Daemen CIC Information Fluency Team
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PROJECT #1: Intentionally Imbed Information Fluency Development in Existing Daemen Course Sequence in the Arts

Project goals:
- Bring intentionality to the development of information fluency
- Augment courses with new digital resources.
- Connect faculty and students into library resources and librarian expertise
- Focus on assignment design that addresses information fluency outcomes.

The art curriculum has an existing sequence of 3 classes that focus on research, writing and visual literacy:
1. IND 101: Sustainable and Critical Relationships (First Year Seminar for Art Students)
2. IND 285 (Art History Survey Class)
3. Art 443 Capstone (Art Theory & History Criticism)
Each course enrolls 20-30 students, with 443 capped at 20 if possible.

4. Also, beyond the 3 course sequence, Dr. Watts may also introduce Information Fluency focus to existing IND/WST 328 Images of Women in Art and the Media course, offered each fall semester.

Proposed Plan by Course:

1) IND 101 First Year Seminar
   a. Sample Learning Outcomes:
      Students will be able to articulate the critical role of the liberal arts as a resource for artistic production.
      Students will understand the role of research in the artistic process.
      Students will understand the role of humanities/other disciplines in artistic process.

   b. Key assignments include:
      Engage with medium of choice to apply research from a broad spectrum of source material.
      Use F. Johansson’s The Medici Effect to inspire an interdisciplinary solution for a project or proposal for a project.
2) IND 285 Survey Renaissance to Modern
   a. Sample Learning Outcomes:
   Students will conduct research in collaboration with the professor and a librarian, using primary/archival source material, secondary source material, and online resources.

   b. Key assignments and activities include:
   Students will locate, evaluate and synthesize appropriate resources.
   Students will tap into library resources and techniques.
   Library and instructor will partner to augment and, enrich research options.
   Students will present a research project, which will include a written research paper, that incorporates imagery, film, or historical documentation as relevant.

3) ART 443 Art Theory, History & Criticism
   a. Learning outcomes include:
   Students will investigate an artist by the artists’ artistic process and practice utilizing primarily primary source material (film, interviews, artistic statements…).
   Students will recognize and engage with the artists’ source material (e.g. postmodern or contemporary texts).

   b. Key assignment:
   Produce a 10 page research paper, and an oral presentation, that incorporates various sources and supplementary illustrations (films, videos, images).

Project #1 Timeline:

Fall 2017: ART 443
   Conduct baseline assessment of information fluency at capstone level.
   Investigate and begin to introduce new resources (such as image archives and artist archives).
   Synthesize, investigate, and build appropriate research assignments.

Spring 2018: IND 285 and Institutional Repository Project (see project 2 below)
   Introduce digital research in IND 285
   Implement Digital Repository, pending funding. (Library)
   Expand library guides to include archival resources.

Fall 2018: IND 101
   Introduce, as part of the creative process, a more extended and multidisciplinary research approach.
   Incorporate librarian instruction and consultations for all students.
PROJECT #2: Digitization Initiative

Project Goals:
- Build a special collection(s);
- Provide students opportunities for internships/hands on experience in curation;
- Build upon existing library efforts to create an institutional repository / digital archive at Daemen (for Daemen historical documents, memorabilia, catalogs, and student theses, etc.);
- Expand Daemen’s visibility and extend our reach through audiences who reach us via searches of special collection;
- Capture points of distinction that may be useful in upcoming comprehensive campaign.
- Secure an RBDB grant (via NY3Rs) to fund digitization project software and hosting.

What could be digitized at Daemen?
- Performances: (e.g., WNY Soundpainting Ensemble, student theatre productions)
- Wound photos and specimens from Physical Therapy research labs and clinic
- Service Learning Project artifacts: (e.g., Mary Wolf’s work, Seneca Babcock kids’ photographs, Elizabeth Campbell’s students digital stories of refugees experiences)
- Academic Festival research posters and student artwork
- All High exhibition posters and student artwork
- Gallery ephemera: postcards, flyers, posters, etc.
- Student literary magazine and newspaper articles from Iconoclast and Insight

Project #2 Timeline:

Spring 2018
- Begin with one collection (e.g., Academic Festival or All High Posters).
- Institute a small Directed Study class to involve students in the curation and digitization.

Summary: Action Items and Resource Needs for Information Fluency Initiatives
- Develop Faculty Partnerships with librarians
  - identify resources for augmented research (beyond using existing text-based resources)
- Provide extensive opportunities for students to work with librarians (required as part of course)
- Assignment and assessment resources such as:
  - Research logs
  - Scaffolding research assignment process with librarian assistance
  - Library Guides, aka Lib Guides, for specific courses
- Professional development on information fluency
- Professional development on visual literacy
- Professional development and instruction on basic principles of presentation
- Resources to purchase technology tools, and ongoing training and technical support
- Resources to incentivize/buy time for faculty (e.g. summer stipends)