



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-260524-OLS-26
Project Category: National Implementation

Purdue University Libraries and School of Information Studies

Amount awarded by IMLS:	\$112,448
Amount of cost share:	\$0

Purdue University Libraries, collaborating with Ohio State University Libraries, will train academic librarians to lead campus AI literacy initiatives, fostering student-instructor partnerships to co-create AI literacy in the classroom. Academic libraries are ideally positioned to lead AI literacy dialogues on campus, since they provide a valuable third space outside classroom pressures to honestly explore AI hopes and concerns. Librarians nationwide communicate a desire to facilitate these dialogues, but many lack institutional structure to feel confident doing so. Through this project, a cohort of 15 librarians will attend a workshop to adapt a proven AI literacy program for their institutions, scaling it nationally. With ongoing support, the librarians will implement pilots, providing AI literacy leadership to meet their communities' needs.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Narrative

Librarians as AI Literacy Leaders: Building Libraries' Capacity to Integrate AI Into Curricula Through Student–Instructor Partnerships

Introduction

Purdue University Libraries seeks \$112,448 in IMLS Laura Bush 21st Century Librarian Program funds for a **National Implementation project**: “Librarians as AI Literacy Leaders: Building Libraries' Capacity to Integrate AI Into Curricula Through Student–Instructor Partnerships.” The proposed project is to design and implement a multi-institutional workshop to empower academic librarians to build on their information literacy expertise, and to facilitate discussions about AI in teaching and learning as a unique and valuable “third space” outside the pressures of the classroom. The project addresses the opportunity and need for academic librarians to be recognized as leaders in artificial intelligence (AI) literacy initiatives in higher education. To do so, the proposed project will train librarians to adapt and employ a novel, yet validated and award-winning, pedagogical partnership program model that pairs students and instructors together to co-create AI-solutions for classroom implementation.

Responding to LB21 Program Goal 2, Objective 2.1, to train current library and archive professionals through professional development programs that enable them to meet the needs of their communities, this project empowers academic librarians to leverage their strengths to respond to the critical gap in educator confidence and strategies in how to address AI in their teaching, as well as address the lack of student voices in AI policymaking. The proposed program bridges these perspectives and creates dialogue between core stakeholder communities by nationally scaling Purdue Libraries' high-demand Partners in AI Literacy (PAL) program, a student-faculty learning community model that builds on academic librarians' information literacy knowledge and central positionality on campus to democratize classroom decision-making around AI.

In active collaboration with the Ohio State University's first [AI Faculty Fellow](#) and associate professor in the Libraries, and the Assistant Director for Student-Centered Pedagogy in Purdue's Center for Instructional Excellence, the principal investigators will convene a cohort of 15 academic librarians from a variety of academic institutions for an intensive "train-the-trainer" workshop (Flierl et al., 2020), equipping them to pilot the PAL model on their own campuses. The intended project results include the execution of 15 distinct pilot programs adapting the PAL framework to varied institutional contexts, the development of a scalable PAL implementation toolkit, and the establishment of a cross-institutional community of practice to inform future national standards for AI literacy pedagogy.

Project Justification

The Need, Challenge, or Opportunity

The rapid proliferation of generative AI has revolutionized the information landscape, yet it was released upon society with little preparation to understand how it works, how it would re-shape our thinking and communication, or how best to utilize it (Schlagwein & Willcocks, 2023). In the ensuing disruption, responses in higher education have varied wildly by institution, and often by department or unit. Instructors and students have experienced acute challenges resulting from miscommunication, misunderstanding, and misaligned perceptions regarding the ethical and effective use of AI in knowledge creation (Bertram Gallant & Rettinger, 2025). At the core of these challenges lies a foundational lack of trust, dialogue, and shared responsibility between these two key perspectives involved in academic work.

To navigate the current AI-saturated environment, a holistic, human-centered approach is required—one that prioritizes relationship-building over mere tool competency (Felten & Lambert, 2020). The PAL approach (piloted as “Partners for

Algorithmic Literacy”) proposes that pedagogical partnership between instructors and students, otherwise known as Students as Partners (SaP) pedagogy, is the necessary vehicle for this navigation. SaP pedagogy is a broad educational approach in which instructors intentionally seek to build relationships with students to work together toward achievement of a learning outcome or improvement of educational structures (Cook-Sather et al., 2014). SaP has been applied differently across many contexts, but these varied relationships are all anchored in a few core values: shared respect for one another’s experiences and goals, shared reciprocity by working in ways that benefit everyone, and taking on shared responsibility for the outcome toward educational improvement as an end (Mercer-Mapstone et al., 2017).

Academic librarians are ideally positioned to guide this collaborative development of AI literacy by leveraging the unique values of information professionals. (Alon & Levkovich, 2026; Maybee, 2018). Librarians’ work illuminates processes of inquiry and contextual evaluation, as well as understanding technology as part of a larger information ecosystem. Librarians also have a long-established practice of cultivating cross-campus relationships, such as in liaison work or curricular integration of information literacy. The proposed program activities respond directly to the Department of Education’s call for projects that support “the integration of AI literacy skills and concepts into teaching and learning practices to improve educational outcomes for students” and to “provide professional development for educators on the integration of the fundamentals of AI into their respective subject areas” (Proposed Priority, 2025). The proposed program builds librarians’ capacity to lead these critical conversations, bringing both the student experience and instructor expertise to the table as we collaboratively navigate these unfamiliar information experiences.

Successfully piloted at Purdue University for three years, the Partners for AI Literacy (PAL) program offers a transformative, replicable model for libraries to provide this leadership. The program's relevance and impact are evidenced by its growing demand, receiving higher numbers of instructor and student applications to participate each year, with over 100 applicants in 2025 (27 instructors and 118 students). Internal funding was secured to support 20 participants (increased from 12 in the pilot). Though libraries have long cultivated relationships with students through programming, collections, and employment, librarians at other institutions currently lack the specific training required to reframe those existing connections and adapt this high-touch, pedagogical partnership-based model to their local contexts. By empowering a pilot cohort of academic librarians to implement their own versions of PAL, we will test and refine the model across varied institutional settings and create a community of practice that can continue enabling librarians across the nation to lead the critical work of reframing the instructor-student relationship to foster collaborative AI literacy.

Differentiation and Adaptation of the PAL Model

The PAL approach is distinct in that it synthesizes information literacy with SaP pedagogy to address the AI literacy needs of academic communities. Unlike AI training that focuses solely on prompt engineering or tool competency, PAL builds upon information professionals’ expertise in contextualized information evaluation and the process of critical inquiry. It empowers participants, both instructors and students, to move beyond what AI *can* do, to question how we *want* to relate to one another as humans and learners in an algorithmic age. The PAL program model provides a structure for librarians to adapt and expand upon the following conceptual frameworks and practices. By blending these theoretical concepts and practical applications, this project provides a novel framework that moves library involvement with AI literacy from providing access services and tech support to building community through transformational leadership.

Information Literacy & AI Awareness

PAL grounds AI adoption in established information literacy concepts, evaluating information and the way it was created as part of social, political, and cultural ecosystems (Elmborg, 2006). Critically, these information ecosystems now include higher education classrooms and the information interactions involved in accessing, learning, and creating using AI (Alon & Levkovich, 2026). Though definitions and frameworks for AI literacy competencies vary, many include some version of AI or algorithmic awareness, which highlights the information literacy practice of recognizing how AI shapes our day-to-day experiences so we can make informed decisions (Long & Magerko, 2020). Without AI awareness to parse how information is created, disseminated, and why, we cannot truly practice information literacy to engage fully as citizens. The PAL

program provides a unique opportunity for dialogue between instructors, students, and librarians to examine how AI shapes our learning, intentionally and unintentionally, and often invisibly. These conversations create transparency to see the differences and similarities in how we understand AI: across groups, some see it as a learning tool, dialogue partner, or feedback mechanism, while others see AI use as an unethical shortcut, a threat to learning, or displacement of necessary human work. In PAL, instructors and students work together to understand both hopes and concerns about AI, and work toward consensus on when and why different uses of AI are appropriate and when they're not. Partners can then build AI literacy strategies tailored for the context of a course and the many perspectives involved. These discussions can reveal areas for personal learning as well as provide clarity on misaligned expectations for AI's capabilities in specific disciplinary contexts and learning tasks. These revelations and misalignments highlight opportunities for targeted learning outcomes and collaboratively developed AI awareness and literacy.

Students as Partners (SaP) Pedagogy

The PAL program leverages SaP pedagogy to dismantle transactional, fearful, or one-sided dynamics that have characterized discussions about AI use in coursework (Bertram Gallant & Rettinger, 2025). The PAL model is grounded in approaching AI literacy development through Cook-Sather et al.'s (2014) "3 Rs" framework for building pedagogical partnerships: shared respect, reciprocity, and responsibility create a foundation for instructors and students to build common understanding and value the different perspectives each brings to discussions about AI and learning. PAL guides student and instructor partners in the program to operate on the foundational values of the 3 Rs, through exercises such as crafting partnership agreements to determine goals and roles, or collaboratively problem-solving while each partner adopts the others' perspective. In addition to developing partnership between the participants, the librarians facilitating the program work with PAL partners to design AI literacy curricular plans that also integrate elements of partnership that the instructor can build with their future students in class. By positioning students and instructors as co-creators, PAL facilitates agreement and buy-in on AI's capabilities, limitations, and risks within specific curricular contexts.

Librarians as Faculty Developers

This project builds on the growing recognition of librarians as key faculty developers and leaders of campus learning communities (Burruss et al., 2020; Flierl et al., 2020; Hall & Leeman, 2026; Hammons, 2020). While learning communities are standard practice for building professional capacity (Cox, 2004), few existing models explicitly position librarians to lead these communities at the intersection of AI and student partnership. The PAL model builds libraries' institutional capacity to lead AI literacy initiatives by sustainably leveraging opportunities for interdisciplinary and inter-role collaboration afforded by a librarian-led student-instructor program. PAL allows librarians to broadly disseminate established information literacy-anchored frameworks and practices to representatives from multiple departments across the university. The resulting close-knit and creative dialogue enables disciplinary faculty and students to integrate information literacy with AI literacy concepts into their learning in immediately meaningful ways.

Beneficiaries and Intended Results

This proposed project creates a cascading impact, benefiting the library profession, institutional stakeholders, and the broader academic community. First, librarianship benefits as academic librarians and libraries expand their opportunities to collaborate and share expertise across their respective campuses. Participants in the intensive *Librarians as AI Literacy Leaders* workshop will gain the pedagogical training, financial support, and community mentorship necessary to pilot PAL at their home institutions. This directly supports LB21 program objective 2.1 to develop the library workforce to meet the needs of their communities, specifically as leaders in complex digital environments. It increases the visibility of the library as a central hub for educational innovation.

Additionally, institutional stakeholders benefit as teaching and learning cultures are strengthened through the implementation of local PAL cohorts. Faculty and students at partner institutions will gain agency and connectedness, as

they develop a shared sense of purpose in shaping the way AI informs their teaching and learning. The program fosters a sense of belonging and purpose, replacing anxiety with collaborative relationships and shared responsibility for AI literacy.

Finally, the broader academic community benefits as this program expands libraries' institutional capacity in their flexibility and adaptability to meet the needs of their communities. It is an exemplar of excellence in information literacy and pedagogical development at scale. By positioning libraries at the forefront of AI literacy, this project informs wider institutional policy and curricula. The resulting open-access PAL Toolkit will provide scalable resources to any academic library seeking to implement partnership-based AI programming, ensuring the project's impact extends beyond the grant period.

Project Work Plan

If funded, the proposed Laura Bush 21st Century Librarian Program National Implementation project will unfold over a two-year period, beginning September 1, 2026, and concluding August 31, 2028. The project aims to empower academic librarians to leverage their unique position to lead AI literacy initiatives. Developing librarians to serve as instructional leaders (who then return home to train the instructors and students participating in their local PAL programs) may be one of the most sustainable ways for libraries to reach every corner of campus with AI literacy concepts. To achieve this, the investigators will design and implement an intensive train-the-trainer workshop to scale Purdue Libraries' PAL program. The project team will guide a cohort of up to 15 academic librarians through planning for institutional adaptation and program implementation to adapt the PAL model for their own campuses, providing a comprehensive support system throughout their piloting. Participants will submit a final report on their pilot experiences and the program team will integrate these insights as we finalize and disseminate the digital PAL Implementation Toolkit.

Table 1: Overview of Project Work Plan

Phase & Timeframe	Core Activities	Key Milestones & Outputs
Phase 1: Planning & Recruitment <i>(Fall 2026 – Spring 2027)</i>	- Develop workshop curriculum & event logistics - Recruit diverse cohort of 15 academic librarians	- PAL adaptation and implementation training curriculum finalized - 15 participants selected, including institutional support letters
Phase 2: Librarians as AI Literacy Leaders Workshop <i>(Early Summer 2027)</i>	- Host 3-day in-person train-the-trainer workshop - Guide adaptation of the PAL program framework and activities	- \$1,000 travel funds disbursed per attendee - Customized local program plans finalized
Phase 3: Pilot Implementation & Community of Practice <i>(Summer 2027 – Spring 2028)</i>	- Facilitate PAL Community of Practice with monthly cohort check-ins & peer mentorship - Participants prepare and run local PAL pilots with instructors and students	- 15 localized PAL pilot programs active - Ongoing community of practice structure established

Phase 4: Evaluation & Dissemination <i>(Summer 2028)</i>	- Analyze post-implementation evaluation reports - Develop and publish open-access deliverables	- Final reports submitted and \$2,000 stipends disbursed - PAL Implementation Toolkit & scholarship published with open access
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Phase 1: Planning and Recruitment (Fall 2026 – Spring 2027)

Initial workshop preparation and participant selection will take place from Fall 2026 through mid-Spring 2027. During this foundational phase, the project team will collaboratively develop the core workshop materials and refine the curriculum. The team will also plan and manage all event logistics for the three-day workshop, including securing an accessible venue and arranging participant meals. Once participants are finalized, support funds will be disbursed for participants to arrange their travel and accommodations.

Simultaneously, the project team will recruit up to 15 librarians to participate in the cohort. Participants will be required to currently hold a faculty or staff position in a library at a higher education institution, and to provide evidence of institutional support for implementing a PAL program. We will recruit widely, geographically and by size and mission of the institution, including a range of research-intensive universities, regional public institutions, private colleges, rural- and urban-serving institutions, and community colleges. We aim to have the librarians' diversity of experience add to the collaborative learning opportunities within the cohort and the successful implementation of their pilot programs.

Participant selection will prioritize institutional needs, the readiness to implement an AI literacy initiative, and the long-term sustainability of the programming within their respective units. In addition to describing their need, motivation, and readiness for developing a PAL pilot, applicants will be required to provide a letter of institutional support. This letter will demonstrate that they have the backing of their administration and colleagues to spend the necessary time and resources on this project, and that they have the explicit go-ahead to reach out on behalf of the libraries to invite faculty and students at their campus to participate in the pilot program.

Phase 2: *Librarians as AI Literacy Leaders* Workshop (Early Summer 2027)

The core intervention of the project is a three-day intensive professional development and program planning workshop, scheduled for late Spring or early Summer 2027. To ensure equitable access and remove financial barriers to participation, the grant will provide each attendee with \$1,000 in travel funds to cover transportation and hotel accommodations. Furthermore, to recognize the significant labor involved in launching a new campus initiative, each participant will receive a \$2,000 stipend upon the successful submission of their final post-implementation report at the conclusion of the grant. The workshop will culminate in each participant finalizing a customized action plan to launch this localized pilot. A sample workshop schedule is outlined in Table 2.

Table 2: Sample 3-Day Workshop Agenda

Day & Topics	Workshop Activities
Day 1: Institutional Context & Partnership-Oriented Environments	- Introduction: Exploring Students as Partners (SaP) pedagogy and the "3 Rs" (Respect, Reciprocity, Responsibility) as foundational frameworks for AI literacy. - Identifying Local Needs: Assessing specific institutional cultures, barriers, and readiness to contextualize AI literacy programming. Recruiting and preparing students to serve in partnership roles. - Discussion: Strategies for opening dialogue about AI, building trust to address power dynamics, and partnership-building activities used in PAL (e.g. role-swapping exercises; partnership agreements). - Guided Work Time: Adapting partnership-building strategies for varied campus contexts.
Day 2: Process-Oriented Learning & AI Awareness	- Introduction: Presenting strategies for process-oriented learning and developing algorithmic awareness. - Discussion: Facilitating tips for targeted AI tool demonstrations (e.g., creating a course-specific Copilot agent; collaborative and iterative inquiry through NotebookLM), hands-on evaluation of AI tool output, and metacognitive reflection with instructors and students. - Guided Work Time: Collaboratively adapting provided PAL templates to design contextualized AI learning activities for participants' specific institutional needs and goals.
Day 3: Implementation Planning & Overcoming Barriers	- Discussion: Strategies for leveraging institutional support and navigating funding or resource constraints. Developing custom program assessment strategies and success rubrics, tailored to the needs and goals of each institution. - Guided Work Time: Finalizing customized program implementation plans. - Wrap-up: Cohort presentations, group feedback, and establishing the ongoing community of practice.

The *Librarians as AI Literacy Leaders* workshop will focus on facilitation strategies librarians can implement to effectively synthesize AI interactions, information literacy, and SaP pedagogy when working with student and instructor partners in their pilot programs. Rather than simply participating in a PAL program as learners, the attending librarians will also learn how to instruct and facilitate AI-focused pedagogical partnerships between faculty and students at their home institutions. The facilitators will introduce evidence-based activities, strategies, and templates used in the PAL model. This includes co-creating course policies that establish respectful, reciprocal, and shared responsibility in a classroom community (Cook Sather et al., 2014); and crafting process-oriented learning activities that emphasize not just creating an end product that meets expectations, but also articulating the problem solving and decision points that shaped both learner and product along the way.

These PAL strategies allow AI literacy to be integrated as a learning outcome within or alongside disciplinary learning outcomes, to examine AI-generated information as one part of knowledge creation and sharing. The bulk of the workshop time will be dedicated to guided discussion and collaborative work time. Participants will identify their specific institutional cultures, barriers, and needs, and then actively adapt the provided PAL materials to fit those local contexts. The project team will also train participants to navigate institutional barriers, such as exploring strategies for securing funding, overcoming resource constraints, and establishing mutually beneficial collaborations with campus teaching centers. As participants develop their program activities, they will simultaneously consider overall program goals and assessment strategies to craft a customized rubric for measuring success. This will allow both the participants and the co-PIs to measure the impact of each pilot using criteria tailored to each institution's priorities and needs.

To ensure the workshop remains highly responsive, project advisors Michael Flierl and Daniel Guberman will also attend the three-day intensive workshop. They will engage in table discussions and observe the interactions of the librarian cohort to provide organic feedback and insights to the project team facilitators (Samantha LeGrand and Zoeanna Mayhook). This immediate feedback loop will allow the project team to responsively adjust the curriculum and pacing to best meet the specific needs of the participants as they work to adapt the PAL framework for their own campus environments.

Pilot Implementation and Community of Practice (Summer 2027 – Spring 2028)

Following the workshop, participants will initiate pilot implementations at their home institutions between Fall 2027 and Spring 2028. Unlike many training programs which limit their focus to the sessions themselves, the project team will implement a cohort-style PAL Community of Practice (CoP) to offer an ongoing support system to assist with specific challenges. The project team will host monthly check-ins from Summer 2027 to Spring 2028 to consult with participants on unforeseen environmental obstacles and offer sustained peer mentorship. The network built by the PAL CoP will create further opportunities for participants, such as presenting their adapted program plans to the existing multi-institutional AICoP to share ideas and receive feedback. Additionally, the PAL CoP will create a structure for the project team to offer additional support as needed, such as extra sessions for AI tool exploration, organizing cohort collaborative working time to finalize pilot program materials, peer reviewing of program materials, or individual meetings to discuss challenges while running pilot programs.

Evaluation, Toolkit Development, and Dissemination (Summer 2028)

During Summer 2028, participants will submit their final post-implementation reports, detailing their local pilot experiences and the concrete outcomes achieved on their campuses. The project team will review the participants' pilot experiences, successes and lessons learned, and their own assessment of the program's success using their custom rubric. Using these insights and exemplar program plans created by the cohort, the project team will develop and disseminate a scalable, open-access PAL Implementation Toolkit.

Key Personnel and Management

The project team is well-positioned to carry out this project. The PI, Samantha LeGrand (Purdue University), is a Clinical Assistant Professor and Instruction & Design Librarian whose research and practice pioneer SaP pedagogical models in libraries and information literacy. She is the creator and director of the PAL program, and she is deeply involved in campus-wide teaching and learning professional development for both librarians and disciplinary faculty. Her expertise is demonstrated through her faculty development work in Purdue's long-running course redesign program, Instruction Matters: Purdue Academic Course Transformation (IMPACT), and her facilitation of SaP professional development workshops co-led alongside undergraduate students. Co-PI Zoeanna Mayhook (Purdue University) is an Assistant Professor and Business Information Specialist with a background in both business administration and information science. Her research focuses on the critical evaluation, practical application, and ethical usage of AI tools in academic and industry settings. She co-developed a foundational AI literacy course through the Purdue Libraries and School of Information Studies (ILS 231: Information Strategies for Using AI) and chairs the Libraries' AI Literacy Response Team. She has also planned campus-wide initiatives, including Purdue University's inaugural AI Academy in 2025, which supported instructors integrating AI into their course design. Under their leadership, the project team will guide the librarian cohort through adapting partnership-based AI curricula.

The core team is supported by two project advisors who contribute distinct areas of specialization that ensure excellence in the project's planning and execution (Bonem, Guberman & Levesque-Bristol, 2026; Flierl, 2024; Flierl & Slayton, 2025). Michael Flierl is an Associate Professor and Student Learning Librarian who serves as The Ohio State University's first AI Faculty Fellow. He leads university-wide AI fluency initiatives, including integrating AI workshops into the First Year Success Series, and will provide crucial multi-institutional insights on libraries-led AI literacy initiatives. Daniel Guberman, Assistant Director for Student-Centered Pedagogy in Purdue's Center for Instructional Excellence, brings deep expertise in faculty development, student-centered pedagogy, and Universal Design for Learning. He oversees Purdue's Student Pedagogy Advocates program, which pairs students and instructors to co-design classroom structures, and will consult heavily on the programmatic and assessment design of the project's student-instructor partnerships.

Stakeholder Involvement

Stakeholder input is deeply embedded in the proposed *Librarians as AI Literacy Leaders* project. The workshop materials and discussions will respond directly to nationwide needs, hopes, and concerns of academic librarians identified through an established multi-institutional AI Community of Practice (AICoP). The AICoP is co-organized by project advisor Michael Flierl (OSU) and librarian colleagues from Carnegie Mellon University and the Moritz College of Law, and it currently engages more than 1100 members across the country. The workshop materials participants will work with come from the core PAL curriculum, which the Co-PIs update yearly based directly on feedback and insights from instructors and students in PAL. Additionally, Purdue's 2025 PAL program was collaboratively updated and co-facilitated with a PAL student partner from the 2024 cohort, and a 2025 student partner has requested to work with us to develop PAL 2026. This emphasis on iteration and stakeholder involvement will carry throughout the grant period: at least one student partner will work with the Co-PIs to plan and carry out the *Librarians as AI Literacy Leaders* workshop. Real-time input from the librarian cohort, gathered during monthly progress reports and informal discussions, will allow the facilitators to responsively adapt the ongoing support structures to meet emerging needs.

Evaluating and Demonstrating Impact

To rigorously evaluate and demonstrate the project's impact, the team will execute a comprehensive Performance Measurement Plan that documents the efficacy, efficiency, quality, and timeliness of all activities. Programmatic **effectiveness** will be measured quantitatively via pre- and post-program surveys assessing participants' changes in confidence and readiness, and qualitatively through analysis of program implementation plans and final reports. To ensure operational **efficiency**, the team will conduct audits once per year comparing workshop participant Service Level Agreements (SLAs) and deliverable completion. The **quality** of the training experience will be evaluated using targeted satisfaction questions following the workshop and consistent feedback gathered from the ongoing cohort-style check-ins. To assess both the efficiency and quality of each pilot program, we will collect pilot participation numbers of faculty and students to ascertain reach. Librarians leading the pilot programs will also use their own customized rubric to assess success in their context, which will measure efficiency of the train-the-trainer model in the impact of each pilot, using criteria tailored to each institution's priorities and needs. **Timeliness** will be guaranteed by tracking major milestones against the Schedule of Completion during monthly project management meetings. Finally, the project's long-term impact will be sustained by releasing the digital PAL Implementation Toolkit and resulting scholarly manuscripts via Purdue e-Pubs Digital Commons under a CC BY-NC-SA Creative Commons license, ensuring the materials remain freely accessible for adaptation by the wider academic community.

Project Results

Intended Results and Deliverables

Broadly, the intended outcome of the proposed professional development program is to guide academic librarians through implementing a PAL program at their home institution. Several direct deliverables will result, including: (1)

librarians prepared to serve as institutional AI literacy leaders, (2) individualized partnership-based AI literacy program implementation plans, (3) post-implementation reports, and (4) open-access PAL implementation toolkit. Each is described in greater detail below.

Professionally Development for Librarian AI Literacy Leaders: Using a train-the-trainer model, participants will engage in presentations and demonstrations, guided individual work time, and hands-on workshop activities designed to help them adapt the PAL framework to the culture and context of their home institutions. Growth and learning throughout the program will be assessed using pre- and post-program surveys to measure changes in confidence, knowledge, and readiness to implement a PAL initiative.

Program Implementation Plans: As part of the program, attendees will develop implementation plans tailored to their institutions. These plans will outline program structure, anticipated challenges, strategies for overcoming barriers, and defined measures of success. Participants will submit their plans following their completion of the workshop and receive guidance and feedback to promote successful implementation at their home institutions.

Post-Implementation Reports: Following implementation, the project team will conduct follow-up assessments with participants to evaluate program effectiveness. These reports will include participant reflections, documented outcomes, and evidence of impact at their home institutions.

Open-Access PAL Implementation Toolkit: The investigators will make workshop materials openly available to academic librarians interested in developing their own version of PAL. This digital toolkit will incorporate program plan exemplars developed by the workshop participants, as well as insights from the questions, needs, and ideas that rise during the experience.

Addressing Defined Challenges

The program uniquely addresses challenges AI poses in higher education with its adaptability and replicability of information literacy practices through a partnership-oriented approach. Unlike static AI modules that require frequent updating with every new tool, or ethical guidelines that continually shift in response to changing technological capabilities, the PAL model is designed to evolve alongside fluidly shifting perceptions and practices. It creates sustained opportunities for dialogue among faculty, students, and academic librarians, allowing for ongoing analytical engagement with AI developments rather than one-time instructional interventions.

Ensuring Adaptability

We have found that the PAL model is adaptable, with a large body of research showing the many ways SaP pedagogy can be applied in teaching practices (Mercer-Mapstone et al., 2017). However, we also acknowledge that there are aspects of Purdue University's culture and environment that have made the program successful. First, Purdue University benefits from an institutional culture in which librarians are actively engaged in teaching and learning initiatives, an environment that is not uniformly present across all academic institutions. Secondly, our program has in the past secured funding to provide stipends to participating faculty and students. This support has served both as an incentive for participation and as a tangible acknowledgment of the time, labor, and expertise that participants contribute. However, findings from focus groups and survey data indicate that both students and faculty found the experience enriching and rewarding, and many noted they would have chosen to participate even in the absence of financial support.

Although our sample size of past PAL participants remains limited (n=59), preliminary evidence suggests that both students and faculty are eager for these structured, candid conversations about AI. Framing these discussions through an information literacy lens has proven particularly effective, providing a constructive framework for evaluating appropriate and responsible uses of AI tools in classroom contexts. During the planning phase of this expanded initiative, we will proactively identify potential barriers at participating institutions by leveraging insights into common challenges and concerns raised by AICoP member librarians across the country (Flierl & Slayton, 2025). In the workshop, these challenges will be addressed directly through guided discussion, collaborative problem-solving, and strategic planning to ensure adaptable and context-sensitive implementation.

Dissemination of Work

As part of this project, our team is committed to disseminating our program model along with findings, outcomes, and evidence that demonstrate the effectiveness of libraries in advancing AI implementation in higher education through this approach. This work may generate insights into what aspects of the training are most effective in preparing librarians to serve as AI literacy leaders; librarians' needs, interests, and motivations related to AI literacy and pedagogical partnership; and next steps for scaling librarian leadership and empowerment in this area.

Evidence will be collected through pre- and post-program surveys, as well as a review of participants deliverables, including the implementation plans and post-implementation reports with participating librarians who implement the PAL model at their home institutions. We will seek the necessary IRB approval for the study in order to analyze content created by participants. We will prioritize publishing in open-access, peer-reviewed journals to increase the visibility of this work, targeting Quartile 1 library and information science publications such as *College & Research Libraries*, *Communication in Information Literacy*, and the *Journal of Information Literacy*.

Additionally, our team will share project findings through presentations at national conferences to disseminate the program model, research outcomes, and digital products, including the PAL Implementation Toolkit. These venues will not only extend the reach of the program but also create opportunities for substantive dialogue about AI literacy and partnership-oriented approaches within higher education. We anticipate submitting proposals to present at conferences such as the American Library Association (ALA) Annual Conference, the Association of College and Research Libraries (ACRL) Conference, LOEX, LibLearnX, the Generative AI in Libraries (GAIL) Conference, the AI and Academic Libraries Online Conference, and other relevant professional gatherings. These efforts are also consistent with the Department of Education's proposed priority on building "evidence of appropriate methods of integrating AI into education," and supporting "dissemination of appropriate methods of integrating AI into education" (Proposed Priority, 2025).

Sustaining Benefits

To sustain the benefits of this program beyond the conclusion of the period of performance, our team will implement several long-term strategies. First, upon submission of finalized program plans following the train-the-trainer workshop, participants may receive certificates of completion, recognizing them as trained PAL facilitators. Then, the program team will maintain ongoing communication with program participants to assess implementation progress, identify challenges, and document emerging best practices. Second, we will establish and facilitate a PAL Community of Practice space where cohorts can share adaptations, discuss challenges, and exchange updates as the model progresses. Third, we will continue to refine and openly disseminate the PAL Implementation Toolkit through Purdue e-Pubs, offering sustained access and periodic updates. Finally, we will publish the PAL model in a citable, peer-reviewed format to foster continued scholarly dialogue and establish the program as a replicable framework for advancing AI literacy through partnership-based approaches. With ongoing access to PAL materials, trained PAL facilitators can build on their development in the workshop and the PAL Community of Practice to expand the program's impact by leading other librarians to adapt the PAL model.

Please see "Supporting Document – References" for a list of full references corresponding to in-text citations throughout the Narrative.

Schedule of Completion - Year 1

[illegible]

Schedule of Completion - Year 2

[illegible]