

*Listening to All Parties
Involved -*

A WRIT150 Information Literacy Program Re-imagined

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SLIDES:

https://bit.ly/USCWRIT150_SCIL



Outline

01 **Background**

02 **Challenges & Opportunities**

03 **The Process**

04 **Takeaways**

Background



WRIT150

- USC Libraries has a long tradition of partnering with the Writing Program
- Over 130 WRIT150s are taught every semester
- Almost all incoming USC students take WRIT150
- Design of information literacy approach for WRIT150 underwent several iterations.

Head of Instruction position/Teaching Department had several of changes

- Declining numbers of students during Research clinics approach
- Reduced collaboration between WRIT150 instructors and librarians
- Increased top-down management and increased logistics/workload for Teaching Department
- Students did not receive thematic-specific instruction

Challenges

- Writing instructors wanted in-person visits to their classes for info lit sessions while libraries are understaffed
- Teaching info lit for WRIT150 was not regarded highly by the administration
- Librarians' participation in teaching WRIT150s is voluntarily; not tied to job descriptions plus understaffing

Opportunities

- New department for Teaching & Learning with new definition of its role
- New Dean with higher regard for instruction
- After pandemic, more openness to asynchronous and online teaching
- Give more independence and value for teaching WRIT150s to librarians



The Process

1. Identification of
Challenges &
Goals

2. Assessment

3. Communication,
Change Management
& Buy -in

4. Implementation &
ongoing Support



The Process

1. Identification of Challenges & Goals

- Identification of long-term challenges & goals
 - sustainable & equitable approach
 - “wants’ from both, Writ150 instructors and librarians, should be met
 - Less top down approach, fewer logistics, more independence for individual librarians
- Identification of all key stakeholders
- Creation of assessment & communication tools

The Process

2. Assessment

- Roll-out of assessment surveys for Writing 150 instructors and librarians
- Identification of key “wants”
- Correlation between WRIT150 instructor and librarian “wants”
- Design of a teaching approach around the “wants” from WRIT150 instructors and librarians, centering equity and sustainability

The Process

3. Communication, Change Management & Buy -in

- Establishment of regular and open communication with Writing Program leaders and with librarians
 - Transparent sharing of assessment results
 - Transparent sharing of decision-making process
 - Transparent sharing of challenges that remain
- Seeking buy-in from administration; presentation to Dean's Cabinet to help us communicate goals and increase value of teaching WRIT150; addition of WRIT150 teaching to Peer Review materials and hiring process
- Providing open communication channels while going through the change process

Current State

- New approach implemented & working well over all
 - Librarians have started to take initiative rather than coming to us for decisions
 - Teaching & Learning department has capacity for other tasks
 - Increase in engagement between librarians & instructors
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- Next steps:
 - Online modules
 - Teach-the-teacher for WRIT150 instructors



Takeaways

- Regular communication with all stakeholders is integral
- Be transparent about challenges and issues
- Build relationships
- Get buy-in & build value
- Prioritize sustainability & equity
- Change takes time
- Assess and reassess
- Create opportunities to share, debrief, critique



THANK

YOU

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