Initially, the support offered to instructors was primarily administrative in nature: submitting course descriptions for the University bulletin, compiling and entering schedules for the registration system, and working with the Registrar’s Office on additions and drops from courses. On a broader level, the Information Literacy Librarian created and administered course evaluations, answered instructor questions regarding classroom procedures, and scheduled and maintained course information on the library web page and calendar. The Information Literacy Librarian also marketed the course to various audiences within the Wake Forest University community. The goal of this support was, and continues to be, to allow instructors to focus on content and pedagogy rather than on logistics of their courses. Administrative support was necessary and appreciated, especially early in the program, but its importance over time diminished. A more comprehensive support system is currently in place which covers much more than the administrative burdens that accompany instruction.

**Communication Support via Listserv**

The need for better communication channels became apparent as more people were involved with the LIB100 program. For this reason, the Information Literacy Librarian created an email discussion list to communicate with instructors, and to provide a mechanism for instructors to communicate with each other. As the instruction program has grown, so too has the discussion list membership, which now includes twenty-nine out of the Library’s fifty-three staff members. The Dean (the former Library Director) and Assistant Dean of the Library do not teach LIB100 classes, but subscribe to keep abreast of the program and to understand the current needs and interests of instructors. The Information Literacy Librarian uses the list for administrative tasks, such as setting up semester schedules, as well as to disseminate information about current research in information literacy. Instructors also often post messages relevant to information literacy in a larger context, such as the recent *Lancer* article retraction, or the Google Books settlement. Email is not a new method of online communication, but the simplicity of a discussion list makes it a popular and efficient communication channel for the Z. Smith Reynolds Library instruction community.

**Technology Support**

Instructors in the LIB100 program strongly believe that an information literate student should understand current and effective uses of communication technology and web 2.0 tools. For this reason, one of the ongoing goals of the LIB100 program has been to use instructional technology whenever possible. The most prevalent technology is the University’s course management system, but instructors also use audience response systems, or 'clickers,' blogs, wikis, Google
Docs, LibGuides, Facebook, EndNote, Zotero, smart boards, and other technologies. The Library's support structure, which includes training classes and support personnel, ensures instructors have no barriers to incorporating technologies into their teaching. Our audience response software, TurningPoint, is now part of the standard image on all library staff laptops. The instructors most familiar with some technologies, such as EndNote and Zotero, teach them for all sections of LIB100. Several library faculty have assumed support positions relevant to their experience with the particular technologies. No one advocates technology for technology's sake, but the central belief that it is important means library faculty are willing to provide support that makes sense within each instructor's course design.

The Template Course
Deviation from the initial course syllabus naturally took place once instructors began teaching their own sections. Little discussion about changes or their outcomes occurred, and instructors spent a good deal of time each semester tweaking and reorganizing their courses. In an effort to provide a more centralized model, the Information Literacy Librarian created a template course that could be adopted in whole or in part by instructors. The benefits of the template were twofold: there was a reduction in the amount of time needed to prepare classes for existing instructors, and there was a simplified process for starting a new LIB100 section. With a copy of the template, new instructors could focus on other teaching issues rather than on developing a syllabus or the course content.

The Information Literacy Librarian developed the template course based on meetings with each instructor or instruction team and incorporated content from a variety of classes. The format was a series of Microsoft Word documents in a BlackBoard course that could be copied from semester to semester. Each class unit included an agenda, checklist, script, PowerPoint presentations (if relevant), handouts, and assignments. All instructors and assistants met to discuss the contents, and each instructor was given a notebook of the template materials and a CD of all the documents. Additionally, instructors could obtain extra copies of the assignments, class exercise materials, and handouts in a central location in the Reference Department.

With one exception, the template has remained largely in its original state since its development in 2005. After the library purchased clickers from Turning Technologies, instructors wanted to incorporate them in their classes. The Information Literacy Librarian adapted some of the course's PowerPoint presentations to incorporate clicker slides, and then added them to the template. Instructors choosing to use clickers in their classes modify the presentations to meet their needs.

Though the Information Literacy Librarian provided, and still provides a template course, the intent of the LIB100 program has never been to teach the exact same content to each student. Library and program administration feel very strongly that instructors should have the flexibility to teach as they see fit, as long as the original objectives of the course are met. This gives instructors a remarkable amount of freedom in developing course content, and the flexibility to organize their courses around that content. Most current instructors regard the course template as a basic teaching recipe, and few of them adhere closely to it. Those who want to teach different course content or employ different methods use the template as a basis to modify for specific interests, teaching styles, and the needs of the students.

Adding Instructors and Assistants
Becoming a more visible part of the instruction mission of the University meant that our information literacy program grew in unanticipated ways. As librarians interacted with more students in more meaningful ways, those students learned about library services. This increased demand for services overall, most notably in requests for personal research sessions with reference librarians. Increased one-on-one interactions, along with increased liaison duties, and responsibilities related to newly awarded faculty status, pressured librarians to do more with less time. To mitigate this, and to spread out the teaching workload, the Information Literacy Librarian worked to add more LIB100 instructors.

Library administration and supervisors have regarded LIB100 as critical to the mission of the Library from the program's inception. As a result, the pool of instructors has been expanded far beyond the original instruction librarians to include staff whose original job descriptions do not include teaching. Six years into the program, twenty-two of twenty-six librarians have official instruction responsibilities, and six non-librarian staff members serve as assistants. As new library faculty positions are opened, library administration re-writes job descriptions to include LIB100 instruction.
The expansion of the instructor pool allowed for more classes, but a breakthrough in staffing came in the spring of 2006 when the Z. Smith Reynolds Library hired an adjunct librarian to teach additional sections. The Dean of the College's office strongly supported the LIB100 program and often asked the Library to increase the number of sections. When demand threatened to outpace the supply of instructors, the Information Literacy Librarian and the Library Director requested funding from the Dean to hire an adjunct instructor to teach two sections of LIB100 each semester. The Dean readily agreed and the Library hired a seasoned instruction librarian who had recently relocated to Winston-Salem. This position met the needs of students, the Dean of the College, and the Library so effectively that in 2008, LIB100 course offerings increased from two to four sections per semester. As an added benefit, this change enabled some of the lead LIB100 instructors to develop and teach new upper-level LIB200 classes.

As the program continued to grow, the Information Literacy Librarian recruited librarians and staff who wanted to participate in LIB100, but as assistants instead of lead instructors. These assistants help in a number of capacities: grading, performing administrative tasks, communicating with students, and occasionally teaching one or two class sessions. One of the keys to keeping a well-balanced instruction staff is determining appropriate roles for each person. Some librarians will never be lead instructors; it is just not in their nature to teach. The Information Literacy Librarian works to ensure that no one feels uncomfortable a teaching role. This instructor-assistant model provides the instructors with extra help in the time-consuming administrative aspects of the class, while assistants benefit by contributing to the instructional mission of the Library and the University.

**Keeping Instructors Creative**

While administrative and technology support, the course template, and even assistants in the classroom are useful, there are other areas of support that are equally important to keeping instructors engaged. Three years into the program, some instructors began discussing the possibility of developing new subject-specific courses. While most instructors enjoyed teaching the basic course, there was a real desire on their part to develop courses that would allow them to work with the majors and minors in their liaison departments. Bolstered by continued encouragement from the Dean of the College to increase our course offerings, the Library decided to pursue a series of courses, collectively called LIB200, which include five subject-specific classes: business and accountancy, humanities, social science, science and history/law/political science. These course proposals easily made it through the approval process, and instructors were given a semester off to develop them for 2008.

The development of subject-specific classes generated a renewed enthusiasm for the information literacy program. The LIB200 librarians welcomed the responsibility and freedom to work within their subject specialties, and to work more closely with their majors and minors. Developing and teaching a more in-depth course gave many instructors a greater sense of accomplishment than they achieved when teaching the more general LIB100. Ensuring that instructors have chances to be creative within the instruction enterprise is a vital part of keeping instructors engaged. As a result of this commitment to growth and creativity, LIB200 courses are as popular as LIB100, and course instructors are more fulfilled.

**Instructional Design and Pedagogy Support**

Part of keeping instructors creative in the classroom is providing them with solid foundations in instructional design and pedagogy, so they feel comfortable innovating and creating exciting learning environments for their students. To this end, the library administration created an Instructional Design Librarian position in 2007. This position was filled by a staff member, and a co-author of this chapter, who had recently completed her Masters of Library and Information Studies degree with a concentration in pedagogy and instructional design. This position follows a different model than many Instructional Design Librarian positions. Rather than developing online tutorials and materials for classes, the person in this position works with library faculty and staff to support their instruction, and also with academic faculty to support the inclusion of library-provided technology into their courses. The Instructional Design Librarian often meets one-on-one with LIB100 instructors to discuss pedagogy, assignments, and instructional technologies as they create or adapt their courses.

For the spring semester of 2009, based on requests from instructors who wanted more exposure to formal instructional design and pedagogy, the Instructional Design and Information Literacy Librar-
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That information with everyone involved, the Instructional Design Librarian created the Instructional Design and Educational Technology Tips website. This site, available at http://blog.zsr.wfu.edu/edtech, showcases educational technologies that are used in LIB100/200 classes. Each post includes an image, definition, pedagogical support for the use of the technology, and tips based on instructor experience. The site is relatively new, but can be searched based on technology, pedagogical rationale, instructor, and semester. To populate the site, the Instructional Design Librarian asks librarians about their experiences and recommendations and writes up the posts on their behalf. For now, this resource is useful and relevant to library faculty and staff involved with the LIB100/200 program. In the future, it will be possible to use the site to track the use of technology over several semesters to identify institutional trends. The resource will also be valuable to other Wake Forest University faculty interested in reading case studies of how tools are used in classroom settings, and to librarians teaching credit-bearing courses at other institutions.

Support for New Instructors
Support structures for LIB100/200 instructors have developed over time, and the Z. Smith Reynolds Library has been fortunate to experience relatively little instructor turnover since the inception of the program. New instructors, for the most part, have been former assistants who moved into lead instructor positions, and who were already familiar with the course and its content. Consequently, some of the modes of support, like the template, have become less relevant because instructors generally build on their previous classes instead of starting afresh each time they teach. However, the Z. Smith Reynolds Library recently hired three new library faculty with instruction responsibilities. These librarians are new not only to ZSR but to instruction thus requiring new support structures. The library conducted a series of sessions in the spring of 2010 introducing new faculty to the template and other instruction models to facilitate educated decisions about designing their classes. The sessions were designed to provide instructors a well-rounded perspective about the options available to them as they build their courses. Many veteran instructors also attended to contribute ideas and to gain perspectives on refreshing their content and pedagogical approaches. As the new instructors move toward assuming their own sections of the course, they will observe, then assist, and then finally have their own sections to manage.
Conclusion
Any viable for-credit instruction program will need, at some point, to address the needs of its instructors. The Z. Smith Reynolds Library at Wake Forest University has developed a comprehensive support system to help its instructors in all facets of their teaching. This system provides support for issues big and small, so instructors feel empowered to teach what and how they see fit without feeling overwhelmed. Participating librarians appreciate learning instructional design and pedagogy, so they can continue to improve their craft. A broad range of support and services are made available to instructors, from which they can pick and choose, to meet their own needs. This approach has enabled the success of the LIB100/200 program, and it is possible because of support from the library administration, the college, and a real desire among instructors to help the library meet the needs of our students.

Notes

CHAPTER 5

Integrating the Credit Information Literacy Course into a Learning Community

Catherine Johnson, Thomas Arendall, Michael Shochet, and April Duncan

Historically, the University of Baltimore was an upper division institution that served only juniors, seniors, and graduate students. That changed in August 2007, when the University began offering classes to freshmen and underwent a massive expansion of its general education curriculum. To prepare for the new student population, faculty and staff designed an entirely new program for the freshman and sophomores. They decided that all freshmen on campus would be grouped into learning communities, where 25-30 students would take a block of three thematically linked courses together: one humanities course, one social science course, and one skills course. While planning for the new learning communities was underway, librarians proposed, and received approval for a new three credit information literacy course. Librarians designed the course, IDIS 110: Introduction to Information Literacy, to serve as a skills course in the new learning communities. Through their experience working with faculty from other departments to develop and teach each section of IDIS 110, the authors made an important discovery: the credit information literacy course is effective as a stand-alone elective, but it is better when integrated into the curriculum as part of a learning community.

Learning communities provide an ideal context for an information literacy course because they reinforce several key characteristics that have been identified as best practices by the Association of College and Research Libraries (ACRL). According to the ACRL, successful information literacy programs: 1) provide context for information literacy instruction that “results in a fusion of information literacy concepts and disciplinary content” and “links information literacy to ongoing coursework,” 2) use a pedagogy that “includes ac-