

Boston University Libraries

771 Commonwealth Avenue
Boston, Massachusetts 02215



December 22, 2015

Dear Task Force on General Education members:

As the Task Force on General Education moves to finalize how to structure its recommendations, Boston University librarians would like to affirm the importance of Information Literacy in undergraduate education, and urge that its role not be diminished or become hidden in the final recommendations.

Boston University librarians were very pleased to see Information Literacy, a necessary skill, included among the “Core Knowledge, Skills, and Habits of Mind” in the *Working Paper on General Education*. Yoking Information Literacy to Research assures attention will be given to teaching students perspective when assigning value in today’s interconnected world of many voices and sources of information. Inculcating Information Literacy skills allows for the transfer of research skills – whether learned in a focused Writing Program seminar, a rigorous laboratory under a UROP grant, or via another pathway - so that students can interpret the larger world throughout their lives with consideration and care.

Librarians’ work helps develop these foundational skills. The Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, <http://www.ala.org/acrl/standards/ilframework>, adopted in February of this year, reflects the Task Force on General Education’s focus on habits of minds. It places Information Literacy knowledge practices and dispositions within a larger conversation about threshold concepts – habits of mind that permanently change a student’s perspective on the world. This rich professional conversation has energized Boston University librarians’ continued efforts around library resources when working with students and faculty.

We welcome a clear statement about the place of Information Literacy in undergraduate general education and urge Task Force members to retain in its final recommendations the emphasis on Information Literacy in service to the University’s research mission.

Sincerely,

Robert Hudson, University Librarian

Thomas J. Casserly, Associate University Librarian for Undergraduate & Distance Learning

Jack Ammerman, Associate University Librarian for Digital Initiatives & Open Access

Linda Plunket, Associate University Librarian for Graduate & Research Services