Message from the President
Judith Kamber, Dean of Professional Development, Northern Essex Community College

In June I will step down as the President of NEFDC and leave the Board after many years of service. I became involved in this organization (originally called Mass Faculty Development Consortium) after some prompting from a colleague, Susan Holton at Bridgewater State College. I was relatively new in my position and I wasn't quite sure what it meant to create a Faculty Development Center and was equally unsure about what it meant to serve on the Board of this organization. In fact, I thought, "I might as well serve on this Board if they are interested in me because there will be balance in that I don't really know what I am doing in either arena." That was quite some years ago and since that time I have served on the Board as a member, a conference chair (several times) a clerk, and for the last two years as President. In some ways my service on the Board has been reflective of my own work in Faculty Development. I've learned a great deal, I know I am privileged to work in academia even with its eccentricities, and the part that has always been most invigorating has been working with extraordinary people. Although the NEFDC board has changed faces over the years and our conferences are now well known throughout New England, the substance of the organization is the people on the Board and the people who attend our conferences. The members of the NEFDC Board will continue to be my close colleagues, friends, mentors, and a continual source of inspiration in my own work. How fortunate we all are to have this organization serving New England. As I look at the conference programs that are planned for the next couple of years, I am confident that NEFDC is and will continue to be a major force in the educational landscape of New England. In keeping with that theme, you won't want to miss our Spring Conference, "Teaching and Information Literacy: Collaborative Efforts to Improve Teaching, Learning and Research." This conference will feature Keynote Carla J. List Handley, SUNY Distinguished Librarian Emerita, as well as workshop sessions presented by faculty and librarians from throughout New England. It will be hosted at the University of Connecticut.

You will also want to save the date, November 9, for our fall conference, "Engaged Learning: Fostering Student Success," featuring Dr. George Kuh, Indiana University. Our fall conference will be held at the DCU Center in Worcester, MA.

From the Editors:

The theme of the upcoming NEFDC Spring Conference is, "Teaching and Information Literacy: Collaborative Efforts to Improve Teaching, Learning and Research."

Accordingly, several of the articles in this issue of the NEFDC Exchange address that theme. The first three articles describe activities that foster active collaborations between librarians and faculty members, often by bringing librarians into the classroom and into course design. The fourth presents a rubric for information literacy that grew out of another model of collaboration.

Our last article involves another important teaching and learning issue: building community engagement into an interdisciplinary first-year seminar.

Other parts of the newsletter provide information about resources and activities that promote professional development.

And of course the events, the newsletter, and the website sponsored by NEFDC, as described throughout this issue, all exist purely to support professional development for faculty and staff.

We hope you enjoy this issue, and we welcome your feedback and future contributions.

In This Issue...

Encounters With George: Information Literacy and Mathematics at Berkshire Community College

Karen Carreras-Hubbard, Coordinator of Library Services
Annette Guertin, Professor of Mathematics
Berkshire Community College

How can students improve their quantitative literacy skills, demonstrate their ability to think critically, integrate information they've researched, and apply what they've learned in a multi-dimensional presentation? Imbed a librarian into the curriculum and take a math class to the library, of course. That is what Mathematics Professor Annette Guertin wanted to do when she approached Coordinator of Library Services Karen Carreras-Hubbard about creating a collaborative component for her Math 101 class, Applied Contemporary Mathematics.

> **"Information literacy instruction is not the domain of traditional humanities classes alone..."**

Students at Berkshire Community College are required to take a research and information instruction session in the library as part of their English 101 classes. For most students, this is their introduction to information literacy. Why information literacy? An information-literate student understands the process and methods needed to access information resources in different media and formats. Such students are able to think critically about that information, interpreting, analyzing, and evaluating it in order to draw conclusions, present arguments, and offer reflection upon the data they've researched in the form of a paper or presentation. Yet, like critical thinking, information literacy is not the domain of any one discipline. It is a foundational skill set that can be applied across all disciplines. While librarians and faculty have been involved in teaching aspects of information literacy, they usually work in parallel rather than in collaboration even in the best of circumstances. Often formal instruction in information literacy is relegated to a single session of an English class that may or may not even be required by an institution.

Realizing that information literacy cannot be acquired in the brief span of a single class, Carreras-Hubbard sought other avenues to incorporate a more active role for librarians across the curriculum. Early in 2003 she began working with humanities faculty on instruction sessions, including month-long projects with Western Civilization, Holocaust Studies, and Religion classes that included extensive student use of the library. She designed a consistent information literacy curriculum for use by herself and the evening librarians. While these projects increased student exposure and engagement in information literacy, the librarian was still not involved in the actual creation of the projects in a true collaboration with faculty. That was about to change.

On the other side of campus, Professor Guertin was seeking alternative methods to assess student learning. Traditionally, math courses evaluate students through tests and quizzes. Guertin looked to reinforce student learning by creating a project that readily applied mathematical concepts in real-life situations. By the time she met with Carreras-Hubbard, she had already devised several project assignments requiring students to go beyond the traditional examination. The assignment that she was developing for her Math 101 marked the first time, though, that she thought to use the library and the librarian not just as a resource, but as an integral part of the process. Through this project, mathematical principles and practical math skills as well as information literacy would be continually imparted and reinforced through the collaborative efforts of both the instructor and the librarian. Thus began a true collaboration in which a librarian and a faculty member would work together to create, teach, and monitor student progress on a project for the duration of that project.

The course description of Math 101: Applied Contemporary Mathematics is "an examination of a variety of mathematical concepts which focus on solving

problems, interpreting data, and applications." The class fulfills the mathematics graduation requirement for students in Business Software Systems, Criminal Justice, Fire Science, and Human Service programs. What was needed was a way to provide students with a flexible exercise that would maximize their learning and help them articulate and better understand their newly-acquired skills.

Professor Guertin was in the process of creating an action research assignment that would require using existing quantitative data as the starting point for substantive data analysis and interpretation. She needed a vehicle that would permit student flexibility in selecting a topic area while providing students with statistical data that they could synthesize into a presentation that would include graphs, charts, and other displays of numerical as well as narrative information. Carreras-Hubbard recommended that students begin with a reference resource that would include such quantitative data. From there, students could render further data analysis by conducting additional research using articles from the college's roster of databases, text sources from books in the collection or through Interlibrary Loan, and additional statistical and text sources available on reliable internet sites. The reference source she recommended was a reliable standard, the Gallup Polls.

Professor Guertin devised an assignment and, overcoming her own math anxiety, Carreras-Hubbard tried the assignment herself. After some tweaking, the librarian's data analysis became part of the basis for her highly visual PowerPoint presentation to the class: Encounters with George, or How I Learned I Was Already Doing Math. Together they decided to take the collaboration to the next level. Not only would the class visit the library for their information literacy session, as well as for the bulk of their research, but the librarian would visit the classroom, taking part in selecting when students presented. Carreras-Hubbard attended all presentations over a period of several days; thus, teacher, student, and librarian were active stakeholders in the process of this project. One important outcome was that Guertin and Carreras-Hubbard shared information on the progress of each student on almost a daily basis.

This project allows each student to explore the mathematics related to a particular topic of his/her choice. The student then selects three different years of Gallup polls related to the topic. Many students find that they need to revise their choice of topic due to the questions asked by the Gallup organization. Students research the topic using at least three of the following types of resources: journals, "popular" magazines, newspapers, books, and material from the BCC library website and internet sources. In addition, students are encouraged to earn extra credit by using an additional poll source. The total project consists of a paper with at least seven works cited; three different graphs created by the student using Excel or by hand; and an oral presentation with a visual aid. It accounts for 10% of the student's final grade. The instructions for the paper include specific questions that the students are required to answer. The skills acquired on this project are instrumen-tal not only for student success in subsequent Math 101 assignments but for their future experiences with mathematics beyond the classroom.

The Gallup poll project has been a success for over three years. The results of this project are student mastery of the research process and methods of Information Literacy; successful acquisition and application of quantitative literacy and practical mathematic concepts as evidenced by the quality and depth of their papers and visual presentations; and a high degree of student engagement in classroom discussion. In addition to improving mathematical and research skills, the project provides students the chance to reflect on their learning. At the completion of the project, students are asked a number of questions. The following are examples of some of the questions and student answers:

What Was The Best Part of Project:
• "The best part of the project was looking up information to find out why people felt the way they did about crimes."
• "The best part of the project was research. While looking into my topic, I discovered a lot I didn't know about racial bias in executions."

What Was Hardest Part of Project:
• "The hardest part of the project was trying not to use too much information about the topic."
What Improved Your Understanding of Topic:
• "This project very much contributed to an understanding of mathematics and how the statistics can change with different variables. My research gave me understanding in how and why people's opinions differed."

What Improved Your Understanding of Mathematics in Statistics
• "Mathematics was a huge part of my project. Statistics were a major part in presenting the information. The math part made information more presentable and helped it make more sense. Graphs were huge in showing the racial influence on death row. I'd say without math and stats my project wouldn't have gone well."
• "Because this was a Gallup poll-based project, it reinforced how statistics cannot be blindly trusted as presented….The sample base must be representative of the population, or it won't make a difference what the conclusions are because they will be deemed inaccurate. In addition to this, the reader must be made privy to all the data including what the sample is and how it was obtained. If the reader is not made aware of such facts, the whole survey may be deemed untrustworthy. So while this project reinforced how mathematics can tear down statistics, I have yet to see how mathematics can reinforce good, scientific statistics. Is there such a thing? I don't think I'll ever find out by looking through Gallup polls, though they sure are fun to tear to pieces (using the very same mathematics concepts used to create them)…."
The reflection of the instructors has also played a part in the design of this project. Originally the assignment

required that the topic come from three consecutive years of Gallup polls, but student difficulty and comments in their reflections prompted the authors to change the assignment. Students can now choose their related questions from any three years of Gallup polls. This change has provided the benefit of showing students that opinions on an issue can change over extended time periods or between generations. Such changes often may not be evident in the consecutive year polls.

There has also been an opportunity for students to share their reflection beyond the classroom and with other faculty. Several students from the Human Services program submitted their work for inclusion in a presentation given by the authors at the Spring 2006 Massachusetts Community College Conference, "Teaching, Learning, and Student Development."

Professor Audrey Ringer, a faculty member in the Human Services program, cited a number of myths, truths, and a proof about Human Services students and Math in a poster she placed on her door. She did this in celebration of the students' performance on and support for the Gallup Poll project. The myths she identified were that Human Services Students do not do well in math; that they hate math; and that math is useless. The truths given by Professor Ringer were that Human Services students can succeed in math; that they can learn to like math, and that they will find math useful in their work. The proof is further demonstrated in the smiling faces in a photograph of students in Math 101 taken on the day of the final project and included in the poster Ringer displayed. On the final project day, an informal photograph is always taken by Carreras-Hubbard. No one has ever shied away from the camera.

In conclusion, collaborations between librarians and faculty can be cross-disciplinary. Information literacy instruction is not the domain of traditional humanities classes alone and can be combined with quantitative literacy in a math class, as the Gallup Poll project illustrates. The experience of the authors is that the skills and understanding garnered through this project have had a positive impact on subsequent assignments improving their overall quality and delivery. The authors' understanding of affective practices has also been improved by this project. Through reflective assessment of teaching practices and continued collaboration, Guertin and Carreras-Hubbard conduct an ongoing review and revision process in order to maximize student learning and understanding.

Achieving Information Literacy Goals Through Collaboration

Pamela Bedore
Assistant Professor of English & Writing Coordinator
University of Connecticut, Avery Point

A student comes to you three days before a major history paper (10-12 pages) is due and says she is having trouble finding sources and wants to change her topic. What would you suggest?

This scenario, used in recent research on diverging and converging approaches to helping students with research and writing issues, evoked very different responses from librarians, writing tutors, graduate-student instructors and full-time faculty. Librarians characterized the student as "overwhelmed" and discussed concrete search techniques that could help the student locate sources for either the old topic or a new one. They said they would be supportive but would also gently chastise the student about time management. Writing tutors, on the other hand, reserved judgment about the student's study skills and said they would steer the student towards the old topic, suggesting critically evaluating sources and narrowing the topic as a way to address the problem. They also suggested that the student should go to the library but might be intimidated by it. One tutor even said, "Don't be afraid of librarians. I'm afraid of librarians. I hate the library." Freshman English instructors, all graduate students at the institution where this research was done, characterized the student as "panicked" and said they would treat this as a writing issue as much as a research issue, also encouraging more focused work on the old topic rather than a change of topic. Full-time faculty members teaching upper-level writing courses saw this as an unusual situation and argued that it is up to professors to design assignments that make it impossible for a student to get into such a quandary. They had no suggestions for how to work with the student at this late date in the scenario. This was interesting, since other groups characterized this as a very familiar scenario that they work with all the time.

Collaboration has been a buzzword in higher education over the past decade or more, and cross-training scenarios like the one above tend to support the idea that professionals from different academic units have much to offer each other in terms of strategies for helping students deal with research and writing questions. Collaboration is particularly important today in the area of information literacy, where faculty members often struggle—sometimes in ways similar to their students. Recent work in the Library Studies and Rhetoric & Composition literature has focused on library/writing program collaboration as a strategy for helping students, professional staff, and faculty to better navigate the complexities of both information literacy and writing competency.

Many types of collaborations with librarians are possible, and my experience suggests that the more deep rooted the collaboration between librarians and other members of the academic community, the more likely it is that students will reach desired learning outcomes in information literacy. Many universities are making significant commitments to library/writing collaborations, with perhaps the most impressive being the Learning Commons, a student-centered space located in a library that brings together library, tutoring, and computing services (and something other services like student advising and disabilities support). Such a space offers students convenient access to numerous services on a practical level; on a more philosophical level, it also provides students the opportunity to see that research and writing are recursive and not separate processes.

> **"...the more deep-rooted the collaboration between librarians and other members of the academic community, the more likely it is that students will reach desired learning outcomes in information literacy."**

Even without a major commitment of resources, though, faculty and administrators can invite effective collaborative relationships with librarians that address the information literacy needs of students. Some models include:

Library Support of Classes: With librarians taking increasingly instruction-oriented roles, this is currently the most common type of library/faculty collaboration, and it generally increases students' familiarity and prowess with information literacy. The most successful forms of library support for classes are also the most integrated, so a librarian will ideally do more than provide a one-time lecture on using university databases and search engines. As a faculty member, I have found that academic librarians can often provide useful feedback during assignment design; librarians have helped me develop assignments that engage students in the various components of information literacy. Librarians can also help design interactive learning situations for student-centered learning in the classroom. In some cases—either at the behest of an individual faculty member or as an institutional trend—librarians even participate in the assessment of student work. An extreme version of this kind of collaboration at Indiana University-Purdue University at Indianapolis uses Instruction Teams with one-credit college experience courses and required courses in the major; the teams include a departmental faculty member, a librarian, a student advisor, a student mentor, and a computer technologist.

Cross-Referencing: Cross-referencing is an everyday strategy that many of us use without much reflection. A student sometimes isn't sure who to approach beyond the professor who assigned a paper, and providing a space for both writing tutors and library personnel to introduce their areas of expertise during class time can open important doors to students. Similarly, reference librarians and writing tutors often recommend a student visit the other unit for help with a specific issue or problem. Case studies show that cross-referencing is most effective—because most accurate—among faculty, librarians and writing tutors who have participated in cross-training and are therefore intimately familiar with each other's approaches.

Cross-Training: The most common version of cross-training for library and writing personnel is to provide writing tutors—whether peer or professional tutors—with training in reference services. Conversely, it can be useful for a Writing Center to invite librarians to join tutor training. At the University of Rochester, where I was Writing Center coordinator, we trained librarians in tutoring methodologies and even had librarians offer some specialized tutoring hours at the Writing Center. This enriched the librarians' toolbox of strategies for working with students and also enhanced tutors' perspectives on working with writing and research as they learned from librarians at staff meetings. An extreme form of cross-training occurs at Evergreen State College, which has a rotation program in which faculty work in the library and librarians teach classes.t

Co-Designed Workshops for Factulty or Students: As a writing program director, I have often worked with librarians to develop and deliver co-designed workshops that bring together writing and research concerns. These are often richer thanks to the librarian perspective, even if they do not target research skills as a central objective. A workshop on peer review, for example, can be enhanced by a librarian's insights into the nature of peer review in scholarly sources.

For further reading on library/writing collaborations, consider two recent collections:

Dick Raspa and Dane Ward, Eds. *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe* (Chicago: Association of College and Research Libraries, 2000).

James K. Elmborg and Sheril Hook, Eds. *Centers for Learning: Writing Centers and Libraries in Collaboration* (Chicago: Association of College and Research Libraries, 2005).

Teaming Up!
The Sociology/English Composition I/Librarian Embed Experience at Northern Essex Community College

Linda A Desjardins
Professor of English, Northern Essex Community College

The Team:
Cynthia Crivaro, Sociology I
Ann Grandmaison, Librarian
Linda A. Desjardins, English Composition I

Northern Essex prides itself on encouraging innovative approaches to education. Back before the terms "across the curriculum" or "learning communities" even existed, NECC experimented with the concept of combining various disciplines within one course. Some trials involved overlaying English Composition I with Personal Computer Maintenance, Technical Writing and Public Speaking with Introduction to Computer Networks, Technical Writing with Engineering Physics, and Technical Writing with Introduction to CAD/CAM. These pioneering efforts, which earned critical acclaim from administrators, instructors and students alike, eventually found a home in Learning Communities, which linked two three-credit courses instead of trying to squeeze both concepts into one three-credit course. This team approach has thrived and the number of learning communities offered grows each semester.

Similarly, in its ongoing effort to keep abreast of the needs of both students and faculty, Northern Essex recognized the steadily increasing impact technology has had on how students learn and how they conduct research. The faculty was encouraged to schedule librarian-facilitated orientations for their classes to introduce the students to the library and its online offerings and to show them how to access these materials. Of necessity, these orientations were information-packed and at 50 minutes, too brief to incorporate both a thorough explanation of what was available to students and hands-on practice. Library tutorials were then added and were tailored to address the specific needs of individual instructors' assignments. But again, this approach, though very helpful, was limited. The need for and reliance on librarian assistance in English Composition classes, all of which have a research paper requirement, continued to mushroom, while the body of information accessible online increased at breakneck speed and the way to access it changed just as quickly. Instructors frequently found themselves ill prepared to keep up with the latest advances in conducting research online. Additionally, after a long-term self-study, the college determined one of its core student outcomes would be computer literacy. To work toward that goal, and to observe the effect that offering librarian support directly in the classroom might have, the possibility of working with a librarian embedded in English Composition I was put forth in spring of 2006. We proposed that participating fall 2006 English Composition I classes would have access to a computer lab and the expertise of a librarian in one of their three meeting hours a week. At this point, the question was asked: "Could we have a librarian embed in 'Teaming Up!'— a Sociology I and English Composition I Learning Community?" The affirmative answer resulted in a three-way, across-the-curriculum effort.

In the planning stages, we expected that embedding a librarian would mean students could have more in-depth and, when necessary, repeated explanations of what is available and how to access the library's resources. The computer lab setting would mean students could replicate what they were being shown and have some hands-on guidance if they experienced difficulty. Among other skills, the librarian could introduce students to scholarly sources, subscription services and databases, provide solid criteria for how to evaluate web sites and sources, model navigating the internet with direction rather than searching haphazardly, show how to go beyond popular culture in conducting research, and demonstrate how to access and use templates such as Noodle Tools for works cited. All of these expectations were met. The embedded librarian regularly consulted with the Learning Community instructors and created assignment-specific research instruction to correlate with topics being covered in the classroom. For instance, for English Composition I, students were asked to write about a problem they experience with the college--a gripe. Once their argument was clearly framed, they were asked to respond to their initial complaint. To compose a reasonable counterargument, they could no longer write from their gut but had to become informed. The librarian was able to direct them to the online college catalog to research the college's policy on the problem and showed them the link to the college directory. This information enabled students to locate various departments, names, offices, phone numbers and email addresses to contact the person who was in a position to address, explain, or remediate the problem. When students needed to choose from a myriad of possibilities to fulfill their community service requirement for Sociology, the librarian was able to suggest ways for them to become more informed about each possible experience and directed the class to several appropriate websites. When it came time to write a research paper, the librarian was able to provide research strategies and guide data collection and note taking as well as demonstrate and assist in the use of Noodle Tools. With three instructors present at all times, we were able to offer one-on-one assistance and give immediate feedback. The Teaming Up! Learning Community's students emerged much more knowledgeable about the availability and use of the library's resources in particular and about navigating the internet in general than would have been possible without the embed. These outcomes were all within the expectations we shared for this

experiment, and they were gratifying. However, many surprises, some quite pleasant, also emerged from this joint venture.

How could we have anticipated the camaraderie that would develop? How do we explain the satisfaction of seeing students grasp a concept and then willingly move over to a peer's terminal to offer assistance? How does one place a value on having students who had never previously entered the college's library feel comfortable enough to visit the library on their own, outside of class, and seek out the librarian's help?

We never really knew that our students were only marginally computer literate, though they were "raised on computers," an orientation we Jurassic-Park types never experienced. They were whizzes at accessing their My Space pages; however, when asked to check the definition of a word online, they were at a loss. We had always assumed that students knew how to access their college email. We learned many didn't even know they had a student email account. We assumed they used the college's website to keep current with notices, the school calendar, and their own college records. Most didn't even know a college web site existed let alone that they could access their records. They discovered a wealth of college-related information at their fingertips. We assumed they knew various strategies for research. We learned that they pretty much relied solely on Google and went to the first result. We learned that the website companion established for the Sociology component, MySocLab, which the instructors could navigate easily, was a major source of frustration for many students. We falsely assumed that if we could understand it, surely these computer-savvy students could. We were astounded to learn many could not. We were able to show them individually how to use MySocLab during our lab hour and could guide them through its various components.

As the librarian navigated the internet and the students tried to follow along on their own computers, we were amazed to learn many students did not have the basic skills needed to keep up with the instruction. For example, there were deficiencies in how to navigate between pages, how to close a page, how to save a page, how to copy and paste, how to email a page to their accounts, how to maximize and minimize, or even what a right-click was. Without the embedded librarian, two instructors, and lab access, it is very unlikely we would have discovered these gaps in their computer knowledge. Although we never envisioned having to cover these bases in our original game plan, the need to do so obviously existed, and we were pleased to be able to fill in some of those blanks. Solidifying students' computer skills while working toward computer literacy was an unexpected but necessary and rewarding outcome.

The embedded librarian's ability to share her knowledge enabled the students and the instructors to beef up our awareness of the many resources "out there." A particularly enjoyable session involved going to a list of helpful resources on the library's home page and accessing sites that could, among many other things, tell us the weather conditions and what happened on our date of birth, reveal how to reach a human being on most national companies' phone systems, and by plugging in two cities' names, obtain the distances between them. There was a list of bus schedules to the college, a site listing local events, links to literary criticism and government sites, links involving politics and health, statistics, online dictionary links, reference works, and writing tutorial sites. These useful resources were handpicked by NECC's library staff and gathered in one location for easy access. The librarian created an information scavenger hunt that required using these links. The students completed this exercise quickly and, demonstrating their newfound expertise, accurately, smiling as they competed in a friendly manner to finish first. The instructors joined in, eager to apply what they had learned as well.

The embedded librarian experience had results which, in a very gratifying way, exceeded our expectations. Perhaps the most concise description of the advantage of having an embed was the opportunity to engage in "showing vs. telling," a writing strategy frequently suggested in getting students to explain the basis for their conclusions. The Team went beyond a textbook description and oral theoretical explanation of conducting research – telling. We demonstrated the "how to" and let the students immediately attempt to master the new skill – showing. We had time for individualized hands-on instruction. Students had many opportunities to apply what they had learned, which increased the likelihood they would retain the new concepts. Countless studies have indicated that active student engagement significantly enhances learning and retention. The results we achieved were possible because we had access to an up-to-date computer lab, the expertise and capable, willing contribution of the embedded librarian, and two dedicated instructors working as a team. The learning community/librarian embed experience also furthered Northern Essex's tradition of giving cutting-edge ideas a chance, of integrating two courses, fostering the inclusion of technology, and providing the resources to master all three.

Common Learning Outcomes for First-Year Information Literacy

During 2004-2005, a team of writing faculty members from the Southeastern Massachusetts CONNECT consortium institutions (Bridgewater State College, Bristol Community College, Cape Cod Community College, Massasoit Community College, and UMass Dartmouth) developed common learning outcomes that all five institutions expect students to achieve in their general education writing courses. Building on this collaboration, librarians at the CONNECT institutions developed the following rubric of information literacy outcomes, based on standards created by the Association of College and Research Libraries, that students should develop as part of their work in their writing courses.

These common learning outcomes were created by Ms. Mary Adams, University of Massachusetts Dartmouth; Dr. Gabriela Adler, Bristol Community College; Ms. Susan Berteaux, Massachusetts Maritime Academy; Dr. Marcia Dinneen, Bridgewater State College; Ms. Jean Marie Fraser, Cape Cod Community College; Ms. Pamela Hayes-Bohanan, Bridgewater State College, and Ms. Jennifer Rudolph, Massasoit Community College.

	Use of online catalog	Citation	Understanding Development of Research Strategy	Evaluation of Sources	Database Use and other online materials	What is Information
N O V I C E	Cannot identify the catalog; regularly asks for assistance using and locating items.	Does not document sources and does not understand the need. Cannot write or identify the elements of a citation. Does not understand plagiarism.	Unable to identify the formats needed. Does not know who or when to ask for help. Uses one source (probably Google) for everything. Does not understand how much time research takes. Cannot understand research need.	Does not analyze; accepts all information as equally valid.	Cannot identify any database. Relies mainly on Google.	Believes all information to be equally valid.
P R A C T I T I O N E R	Understands what is in the database; knows what the call number is. Can differentiate between reference, circulating, and other collections.	Knows what information is needed to write a citation; knows when to cite. Rudimentary understanding of plagiarism.	Understands that there are different types of formats. Knows when to ask for help. Knows to use more than one source. Understands that good research takes time. Needs help formulating question.	Understands that search engines do not vet web pages, but may not understand that analysis of other resources is also necessary.	Can identify some database(s), but does not always use them. Asks for help to choose appropriate database. Uses Google when appropriate.	Understands difference between opinion and fact, may not be able to distinguish that difference.
E X P E R T	Understands catalog record. Understands different search skills (e.g. keyword, subject, browse). Understands how to use subject terms.	Can write an appropriate citation in the style needed; understands and respects intellectual property. Understands that they are contributing to the knowledge-base of the field.	Selects proper formats for information needs. Uses a variety of resources effectively. Uses Boolean operators (AND, OR, NOT) effectively. Modifies strategy as research progresses; breaks down tasks into manageable time pieces.	Analyzes all resources for accuracy.	Uses appropriate database for research need. Understands the value of a subscription database.	Understands and can identify bias/opinion. Recognizes that there is a difference between popular and scholarly material.

NEFDC FALL 2007 CONFERENCE

"Engaged Learning: Fostering Student Success"
Featuring Dr. George Kuh, Indiana University

Friday, November 9, 2007
DCU Center
Worcester, Massachusetts

George D. Kuh is Chancellor's Professor of Higher Education at Indiana University Bloomington where he directs the Center for Postsecondary Research, home to the National Survey of Student Engagement (NSSE) and related initiatives. A past president of the Association for the Study of Higher Education (ASHE), Kuh has written extensively about student engagement, assessment, institutional improvement, and college and university cultures and has consulted with more than 185 educational institutions and agencies in the US and abroad. His scholarly contributions have been recognized with awards from the American College Personnel Association, Association for Institutional Research, ASHE, Council of Independent Colleges, National Association of Student Personnel Administrators, and the National Center on Public Policy in Higher Education and Council for Adult and Experiential Learning. He holds honorary degrees from Millikin University, Washington and Jefferson College, and Luther College, where he is a member of the Board of Regents. In 2001, he received Indiana University's prestigious Tracy Sonneborn Award for a distinguished career of teaching and research.

Community Engagement in a First-Year Seminar

Jennie C. Stephens, Assistant Professor of Environmental Science and Policy (ES&P), Department of International Development, Community and Environment (IDCE) Clark University, Worcester, MA

First-year seminars at Clark University are designed to encourage first-year students to develop close relationships with both a professor and a small group of students who share at least one of their intellectual interests during their first semester on campus. Faculty who choose to teach first-year seminars take on two important roles: (1) they are to create a stimulating, challenging, and rewarding first-year course experience related to their area of expertise, and (2) they are to monitor and support each student's transition to college because they also serve as faculty advisors to each of the students in the seminar.

Incorporating community engagement/outreach projects into the curriculum of a first-year seminar is one innovative way to integrate these two primary objectives. By designing an outreach assignment that requires students to engage on the subject of the course outside the classroom within the local community, faculty can add a dimension to the students' transitional experience by facilitating student awareness of and appreciation for their new community and by fostering self-confidence within that community while simultaneously exposing students to a different, beyond-the-classroom perspective of the subject matter.

I recently designed and taught a first-year seminar at Clark University in which I included a community outreach project assignment. As I developed my idea of how to incorporate community engagement into my course, I was supported and encouraged by Clark's culture of community engagement, and I consulted with several colleagues, both faculty and staff, who had experience in facilitating student engagement with the local

community. The seminar, called Global Warming: How to Respond?, is an interdisciplinary course integrating both physical and social science and providing students an opportunity to explore from a variety of perspectives the unprecedented societal challenge of responding to climate change. One critical challenge that contributes to the difficulties of responding to the problem of climate change is communication. Despite the growing sense of urgency for action to mitigate and adapt to climate change based upon scientific and ethical arguments, low public understanding of the seriousness of the problem and high confusion on how to effectively respond are due, in large part, to the difficulties of communicating the complexities of climate science, conveying the uncertainties in temporal and geographical projected impacts, and representing the sheer magnitude of the problem.

To enable students to understand these communication challenges, I designed a community outreach assignment to provide students with real-world experience engaging on this issue outside of the classroom. Students could work individually or in small groups to design, organize, and implement some kind of outreach event, experience, or activity for a targeted audience in the local community with a goal of increasing awareness and understanding about the challenges of responding to climate change. Students were encouraged to be creative in the design of their outreach activity and to develop an idea that would build upon their strengths and interests. This was not a public-speaking assignment – while public speaking was presented as one potential form of outreach, students were encouraged to consider different ways that they might engage and communicate within the community. Students were encouraged to coordinate their efforts with existing community groups or organizations.

The assignment was presented to the students early on in the semester, but they were given considerable time to discuss and consult with me, with a peer learning assistant (an experienced undergraduate who attends every class session assisting the primary instructor throughout the course), and with other students in the class as they developed their plan for their outreach project. About a month into the semester, students were required to submit a plan of action outlining their plans for implementing their outreach project or activity. Once they received feedback on their plans, they then had four weeks to implement their project and write a paper describing the development of their idea, the implementation of the activity, and their reflection on the experience and the insights learned.

At the early stage, students had a difficult time defining a project or activity with an appropriate scale: although students were encouraged to use existing materials and work with existing organizations, several students were overly ambitious, wanting to initiate and develop whole new programs. Through class discussions and individual consultations students were guided toward the design of activities that were achievable in the short time frame of the semester.

The final group of student outreach projects included a diverse set of activities. One student developed a climate change voters' guide for Massachusetts that was distributed before the November 2006 elections, while another student designed a climate change science curriculum for middle-school students. Several students developed climate-energy awareness campaigns: one involved distributing efficient compact fluorescent light bulbs in a local supermarket; another involved soliciting signed commitments from students to reduce their energy consumption on campus; and another involved a presentation during a community assembly at a local high-school. Several students wrote articles for local newspapers, a new climate change education website was developed, and one student wrote and illustrated a children's book about climate change. Another group of students established a "Focus the Nation" organizing committee at Clark, joining the national educational campaign, Focus the Nation, designed to bring together organizations throughout the country in a nation-wide initiative on climate change education set for January 31, 2008. This day is designed to be similar in magnitude to the first Earth Day in 1970, so initiating the planning for this event here at Clark is an exciting step. Another pair of students organized a screening of an independent film about the oil industry's influence on societal understanding of climate change.

Despite some initial anxiety about the assignment, some individual struggles in the development of these self-defined outreach activities, and the impossibility of measuring the impacts of their projects, each of these first-year students found that this assignment provided a mechanism to reach out successfully beyond the boundaries of the classroom in a tangible way. While this assignment was only one small part of the course curriculum, the outside-the-classroom experiences that these students created complemented and strengthened both the academic and social goals of this first-year seminar; the assignment contributed to a stimulating and challenging course about climate change and to the facilitation of each student's transition to their new community at college.

Community engagement assignments similar to this one could be adapted to fit many other courses in other disciplines. While coordinating outreach activities for first-year students new to the community provides beneficial introductory experiences, incorporating community engagement in courses for more advanced students is also valuable and can allow for more complex types of engagement, including more prolonged engagement, rather than this one-time outreach activity, and for different kinds of integration between the community activity and the course material.

One challenge of incorporating such a community engagement assignment into a course is the individual attention, support, and guidance that each student needs to successfully develop and implement his or her engagement. The relatively small size and flexible structure of a seminar-style course (my course had 17 students) facilitates this level of attention more easily than would a larger class. An additional factor critical to the success of the students' outreach projects was the assistance that I received in providing guidance to students from an experienced, enthusiastic, and well-networked undergraduate peer learning assistant with established connections in the community. This student was an invaluable resource for the students, and when I teach this course again I will try to hire another student with a similar set of skills and established networks to assist with the class.

Through this community engagement assignment all of the first-year students in my seminar gained new appreciation of the challenges of communicating about climate change, and the projects gave at least some of these students a new confidence in themselves and an appreciation for the satisfaction of engaging in their communities.

NEFDC 2007 Spring Conference

Teaching and Information Literacy: Collaborative Efforts to Improve Teaching, Learning, and Research.

June 1, 2007 - University of Connecticut
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Carla J List-Handley
SUNY Distinguished Librarian Emerita
formerly Plattsburgh State University of New York

Carla List-Handley received her B.A. in Theatre from the University of Wisconsin. Her Master of Arts in Library Science is from the University of Iowa. She is currently Visiting Distinguished Librarian at Plattsburgh State University of New York. She retired in August, 2005, as a member of the Instruction Services Unit. List-Handley taught "Introduction to Library and Information Research" (LIB101), a one-credit required course for 19 years. She is the author of the textbook Information Literacy and Technology, 3d edition (Kendall/Hunt, 2005), that is used in the LIB course and in courses throughout the US and abroad. List-Handley also taught numerous course-related research sessions for many varied courses.

List-Handley was promoted to the rank of SUNY Distinguished Librarian in 2003, the highest rank for librarians in the State University of New York system. She is the third librarian to receive the honor. She received the Librarian of the Year Award from the Eastern New York Chapter of the Association of College and Research Libraries (ENY/ACRL) in 1997 and the SUNY Chancellor's Award for Excellence in Librarianship in 1995. List-Handley served from 1998 to 2001 as Chair of the Task Force on the Revision of the Model Statement of Objectives for the Instruction Section of ACRL. The Task Force's work culminated in the publication of Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians, which was approved by ACRL in January 2001.

List-Handley speaks and presents workshops on teaching as performance and on research instruction. She has most recently been invited to lead workshops on "Preparing Students for College," a workshop for high school teachers sponsored by the Franklin-Essex-Hamilton BOCES (Board of Cooperative Educational Services); a teaching workshop at Lamar University in Beaumont, TX (August, 2005); and a workshop on integrating information literacy concepts across the curriculum at Indiana University of Pennsylvania--her third at IUP--in Indiana,PA (April, 2005).

List-Handley has served as a consultant on information literacy programs and research instruction, most recently at St. Francis University in Loretto, PA (October 2002).

Connecting With Others

—There are two dominant national organizations—POD and NCSPOD--of people who do faculty development work. Both have excellent fall conferences, with many sessions appropriate for faculty members interested in professional development.

The Professional and Organizational Development (POD) Network in Higher Education is primarily four-year college and university professionals. Link up with POD at www.podnetwork.org. POD also has a very active and informative listserv.

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—The National Council for Staff, Program and Organizational Development is an affiliate council of the American Association of Community Colleges, and is primarily two-year college professionals Link up with NCSPOD at www.ncspod.org.

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NCSPOD Annual International Conference
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Call for Proposals: 2007 POD Network Grant Program
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