

**Heather Snapp**  
**Faculty Fellow Final Report**

During my Faculty Fellowship with the Lucas Center, I focused on helping faculty to integrate information literacy objectives into their courses and assignments.

**1-hour Workshop—Mind the Gap: Creating Assignments that Fill in Students’ Information Literacy Needs.** I built upon the information shared during the Ignite Talk and offered a one-hour workshop in the Lucas Center in Fall 2018. In this workshop, I provided practical tips on integrating information literacy into assignments and included more time for discussion and reflection with attendees.

**Ignite Talk.** Along with each of the Fellows, I delivered a 15-minute Ignite Talk in the Lucas Center intended as an introduction and showcase of our services as Fellows. During this talk I pared down the information I shared during the workshop and shared the most important needs for improvement regarding information literacy that I see among research assignments.

**Composition Faculty Meeting:** As the librarian liaison to Composition, I generally attend this department’s meeting at the beginning of each fall semester. This year, the focus of my content was a little different. The Director of Composition attended my Mind the Gap workshop, and a conversation developed about how to deliver the information to the Composition instructors. Although we had at first decided to invite them to a one-hour stand-alone workshop, it was later felt that the timing in late spring semester would not bring many attendees. Instead, she was able to offer me a shorter 20-minute portion of their department meeting in August 2019. I presented a version of my Ignite Talk tailored to Composition instruction and included examples of good assignments from a couple of instructors. Typically during my time in these meetings, I share Library updates and reminders of the services I can offer. The session this year was well received, and I now plan to go in every year with something brief to educate on information literacy instead of just updates—a lasting impact.

**Faculty Learning Community.** In Spring 2019 and again in Fall 2019, I offered a five-session Faculty Learning Community to allow participants to study more in-depth how to integrate information literacy objectives into their assignments and courses. We used the book *Information Literacy Reframed* as a foundation for the FLC. This book allowed participants to read about each of the six frames of the Information Literacy Framework followed by practical lessons and activities to teach concepts within each frame. It included discussion in whole and small groups, reflection, and workshopping through ideas for integrating some of the skills into their courses.

**Individual Consultations.** Following the FLC, two of the participants requested follow-up individual sessions to work through modifying assignments. As a result, Composition Instructor Sheila Bolduc-Simpson and I received an Innovative Assignment Design Grant to modify one of her assignments on evaluating sources. We changed it from a common criteria test that she felt students were performing poorly on and just going through the steps to focusing on the frame Authority is Constructed and Contextual. We created an Authority Table that required students to think more critically about the author’s credentials and the articles’ bias and purpose. [more results here?]

**Faculty Resource Guide.** I created a [resource guide](#) in our Library’s LibGuide platform with information, tips, and resources including books, articles, and websites that faculty can use to help integrate

information literacy into their courses and assignments. I will continue to populate with resources and tips.

### **Other Activities**

- Participated in Meet the Fellows event (September 2018)
- Hosted Faculty Fellow Miles Mancini at our Reference, Research & Instruction department meeting. Although this was focused on Miles' focus as a Faculty Fellow, it grew out of our both being Fellows and resulted in a discussion of a librarian being significantly incorporated into his course.
- Attended Lucas Center Leadership Team meetings
- Attended Florida Faculty Development Consortium Spring Meeting (April 8, 2019)
- Shared information about Faculty Learning Community with UNC Greensboro librarian
- Spoke briefly at Online Learning Academy about my Fellowship services

### **Assessment of impact:**

I feel like the impact of my Faculty Fellowship was one more of quality than quantity—the workshop and FLCs that I offered each had 3-6 participants. Though not a great number of people heard the message, those who did were interested and engaged, and good conversations and some follow-up projects came from them. Because the Faculty Learning Communities were so small, it allowed us to go in depth and talk through participants' assignments in their respective disciplines as a group, which I think was valuable for all, and also focus on some of their individual needs

My presentation to the Composition faculty meeting was well received, and I plan to offer information literacy education elements in subsequent visits; this feels like a particularly valuable revelation of my Fellowship. Additionally, we plan to provide the assignment that Sheila and I created to all Composition instructors, which will give them a solid and proven assignment to teach students source evaluation. I also feel like I have created a good connection with several faculty members who are interested in information literacy and could be an in for future endeavors. The LibGuide I created will continue to be a place where I can provide resources and tips on integrating information literacy that can be accessed at any time.

I envisioned having more individual consultations but found them difficult to solicit. As a librarian, I am in a unique position amongst my other Faculty Fellow colleagues. Each of the subject librarians in my department is the liaison to specific departments on campus and therefore traditionally has a relationship with those faculty and is the one to deliver instruction and resources to them when needed; as First Year Experience Librarian, I am the liaison to Composition. While I was happy to have faculty from any disciplines come to the sessions I offered or to help them if they reached out, I did not pursue attending department meetings other than Composition because I did not want to step on another librarian's territory or push too many librarians on the same group, which could cause confusion. I therefore felt limited in avenues to solicit faculty for individual consultations.

I presented on my Faculty Learning Community and other faculty collaboration efforts at the 2020 LOEX Conference and wrote it up for an article in the *LOEX Conference Proceedings*. So, my work as a Faculty Fellow has the potential to reach librarians and others outside of FGCU. Additionally, I was contacted by

a librarian from UNC Greensboro, who found the information on the FGCU website, about the work I'm doing. We, along with three other librarians, will be doing a webinar for ARCL (Association of College and Research Libraries) in July.

I have appreciated and enjoyed my time as a Faculty Fellow and feel that it will continue to shape my role as a librarian for some time to come. I have changed my perspective on attending Composition meetings and plan to continue to add resources to the LibGuide for faculty to use and write blog posts, hopefully reaching more faculty and making more connections.