

# GRANTING COLLABORATION: INFORMATION LITERACY FOR FACULTY

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In years past librarians at Winston-Salem State University have noticed a decline in the number of research questions and requests for library instruction services. Faculty members across disciplines noticed a decline in the quality of student work and an increase in the incidence of plagiarism. Librarians also began to notice an increase in the number of students reporting that they were instructed not to use the Internet to complete their assignments. Since the electronic databases were online, professors and students believed that these resources could not be used. Librarians quickly realized that this was a concern that needed to be addressed immediately. In fall 2006, the library director along with a group of librarians began to plan a faculty information literacy institute to address these concerns. A Title III grant was applied for and received in 2007 which allowed the C.G. O'Kelly Library to begin the O'K Fellows Faculty Information Literacy Institute. The goals of the program were to increase the faculty members' awareness of the resources that are available to Winston-Salem State University students and faculty, increase the number of research consultations, reference questions and library instruction sessions, and finally to assist students in becoming information literate and thereby increase the quality of student assignments. The overall goal of the program was to enhance the collaboration between the librarians and faculty. Some faculty members already used the library's services; we wanted to reach those who did not.

To begin the planning process a committee was formed to decide the target audience, the program content and the for-

mat. Originally, the institute was to be offered once a year to forty faculty members. The participating faculty members would receive a \$900 stipend payable in three installments for their attendance and meeting all of the program benchmarks. The planning committee realized that the attendees would receive the information more favorably if someone outside of the campus community or another faculty member presented on relevant topics. Therefore, a person from the business community was asked to speak on what employers look for in recent college graduates, a library director from another institution knowledgeable about information literacy standards was asked to give a presentation, and two faculty members were asked to speak on lesson planning and curriculum design. A book entitled *The Collaborative Imperative* was selected for the participants to read and discuss during the institute. A Web 2.0 component was also included in the first institute. This component gave participants the opportunity to post to a blog created for the O'K Fellows' attendees. The first session included more time for discussion and less time for active learning.

During the planning process the committee acknowledged the importance of enhancing the knowledgebase of the librarians. This was to ensure that they were prepared to assist the faculty members during the faculty institute. Funds were allocated for staff development experiences. The planning committee worked with the State Library of North Carolina to identify master trainers that were experts in active learning, presentation skills, and Web 2.0 technologies.

Since the program's inception in 2008, five O'K Fellows Institutes have been held with a total of seventy-two participants. Three hundred fifty-six library instruction sessions have been provided to over 5,000 students covering a variety of disciplines. The largest group of participants (13) has come from the English and Foreign Language Department. Program

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attendees have stated that participating in this program and having the opportunity to collaborate with the librarians on their assignments have greatly improved the quality of student work.

The program began as a two-day institute. Topics such as plagiarism, writing effective class assignments with a library component, discussions on information literacy and the faculty-librarian collaboration and a detailed demonstration of available library resources and services were offered during the institute. Since the program began in 2008 it has changed from a two-day experience to a one and a half-day experience with the same information shared with the participants.

For the first institute participants were assigned to read the book *The Collaborative Imperative*. The purpose of this reading assignment was to encourage the participants to think about the role of librarians and in particular the importance of faculty and librarian collaboration for student achievement. The reading generated plenty of discussion among faculty participants and librarians. However, once the institute was shortened from two days to one and a half days, the reading assignment changed from using the entire book to using select chapters from the book. This also sparked some discussion during the second institute. The participants for this institute were more concerned with student plagiarism than the previous institute's attendees. Therefore, additional reading assignments were given that related to plagiarism. Participants were also introduced to websites relevant to plagiarism.

During the first institute, participants were immersed in Web 2.0 technologies. The attendees were required to post comments to their reading assignment on a blog. These comments were used as conversation starters during the small group discussions. A session which further introduced the attendees to Web 2.0 technologies was also provided. After receiving the program evaluation the planning committee decided that this topic was not of interest to the faculty. In following institutes, faculty members were given an overview of the library instruction classes that librarians offered. Demonstrating how to use the Web 2.0 components in Blackboard and creating blogs and wikis was one of the sessions that librarians provide upon request. Addressing Web 2.0 technologies in this way allowed the program attendees to focus more on how to use the electronic resources available through the library and how to incorporate a library component within existing course assignments.

The basic tenets of the institute have remained the same throughout the five institutes. However, as program evaluations were received, the presentations have been adapted to better address the needs and concerns of the faculty. An extensive session on active learning and the librarians' role in the creation and completion of successful class assignments is presented during each institute. Currently, a librarian consultant is contracted to present a session on incorporating information literacy into class assignments. During the session, participants are provided the opportunity to storyboard an assignment at which time librarians work closely with the faculty members to show them where information literacy components can be inserted. These information literacy components range from

finding information to the ethical use of information (e.g., plagiarism and citation styles). After the session on information literacy faculty attendees and librarians work in small groups to learn about available resources and how to tweak their own assignment or syllabus to incorporate an information literacy component. Before the first institute the planning committee decided to invite forty participants to attend the program. At the conclusion of the first institute librarians and the planning committee realized the importance of keeping the institute groups small. This insight was beneficial because it allowed librarians to give the faculty participants more one-on-one attention and it kept the number of library instruction sessions manageable. Now, the O'Kelly Library offers two institutes per year with a limit of twenty participants per program.

To receive the stipend faculty members must meet the program requirements: (a) attend and actively participate in the institute, (b) arrange a consultation session with the subject librarian to tweak an existing assignment or syllabus to include information literacy, (c) schedule a library instruction session for their class and bring the students (do not send) and make sure that they are aware of the impending assignment, and (d) require students to schedule a one-on-one or small-group consultation with the subject librarian.

Since the program's inception there have been many lessons learned, such as that the plagiarism discussion is important to all faculty members attending the O'K Fellows' Institute. Therefore, adequate time must be allotted for a productive and informative plagiarism discussion. Program presenters should be encouraged to explore the various websites available that concentrate on the ethical use of information and citation styles. Quite often attendees are aware of literature and sites relevant to their program of study but not necessarily the literature and sites that address plagiarism.

Librarians should never assume that faculty members know how the library can be incorporated into their courses. Many faculty members have not had formal training in the field of education, instead they are experts in the discipline in which they teach or conduct research. Keeping this idea in the forefront of planning with faculty members is important because then the librarians understand the idea of sharing with the faculty the resources the library has available and the importance of demonstrating where the library fits into the assignment planning process. Once attendees hear and see what the librarians can do for them they are more open to collaboration and willing to share what they have learned with other members of their department.

As librarians we should learn how to anticipate. O'Kelly Library staff did not expect or plan for the overwhelming response to the program and the dramatic increase in library instruction needs as a result. Many of the institutes' prior attendees have continued to schedule library instruction sessions for their classes. In addition, they see the need for classes relevant to citation styles and the continued plagiarism discussion. Student consultations; whether with the subject librarian or at the reference desk, have also increased as a result of the O'K

Fellows Institute. Librarians realized the need for flexibility and creative planning when scheduling library instruction and student consultations.

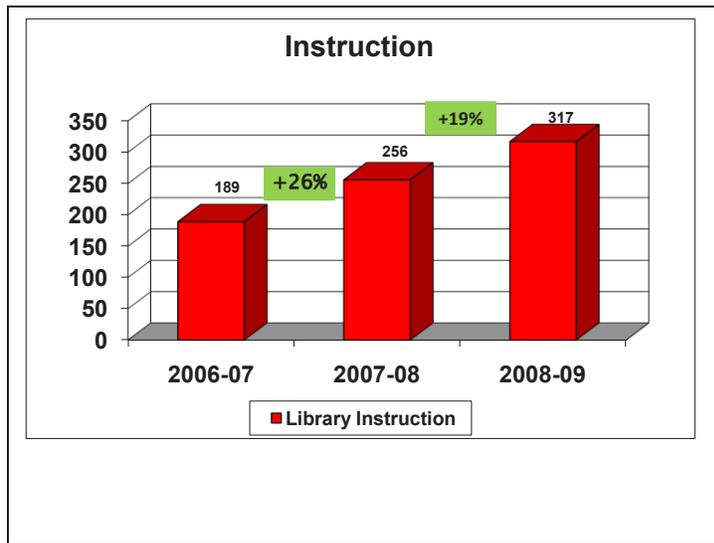
As stated earlier, to date O'Kelly Library has sponsored five institutes. These five institutes have had seventy-two participants and resulted in three hundred fifty-six library instruction classes being offered. The library's statistics have dramatically increased for reference, student and faculty consultations, and library instruction. The graphs are included in the Appendix. Many faculty members that have attended the institutes have stated that the quality of their students' papers has greatly improved. The instances of plagiarism have also decreased as well.

Since the program began in the Spring 2008, the O'K Fellows' Institute has been embraced by the university administration. When the program first began the former provost stated that the university would continue to support this program even after Title III funding has ended. The current provost is encouraging all faculty members that are on the QEP team to participate in the institute. As of March of 2010, information literacy is now a component of the general education program.

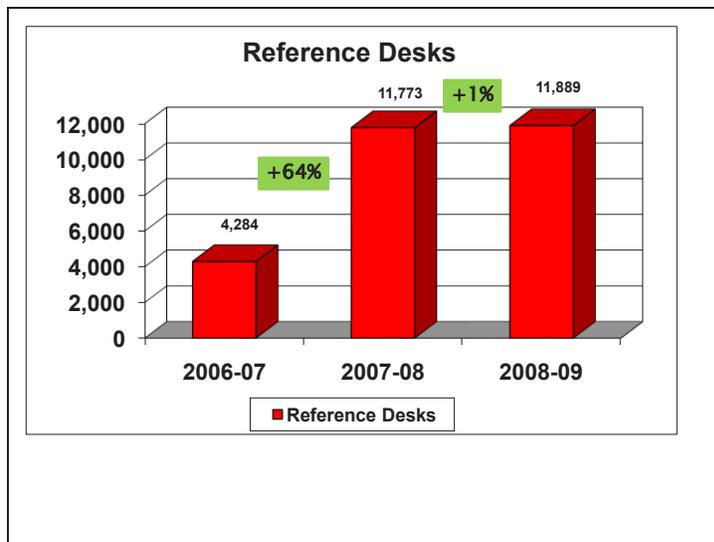
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## APPENDIX

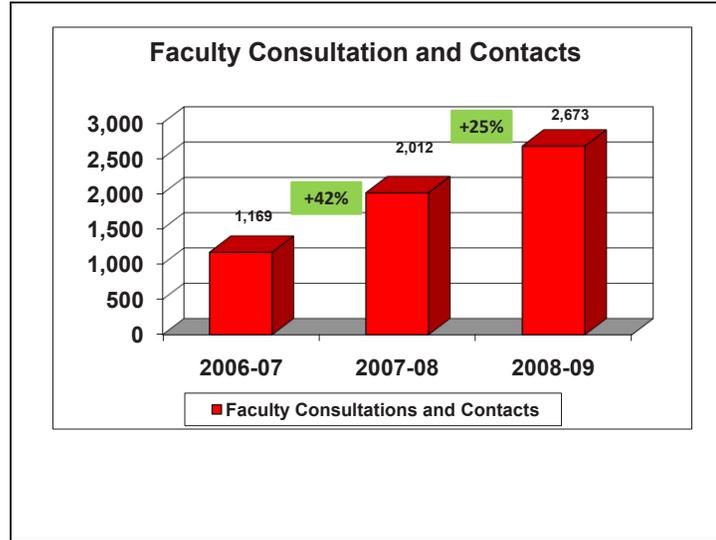
### Library Instruction Statistics from 2006-07 to 2008-09



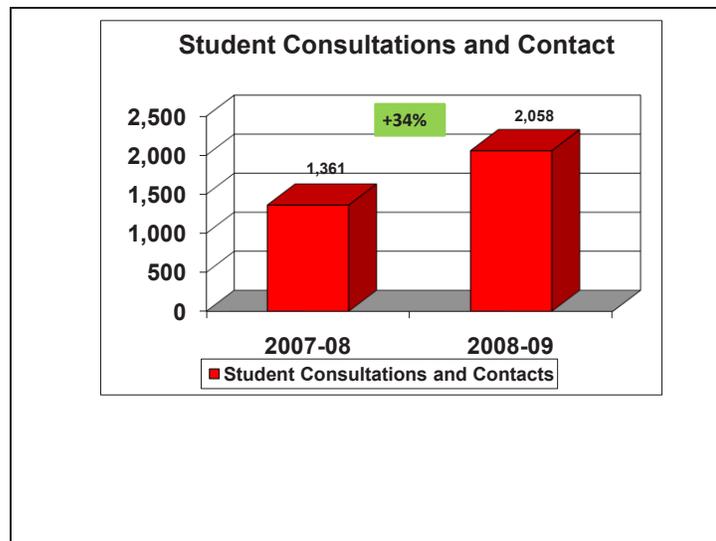
### Reference Desk Statistics from 2006-07 to 2008-09



Faculty Consultations and Contacts Statistics from 2006-07 to 2008-09



Student Consultations and Contacts Statistics from 2007-08 to 2008-09



\*\*Statistics for student consultations and contacts were not collected for the 2006-07 academic year.