Chesnutt Library Fellows
Information Literacy Program
Tuesday - Wednesday
December 15 - 16, 2015

Fayetteville State University
Charles W. Chesnutt Library
J. C. Jones Board of Trustees Room
Second Floor
1200 Murchison Road
Fayetteville, North Carolina 28301

Program Funded By Title III
Refreshments Sponsored by The Friends of Charles Chesnutt Library

Many Thanks for the Support of
Dr. Rollinda Thomas, Interim Associate Vice Chancellor for Academic Affairs and SACS Liaison
Mrs. Karen Stealing, Administrative Support Associate, SACS Self-Study Office

Program Contacts:

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<tr>
<th>Bobby Wynn</th>
<th>Evelyn Council</th>
<th>Jan Whitfield</th>
<th>Robert Foster</th>
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<td><a href="mailto:bwynn@uncfsu.edu">bwynn@uncfsu.edu</a></td>
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<td><a href="mailto:rfoster@uncfsu.edu">rfoster@uncfsu.edu</a></td>
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Agenda
Chesnutt Library Fellows Information Literacy Program Workshops
*From Bibliographic Instruction to Meta-Literacies*
Eighth Cohort, Chesnutt Library Fellows, 2015-2016
Tuesday, December 15, 2015
9:00 a.m. – 4:30 p.m.

**DAY ONE, PART ONE**
9:00-10:00  **WELCOME and INTRODUCTIONS**
9:00-9:30  **Sign-In**

**Welcome and Introductions** –
Mr. Bobby Wynn, Director of Library Services, Charles W. Chesnutt Library, Fayetteville State University

**Pre-Test Administration**

9:30-10:00  **Faculty Presentation by Seventh Cohort Representative**
Dr. Joseph Osei, Professor of Philosophy and Religion, Department of Government and History, College of Arts and Sciences, Fayetteville State University

**DAY ONE, PART ONE**
10:00-12:00  **WORKSHOPS**

**FACILITATOR:** Ms. LaVerne Gray, Doctoral Student, College of Communication and Information, Concentration: Information Sciences, University of Tennessee, Knoxville

**FACILITATOR:** Ms. Kenya Flash, Diversity Resident Librarian, University of Tennessee, Knoxville

10:00-11:00  **Introduction & Overview** – Ms. LaVerne Gray and Ms. Kenya Flash
Icebreaker/Information Literacy Game

Information Literacy Interactive Survey

11:00-12:00  **From Bibliographic Instruction to Meta-Literacies** – Ms. LaVerne Gray

Information Literacy Historical Development

The Future of Information Literacy
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Tuesday, December 15, 2015
9:00 a.m. – 4:30 p.m.

12:00-1:00 BUFFET LUNCHEON (Provided)

DAY ONE, PART TWO
1:00-4:30 WORKSHOPS

1:00-2:15 Millennial Students – Ms. Kenya Flash
   How Millennial Are You? Interactive Quiz
   Student Expectations
   How Do Students Learn?
   Discussion

2:15-2:30 BREAK

2:30-3:30 Student Academic Responsibility – Ms. LaVerne Gray
   Student Anxiety
   Academic Integrity

3:30-4:15 Giving Our Students AIRSS, While Meeting Standards – Ms. Kenya Flash
   Introducing the New ACRL Framework and Exploring What It Meant for the
   ACRL Standards

4:15-4:30 Comments and Expectations - Mrs. Evelyn Council, Associate Director for
   Collection Development, Charles W. Chesnutt Library
Agenda

Chesnutt Library Fellows Information Literacy Program Workshops
*From Bibliographic Instruction to Meta-Literacies*

Eighth Cohort, Chesnutt Library Fellows, 2015-2016
Wednesday, December 16, 2015
8:00 a.m. – 3:15 p.m.

DAY TWO, PART ONE
8:00-12:15 WORKSHOPS

8:00 – 8:30  **Sign-In**

8:00 – 8:30  **BUFFET BREAKFAST (Provided)**

8:30-8:45  **Opening Remarks** – Mr. Bobby Wynn,

8:45-9:00  **Day Two Overview** – Ms. LaVerne Gray

Workshop Agenda Overview

9:00-10:00  **Academics of Information Literacy** – Ms. Kenya Flash

Information Literacy in the Disciplines
Librarian and Faculty Roles

10:00-10:15  **BREAK**

10:15-11:15  **Tech Applications** - Ms. Kenya Flash

Using Technology to Enhance Student Learning

11:15-12:15  **Information Literacy Assignments** – Ms. LaVerne Gray

Creating Effective IL Based Assignments
Information Literacy Cycle with Assessment
Information Literacy Assessment Tools

12:15-1:15  **BUFFET LUNCHEON (Provided)**
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Chesnutt Library Fellows Information Literacy Program Workshops
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Wednesday, December 16, 2015
8:00 a.m. – 3:15 p.m.

Day Two, Part Two
1:15-3:15 WORKSHOPS

1:15-2:15 Create Your Own Information Literacy Assignment - Ms. LaVerne Gray

Information Literacy Assignment Implementation

Group Work – Each Group Will Develop Sample Assignments

Group Presentations: Information Literacy Assignment

2:15-2:45 Post-Test and Evaluations

2:45-3:15 Wrap-Up and Future Expectations (For the Next Few Days and the Upcoming Semester)

Mrs. Evelyn Council, Associate Director for Collection Development

Mrs. Jan Whitfield, Head of Public Services and Information Literacy

Many thanks to our facilitators, Ms. LaVerne Gray and Ms. Kenya Flash,
For sharing their knowledge of technology and information literacy skills
Chesnutt library Fellows Information Literacy Program Workshops
From Bibliographic Instruction to Meta-Literacies

READINGS

**DAY ONE READINGS**

**MS. LAVERNE GRAY**

1. Information Literacy Competency Standards for Higher Education
   http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf

2. Information Literacy Value Rubric

   http://crl.acrl.org/content/55/4/309.full.pdf+html


**DAY ONE READINGS**

**MS. KENYA FLASH**


   http://informationr.net/ir/17-1/paper508.html
Chesnutt library Fellows Information Literacy Program Workshops
From Bibliographic Instruction to Meta-Literacies

READINGS

DAY TWO READINGS

MS. LAVERNE GRAY


DAY TWO READINGS

MS. KENYA FLASH

11. ACRL Framework for Information Literacy for Higher Education http://www.ala.org/acrl/standards/ilframework
FUTURE EXPECTATIONS

As part of the eighth cohort of the Chesnutt Library Fellows Program, you are expected to sign contracts which acknowledge your participation in and agreement to meet all the stipulations indicated and required. All of the criteria must be met in order to successfully complete the Information Literacy track of the MEBD. In order to be paid the full amount of $2,000.00 for faculty and $1,000.00 for librarians, all of the criteria must be met successfully. See the Information Literacy Rubric as a guide.

The monies will be awarded in the Summer of 2016 (typically in the May 2016 paycheck) after you have met the following criteria:

- Attended the two-day workshop scheduled for December 15-16, 2015;
- Attended and documented four (4), one-hour meetings with your assigned librarian to discuss incorporating ACRL literacy standards into your selected course syllabus and assignments;
- Produced a revised syllabus and assignment(s) for the class(es) you will be teaching in the Spring 2016 semester;
- Discussed creating an assessment tool (a pre- and post-test) to gauge the success of the revisions you implemented in the Spring 2016 class(es).
- Brought at least one section of your designated Spring 2016 class(es) in for a tailored library instruction session;
- Administered a pre-test prior to the instruction session and a post-test after the instruction session;
- Met with your assigned librarian throughout the semester;
- Produced a presentation (PowerPoint or Prezi) and a three to five page paper on the results of the experience and the impact of incorporating the information literacy standards into your syllabus; including the pre- and post-test results; and how the changes impacted your students and what you will do for future classes. Both to be presented during a presentation to your cohort members in May 2016, the week after graduation on Saturday, May 7, 2016. Please note: May 9-10, 2016 is the Post-School Conference, so the presentations may be scheduled on May 11-13, 2016;
- Successfully scored a minimum of 3 on the Information Literacy Rubric.

If you feel you will not be able to meet all of the above written criteria, please let us know as soon as possible. This will affect your ability to participate and the payment of your stipend.

If you have any questions, please feel free to contact Mr. Bobby Wynn, Mrs. Jan Whitfield or Mr. Robert Foster.

THANKS FOR PARTICIPATING! WE LOOK FORWARD TO WORKING WITH YOU!
2015-2016 PARTICIPANTS

Eighth Faculty Cohort, 2015-2016

Dr. Dr. Paul Boaheng, Assistant Professor of Philosophy, Department of Government and History, College of Arts and Sciences
Dr. Dennis Corbin, Assistant Professor of Social Work, Department of Social Work, College of Arts and Sciences
Dr. Caroline Glackin, Assistant Professor of Management, Marketing and Entrepreneurship, School of Business
Dr. Richard Hall, Assistant Professor of Philosophy, Department of Government and History, College of Arts and Sciences
Dr. Shubo Han, Professor of Chemistry, Department of Physics and Chemistry, College of Arts and Sciences
Dr. Mingxian Jin, Associate Professor of Computer Science, Department of Mathematics and Computer Science
Dr. Nosa Obanor, Associate Professor, Department of Middle Grades, Secondary and Specialized Subjects, School of Education
Dr. Phil Senter, Associate Professor of Biology, Department of Biological Sciences, College of Arts and Sciences
Dr. Alexandru Stana, Assistant Professor of Communication, Department of Communication, Languages and Cultures, College of Arts and Sciences
Dr. Lieceng Zhu, Professor of Biology, Department of Biological Sciences, College of Arts and Sciences.

Librarians:
Mr. Bobby Wynn, Director of Library Services
Mrs. Evelyn Council, Associate Director for Collection Development
Mrs. Diana Amerson, Government Documents Librarian, Head of Government Documents
Mr. Robert Foster, Reference Librarian, Head of Reference and Interlibrary Loan
Ms. Vera Hooks, Periodicals Librarian, Head of Periodicals
Mr. Matthew Lawson, Information Technology Librarian, Head of Information Technology
Mrs. Xian (Penny) Peng, Catalog Librarian, Head of Cataloging
Mrs. Jinong Sun, Acquisitions Librarian, Head of Acquisitions
Mr. Velappan Velappan, Access Services Librarian, Head of Circulation (Not participating)
Mrs. Jan Whitfield, Head of Public Services and Information Literacy
Library Staff:
- Mr. Carlos Lazaro, Multi-Media Technician
- Ms. LaTasha Jones, University Library Technician, Reference and Interlibrary Loan
- Ms. Joan Milligan, University Library Technician, Collection Development
- Ms. Natasha Walker, Administrative Assistant, Library Administration
- Ms. Nicholle Young, University Library Technician, Archives and Special Collection
Joseph Osei is a full professor of Philosophy and Religion in the Government and History Department at Fayetteville State University. He has been teaching at Fayetteville State University (FSU) since 2004, when he started as an assistant professor. He was promoted to associate professor in 2007 and full professor in 2010. Prior to coming to FSU, he was a visiting professor at Auburn University 2001-2004, and at the University of South Florida 2000-2001, a lecturer at the University of Ghana 1993-200, and a lecturer at Northern Illinois University from 1991-1993.

His administrative experiences presently include: Chair, Editorial Board, Methodist Herald Bureau (MHB) Newspaper from 2012; Chair of the Ethics and Civic Engagement Core Curricular Committee, FSU/UNC from 2010; Member of the Core Curriculum Review Steering Committee, FSU from 2010; Editor-in-Chief of the Philosophical Papers and Review, an online journal from 2009; and Board Member of the Center for Professional and Applied Ethics, UNC-C from 2005. Past experiences include Conference Manager, North Carolina Religious Studies Association, 2008-2009 and Member of Editorial Board, African Journal of Business Ethics, 2000-2007.

Dr. Osei’s honors and awards include: CLAU Designer Grant Award, Summer, 2012; Teacher of the Year Award, Philosophy in the Department of Government and History, FSU, Spring, 2011; Community Service Award, Department of Government and History, College of Arts and Sciences, FSU, April 27, 2009; Excellence in Teaching Critical Thinking, Honor’s Students Award for Outstanding Fayetteville State University Professors, May, 2008; Certificate for Excellence in Teaching Logic and Critical Thinking, Young Scholars Program, Summer1990 Ohio State University, 1990; and the Graduate Students Alumni Research Award (G.S.A.R.A.), Ohio State University, valued at $1,500 for research on dissertation in Ghana, 1989.
He holds professional membership affiliations with the American Philosophical Association, (APA); the American Association of Philosophy Teachers (AAPT); Concerned Philosophers for Peace (CPP); the Advisory Board, Association of Professional and Applied Ethics, UNC-C; and the Business Ethics Network of Africa (BEN –Africa). He has been President of the North Carolina Religious Studies Association (NCRSA); and an Associate Member, Council for Research in Values and Philosophy.(CRVP).

Undergraduate and graduate level courses he has taught are: Introduction to Philosophy, Logic and Critical Thinking; Acquisition of Knowledge; History of Philosophy; Ethics; Applied Ethics; Business and International Ethics; Social and Political Philosophy; Philosophy of Religion; Introduction to the Bible; Value Theory; Medical Ethics; Comparative Religion; Philosophy and Contemporary African Problems; Philosophy of Education; Education and Creativity; African Philosophy and Culture; African-American Philosophy; Theories of Justice; Philosophy of Development; Civil Rights Movement (Phil345).
Ms. LaVerne Gray  
Doctoral Student  
College of Communication and Information, Concentration: Information Sciences  

LAVERNE GRAY earned her MLIS in Library and Information Science (Dominican University 2005), MS Ed in Educational Psychology (Northern Illinois University, 2000), and a BA in Rehabilitation/Child Development at (Wilberforce University 1993). She was inspired to become a librarian from her Peace Corps Service in West Africa. She served as an Education Volunteer in Cote D'Ivoire and Girls Education and Empowerment Volunteer in Togo.

Ms. Gray is currently a doctoral student in the College of Communication and Information with a concentration in Information Sciences at the University of Tennessee, Knoxville. Her former position was the Learning and Outreach librarian at Texas A&M University. In that position she coordinated various library outreach efforts to Undergraduate, Graduate and, International student populations and assisted with various campus events. She was a 2011-2012, Leadership and Career Development Fellow with the Association of Research Libraries, and has published on themes related to outreach, teaching, and information literacy, and has made presentations at the state, national, and international levels.

She is currently working on research with a focus on black feminist voice in information communities, social justice in library and information sciences, critical information literacy, and diversity in libraries.

**Education and Library Experience**

- **PhD expected 2017, College of Communication and Information, concentration in Information Sciences at the University of Tennessee, Knoxville**
- **M.L.I.S., Dominican University, River Forest, Illinois, 2005, Major: Library and Information Science**
- **M.S. Ed., Northern Illinois University, DeKalb, Illinois, 2000, Major: Educational Psychology**
- **B.A., Wilberforce University, Wilberforce, Ohio, 1993, Major: Rehabilitation Child Development**

**2013-Present**  
University of Tennessee, Knoxville, College of Communication and Information, Graduate Teaching Associate

**2010-2013**  
Texas A&M University, College Station, TX, Assistant Professor, Learning and Outreach Librarian

**2007-2009**  
University of Illinois at Chicago, Assistant Professor, Assistant Reference Librarian

**2005-2007**  
University of Tennessee, Knoxville, TN, Research Assistant Professor, Resident Librarian

**Summer 2005**  
University of Illinois at Chicago, Chicago, IL, Reference and Instruction Practicum
KENYA FLASH is one of the new Diversity Resident Librarians at University of Tennessee. She moved from Wilkes-Barre, Pennsylvania, where she held two positions, adjunct reference librarian at Wilkes University and evening circulation supervisor at Kings College. She says that her longstanding goal has been to help students become better-informed global citizens. During her last semester at King's College, she worked with students attending the annual National Model United Nations at that institution. This year the focus of the Model UN was Jamaica, and Kenya, who is originally from Jamaica, had a chance to share with student delegates her personal experiences and insights as a naturalized US citizen. Kenya holds a bachelor's degree in government and law from Lafayette College, a master's in political science from East Stroudsburg University, and a master's in library and information sciences from Drexel University.

**Education and Library Experience**

- Masters of Science in Library and Information Sciences, Drexel University, June 2014
- Masters of Arts in Political Science, East Stroudsburg University, December 2011
  - Thesis: *Liberal Promises Forgotten: An Exploration of the Misapplication of Practical Liberalism*
- Bachelor of Arts in Government and Law, Lafayette College, May 2003

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<th>August 2015- Present</th>
<th>University of Tennessee Knoxville, Diversity Resident Librarian</th>
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<tr>
<td>August 2011-July 2015</td>
<td>Kings College, Circulation Supervisor/Evening Circulation Supervisor</td>
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<tr>
<td>September 2014-May 2015</td>
<td>Wilkes University, Adjunct Reference Librarian</td>
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<tr>
<td>July 2014 – August 2014</td>
<td>Osterhout Free Library, Volunteer</td>
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<td>January 2014 – March 2014</td>
<td>Drexel University, Wilkes-Barre, PA, Practicum</td>
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MEBD Executive Summary, April 19-21, 2011

The vision for the Fayetteville State University (FSU) Quality Enhancement Plan, *Making Evidence-Based Decisions* (MEBD), is to provide an enhanced learning environment in which upper-division FSU students receive more support in facilitating critical literacy skills (reading, writing, and reflecting), which are the basic elements, or building blocks of learning, that help students develop new or enhanced mental structures or thinking capabilities. Our vision is that instruction for developing such skills will be based on a wide variety of strategies and techniques that have proven successful in facilitating students’ abilities to build their application of critical literacy skills in real-world problem solving work.

The goals of the MEBD are adopted from the work of the AAC&U VALUE Project:

1. Students will demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion;
2. Students will demonstrate simultaneous extracting and constructing of meaning through interaction and involvement with written language;
3. Students will demonstrate the ability to develop and express ideas;
4. Faculty members will employ an increased use of strategies to encourage and assess making evidence-based decisions; and
5. FSU will demonstrate that it has become a learning environment supported by a culture of evidence.

The student-learning outcomes are:

- Students will demonstrate continued growth in making evidence-based decisions from lower-division through upper-division studies as measured by the Collegiate Learning Assessment (CLA).
- Students will demonstrate continued growth individually in making evidence-based decisions in the major as measured by formative evaluations such as rubrics.
- Students’ critical and analytical thinking scores will be equal to that of selected peers as measured by ratings on National Study of Student Engagement (NSSE) item (11e).

The knowledge, skills, and abilities will be measured formatively using a common rubric at least two times in various experiences or courses during MEBD. In addition, the extent to which these skills have been enhanced will be ascertained through administration of the CLA at two transition points (the Rising Junior Examination and the Senior Exit Exam) during the matriculation period.

Facilitators of this learning environment enhancement may be major professors or extracurricular activities heads. Over a 2-year period, the facilitators will participate in professional development and implement strategies learned in projects that address Reading Across the Curriculum, Writing Across the Curriculum, Information Literacy, Creating Significant Learning Experiences, and Collegiate Learning Assessment (CLA) at the university. Each unit will design its own professional development package by combining one or more pathways in which to participate.