Rationale:

Academic and school librarians serve as liaisons to their respective institutions. They perform parallel functions at their sites: collection management and instruction to support curriculum. They also theoretically serve all their parallel respective constituencies: students, faculty, administrators, and selected community members (e.g., parents, alumni, local agencies, etc.).

Steps:

- **Identify counterpart librarian:**
  - feeder schools/ school for graduates
  - library staff contact information

- **Make initial contact**
  - schedule meeting
  - find common ground
  - share informal needs and successes

- **Librarians gather data about their respective institutions:**
  - library mission, resources, facilities, staffing, instruction (including documents), library usage
  - clientele demographics, information literacy competency, curriculum, typical library-related assignments
  - analysis of data if possible, such as information literacy gaps
  - means to address information literacy gaps

- **Set up follow-up contact meeting:**
  - share data
  - share information literacy instruction/learning activities
  - determine juncture of information literacy competencies
  - design method of informing respective faculty of issue (e.g., speak to each other’s faculty about information literacy needs and gaps; include IHE students who can talk with their high schools about information literacy needs)

- **(optional) Set up regional librarians meeting:**
  - each librarian identifies and contacts peers
  - arrange meeting time/place/PR/supplies
  - agenda: discuss efforts to this point by original librarian pair, set up way to communicate and coordinate efforts regionally

Maintained by [ACRL Student Learning and Information Literacy Committee 2016](#)
Originally created by AASL/ACRL Interdivisional Committee on Information Literacy
Librarians work with their respective faculty
- share information literacy standards and issues with respective faculty through staff development/meetings
- identify curriculum
- design instruction
- implement instruction and assess process and results

Set up follow-up contact (F2F or online)
- share efforts and results
- bring a faculty member (and student) to the meeting to share experiences and broaden support base
- discuss how to involve more faculty and articulate information literacy instruction
- develop a database or repository structure to gather information literacy instructional documents (e.g., assignments, presentations, assessments)

Follow-up faculty meeting between sites
- share information literacy efforts by subject domain
- articulate information literacy standards, instruction, and assignments

Librarians and teachers work with their respective site personnel
- develop a school wide information literacy initiative: standards, learning outcomes, scope and sequence
- develop a repository of learning activities and assessments

Hold regional summit about information literacy
- assess student learning (improvement, hopefully)
- train others in use of repository/database