

# FDEV Zine (Year 3, Issue 1, October 2022)

A publication by the Office of [Faculty Development](#)

## IN FOCUS: MERIAM LIBRARY

Welcome to a new year of the FDEV Zine! I decided to open up this new “season” with an issue entirely dedicated to the Meriam Library. This issue is a way to welcome new people (come say hi to John and Stef!), share resources available in and through the Meriam Library, learn about some news in terms of both library space and identity, view archival photos of the library, and generally speaking, celebrate the building that is the home of Faculty Development. The visuals included in this issue are photos that are either available in the **Northeastern California Historical Photograph Collection** or photos that I took as I walked around and perused some unusual corners of the library. In addition to thanking the people that contributed to this Zine with their writing (Zheng - John -Wang, William Cuthbertson, Irene Korber, Stefani Baldivia, and Pam Kruger), I also want to thank Paula Scholtes and Michael Bello for providing me with much needed props for my photos. Come visit us in the Meriam Library, and take a moment to explore all that it can offer!

[Lantis Award – Now Accepting Applications!](#)

## Library Space & Identity

Zheng (John) Wang

Dean, Meriam Library

The Library space has transformed since my interview visit in December 2021. I understand that we were one of the oldest facilities on campus, meaning from its core to facade, the building needed an overhaul to fulfill the needs of current and future users. My colleagues and I appreciated the commitment from campus leadership and Facility Management Services to upgrade the Library's fourth floor.

Since students spend most time outside their classrooms and dorms, a library is often an iconic place for all universities. It is a place offering comfort and safety, critical primary resources, and a hands-on and thought-experimentation environment.

I am delighted about the recent improvements, as they offer new possibilities for users. During the 21-22 Academic Year, The Library invested significant funds to refresh furniture, including soft seating, modern carrels, moveable tables, whiteboards, and new chairs.

I feel fortunate to join Chico State at this opportunistic time, as we are poised to bring more significant developments to serve our users. During my first few months here, I've met my fellow Deans, Associate Vice Provosts, program directors, and library colleagues to learn how the Library may contribute to the University, particularly to student success. These conversations indicated that the Library needs a new identity and an updated strategy to help students and faculty understand what the Library offers beyond collections and study spaces. I have also observed that we have many meaningful services within the facility across several departments, including the Library units; however, we are fragmented. From a student's perspective, figuring out how each piece will support the person when stepping into the door is challenging. For each unit, repetitive outreach attempts are required to raise user awareness.

The opportunity is to holistically rethink our programming by offering a simplified user experience while they are in the Library. To start, we need to determine where the Library is going (our vision) and what and why we do our work (the mission). We hope you provide feedback on our draft mission and vision:

### **New Identity** - Meriam Library

- Advancing learning beyond classrooms
- Promoting excellence in scholarship and research

- Fostering creative beings

**Key Imperative:** Deliver Supreme User Experiences

**Mission:** To enable success in learning, scholarship, and research via services, collections, and programming in both Library physical and virtual spaces

**Vision:** To become a premier Educational and Cultural Hub for Chico State and its communities

**Mission/Vision:** Meriam Library becomes the destination that creates lifetime academic, cultural, and social experiences for users via transformative services, collections, and programming.

We view ourselves as partners to faculty, departments, and colleges in realizing student success through our commitment to our mission and vision. We are passionate about students graduating with skills that will enrich their life even after their Chico State years.

Therefore, let us know: how will the mission/vision/identity help your students? How will it give focus to our lean library team? Based on what I learned, since 2004, the Library's 60+ personnel has evolved to the current 28. We are small but mighty; still, we need to create a sense of focus so that we may deliver the most value to students. We are looking forward to completing our mission and vision with your input.

Information Literacy and the Philosophy of *Task, Purpose, Criteria*

William Cuthbertson

Information Literacy Instruction Coordinator

In a 2015 *Chronicle* article, *The Unwritten Rules of College* [[EBSCO link](#) (requires login in to [OneSearch](#))], **Dr. Mary-Ann Winkelmes\*** is profiled regarding the process that led to the formation of her lasting work in what she called transparent pedagogy. The article succinctly describes the approach:

*Professors [...] consider three questions when creating assignments: **what**, exactly, they're asking students to do (the "task"); **why** students have to do it (the "purpose"); and **how** the work will be evaluated (the "criteria"). Then the instructors explain those things to their students. That's it.*

The simplicity here has an appealing immediacy to students (and their instructors) who we know are crunched for time in an increasingly dense academic environment. Particularly at

Chico State, where the majority of students coming to us are first-in-their-family attendees, demystifying the expectations and structures of academia are key to students' success. "In the classroom," the article states, "knowing the task, purpose, and criteria can help motivate students and make their courses relevant. In other areas, the information can help them navigate an intimidating system. [...T]he protocol helps students meet higher expectations of rigor, which, in turn, can ensure equity in educational quality."

A philosophy of transparency has grounded much of the information literacy pedagogy at Meriam Library, as library faculty are often tasked with helping students understand the fundamentals of the research process and academic rigor. As a result, librarians modularize their lessons for use in multiple classes, and make an effort to ingrain the elements of transparency to demystify academic expectations.

Our **Source Synthesis** process, for example, building on the work of librarian [Brienne Markowski](#), gives students a scaffolded process for reading and "coding" academic articles as they approach synthesizing those articles within concept paragraphs. The process is as valuable for writing introductory essays as it is for guiding students through their first literature review. Introducing students to OneSearch, the library's search tool for our physical and electronic holdings, is done through a student-focused active learning "game" called the **OneSearch Puzzle**. Here students work in pairs to use OneSearch to assemble a bibliographic record from a jumble of physical citation components. A second stage of the activity leads students through more advanced research techniques to find a given item type. The Puzzle serves as first-year students' main introduction to searching the catalog for research information.

Finally, the **Mini-Study**, a three-part lesson plan by William Cuthbertson (Chico State), Sara O'Donnell (Milwaukie Public Library, Ore.), and Lyda McCartin (UNC, Colo.), breaks down the process of creating original data sets, presenting that data in the framework of an academic journal article, and creating original visualizations from their data as part of a formal academic poster or slide presentation. In addition to data literacy, the assignment teaches students' clarity as to why academic articles are structured as they are, and the roles each article section plays in relation to a data set they originated. The assignment will be published in ACRL's *Data Literacy Cookbook* later this year.

Taken as a whole, these assignments give students a context for the work they are asked to do in greater detail in their later coursework. And if you're curious what it might look like to have students introduced to these concepts and lessons over the course of a semester, the library has that covered, too: *LIBR 130: Introduction to Undergraduate Research* is a three-credit, Area E General Education course designed to create a transparent introduction to academic research, scholarly communications, and too what it means to be information literate and information articulate in the 21<sup>st</sup> century.

\*Dr. Winkelmes was serving at UNLV at the time of this article. She has since founded and Directs the *Transparency in Learning and Teaching* project ([TILTHigherEd.org](http://TILTHigherEd.org)) in Cambridge, Mass.

## Embedding Information Literacy into Curricula: What, Why, and How?

Irene Korber

Head of Library Research, Instruction, & Outreach

Information literacy (IL) has been added as a new fifth Program Learning Outcome for Chico State's General Education program, effective this fall. Exciting! But wait, what exactly is IL and why does it matter? Information literacy, as defined by the Association of College & Research Libraries (ACRL), a division of the American Library Association, is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."<sup>1</sup> An information literate individual "demonstrates the abilities to recognize when there is a need for information; to identify, locate, and evaluate information; and to effectively, responsibly, and ethically use and share information for the question at hand."<sup>2</sup>

A 2016 study by the Stanford History Education Group found that over two-thirds of college undergraduates were unable to understand how political agendas could influence tweets, and that less than 20% of high school students were able to differentiate between real and false information presented as news.<sup>3</sup> This is troubling news at best, and an indication that IL instruction is gravely needed in higher education. The benefits of IL instruction are myriad: In 2017 the Greater Western Library Alliance, a consortium of 39 research libraries,<sup>4</sup> conducted a study that demonstrated a correlation between IL instruction and student achievement: students who had IL instruction had higher retention rates, higher first-year GPAs, and completed more credit hours per year than those who did not have IL instruction.<sup>5</sup>

While faculty at Meriam Library have historically been providing IL instruction to supplement disciplinary course instruction, disciplinary faculty may now have an increased interest in integrating IL into their curricula. Fear not! Librarians at Meriam Library are well versed in embedding IL concepts into assignments and have several resources available to assist in this endeavor. The ACRL Framework for Information Literacy for Higher Education is a guiding document that presents "...conceptual understandings that organize many... concepts and ideas about information, research, and scholarship into a coherent whole."<sup>6</sup> The Framework has been widely adopted at libraries in institutions of higher education and is used to guide and inform student learning outcomes and curricula. Information and practical examples on using The Framework to incorporate IL learning outcomes into curricula can be found in the Faculty

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<sup>1</sup> Association of College and Research Libraries. (1989). *Presidential committee on information literacy: Final report*. <http://www.ala.org/acrl/publications/whitepapers/presidential>

<sup>2</sup> California State University, Chico. (2022). *GE Values and Program Learning Outcomes*. <https://www.csuchico.edu/ge/faculty/plos.shtml>

<sup>3</sup> Stanford History Education Group. (2016). *Evaluating information: The cornerstone of civic online reasoning*. <https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf>

<sup>4</sup> Greater Western Library Alliance. <https://www.gwla.org/>

<sup>5</sup> Blake, J., Bowles-Terry, M., Pearson, N. S., & Szentkiralyi, Z. (2017). The impact of information literacy instruction on student success: A multi-institutional investigation and analysis. *Central University Libraries Research*, 13. [https://scholar.smu.edu/libraries\\_cul\\_research/13/](https://scholar.smu.edu/libraries_cul_research/13/)

<sup>6</sup> Association of College and Research Libraries. (2015). *Framework for information literacy for higher education*. <http://www.ala.org/acrl/standards/ilframework>

Development Tuesday Tips on information literacy.<sup>7</sup> Open access resources offering adaptable curricula and studies on student information seeking behavior include the Association of College and Research Libraries Framework for Information Literacy Sandbox,<sup>8</sup> Project Information Literacy,<sup>9</sup> the Community of Online Research Assignments (CORA),<sup>10</sup> and your local Chico State librarians!<sup>11</sup> Don't hesitate to reach out should you be interested in collaborating to integrate information literacy into your assignments and/or course curricula: Ask a librarian!

## Reaching Out: Building Authentic Relationships

Stefani L. Baldivia, MLIS

### Equity and Outreach Librarian

Meriam Library has demonstrated commitment to student-centered services, from our instructional curriculum that supports students' academic research, to our support of the information literacy (IL) learning outcome for General Education, to the consortial institutional repository where students can publish their capstone research, Scholarworks. I am pleased to join the library faculty in a new position, as the library's first Equity and Outreach Librarian. This position has been crafted as an acknowledgement of the important work that must be done across higher education, in the wake of the COVID-19 pandemic, the social uprising of 2020, and the Capitol attack on January 6th in 2021. These past three years have revealed deep structural inequities across American institutions and an imperative to dismantle systemic oppression.

Student affairs professionals have called for community building partnerships between academic affairs and student affairs for decades (LePeau, 2015). The library is ready to respond to this call by building cross-divisional collaborative relationships in support of student success and retention. Currently, librarians have a liaison role with academic departments on campus. Previously, the only time students engaged with librarians was when their professor arranged for library instruction. To advance equity and inclusion, librarians will also begin to offer liaison services to the Division of Student Affairs. This model provides student support programs with a librarian who can organize library orientations or instruction and offer reference services directly to their students outside of the classroom environment. Our outreach goals are as follows:

- Promoting library sense of place
- Promoting library collection awareness
- Promoting library service awareness

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<sup>7</sup> Chico State Faculty Development. (2022). *Information literacy*. Faculty Development Tuesday Tips Archive. <https://fdevtuesdaytips.com/2022/04/27/information-literacy/>

<sup>8</sup> Association of College and Research Libraries. (2016). *ACRL framework for information literacy sandbox*. <https://sandbox.acrl.org/>

<sup>9</sup> Project Information Literacy. (2022). <https://projectinfolit.org/>

<sup>10</sup> Loyola Marymount University Library. (2022). *Community of online research assignments (CORA)*. <https://www.projectcora.org/>

<sup>11</sup> Meriam Library. (2022). *Subject librarians*. California State University, Chico. <https://library.csuchico.edu/subject-librarians>

Chico State's Division of Student Affairs has consistently provided direct support to underserved *minoritized* students through programs like the CCLC, PATH Scholars, the Dream Center, EOP and TRiO Student Support services (just to name a few) and have well-established trusting relationships with students. This pivot towards collaboration with student affairs maintains the library's student-centered approach while emphasizing collaborative, authentic relationships.

As many students and faculty return to campus this fall 2022, the library is thrilled to reopen our doors to our patrons. Please join us for our October 6th Open House from 2-4pm, to learn about the new building upgrades and our first-floor featured art, painted by Shelby Self, honoring the Mechoopda Indian Tribe. Join us, sign our guest book, and let us know what you think about what you've read here. I look forward to building with you.

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LePeau, L. (2015). A Grounded Theory of Academic Affairs and Student Affairs Partnerships for Diversity and Inclusion Aims. *The Review of Higher Education* 39(1), 97-122.  
doi:10.1353/rhe.2015.0044.

## ScholarWorks: highlighting campus scholarship and expanding the scope

Pam Kruger

Institutional Repository Librarian

[ScholarWorks](#) is a shared institutional repository (IR) that collects, preserves, and provides access to scholarship by research communities at the California State University, including Chico State. [ScholarWorks](#) is a relatively new digital initiative of the CSU libraries and is continuing to grow and be customized to meet our needs. Recently, our campuses worked together and launched work forms to expand the types of resources that can be deposited. These include presentations, publications, datasets, and open educational resources. Depositing into [ScholarWorks](#) expands discoverability as the site is integrated into our library catalog [OneSearch](#) and is crawled and included in [Google Scholar](#). As a result, content from Chico State is being used and discovered online. During the 2021-22 school year we had over 100,000 online views and over 70,000 downloads.

[ScholarWorks](#) also ensures long term preservation of digital content, serving as an archive for your scholarship. And, the platform allows the ability to set different levels of visibility- Chico State, CSU, and public.

An exciting expansion of content has been into the undergraduate research sphere with the deposit of the [Liberal Studies capstones](#). Starting in the Spring of 2021, capstones began being deposited and now total 146. This has been an opportunity to showcase the academic work of our undergraduates and provide them with a permanent url to share with other educators or include in their resume.

Moving from our former platform of [Chico Digital Repository](#) to [ScholarWorks](#) gave us an opportunity to address the accessibility of the content deposited. Now all graduate theses, projects and undergraduate capstones are remediated before publication. We encourage those who deposit, to work with the [Office of Accessible Technologies and Services](#) to make other resources accessible.

If you are interested in depositing into [ScholarWorks](#), the eligibility is:

- Has the item/content been produced by Chico State, or in part by someone affiliated with Chico State?
- Was the item/content produced as part of the scholarship and research activities of Chico State or those affiliated with it?

If you are interested in learning more feel free to contact me, Pam Kruger, at [pkruiger@csuchico.edu](mailto:pkruiger@csuchico.edu).

### [Picking up the \(APC\) tab: Open Access opportunities for CSU authors](#)

The California State University system has negotiated two open access agreements with the publishers [Elsevier](#) and [ACS](#). These agreements cover the article processing charge (APC) for a specified time, and allow CSU affiliated authors to publish open access in approved journals. These agreements were due to the stewardship of CSU Libraries and advocacy of CSU authors and readers. Information about the [Elsevier agreement](#) can be found in the link. The [ACS agreement](#) is new and more information will coming out soon.

For more information reach out to librarians Pam Kruger [pkruiger@csuchico.edu](mailto:pkruiger@csuchico.edu) or Patrick Newell [pnewell@csuchico.edu](mailto:pnewell@csuchico.edu)

## FDEV EVENTS: March 2022

### [FDEV Podcast: Rise, Teach, Learn](#)

**October 13:** Supporting Faculty Research

### [QLT Workshops](#)

**October 12:** Workshop 1: Introduction to QLT, Course and Learner Support

**October 19:** Workshop 2: Assessment of Learning Outcomes

### [Friday Forums](#)

**October 7:** Interdisciplinary Research Opportunities

**October 28:** Teaching Graduate Students (more information coming soon)

## FDEV TOOLS & PROGRAMS

[FDEV Media Channel](#)

[Mode Course Design](#)

[Teaching Guides](#)

[Grades & Equity Gaps Dashboard](#)

[Tuesday Tips](#)

[CAL\\$](#)

[FDEV Podcast](#)

[FDEV Virtual Library](#)