Affordable Materials Grants, Round 18:

Continuous Improvement Grants

(Fall 2020 – Fall 2021)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 18 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r18).
* The italic text provided below is meant for clarifications and can be deleted.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just leave the submitter blank.*

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution | Abraham Baldwin Agricultural College |
| Applicant name | Laura K. Clark Hunt |
| Applicant email  | Laura.Clark@abac.edu |
| Applicant position/title | Director of ABAC Libraries |
| Submitter name  | Scott Pierce |
| Submitter email  | Scott.Pierce@abac.edu |
| Submitter position/title | Director of Sponsored Programs |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

|  |  |  |
| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Laura K. Clark Hunt | laura.clark@abac.edu |
| Team member 2 | Vanessa Lane | vlane@abac.edu |
| Team member 3 | Janet Koposko | jkoposko@abac.edu |
| Team member 4 | Andrew McIntosh | amcintosh@abac.edu |
| Team member 5 | Kennon Deal | kdeal@abac.edu |

If you have any more team members to add, please enter their names and email addresses in the text box below.

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|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Type of Project | * *Creation of ancillaries for existing OER courses on Information Literacy*
* *Address new elements in the General Education Requirements*
 |
| Requested Amount of Funding*$10,000 maximum total award per grant* | *$10,000* |
| Course Titles and Course Numbers | FRSC 4630 - Senior ProjectRCDV 4990 - Rural Community Development Senior Capstone SeminarBIOL 4891 – Research CourseCHEM 4305 – Instrumental Chemistry |
| Final Semester of Project | * *Fall 2021*
 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created*Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | The current GALILEO Open Learning Materials include two resources, “Foundations of Information Literacy.” One item is the syllabus and proposal (https://oer.galileo.usg.edu/infolit-collections/1/) for the second item (https://oer.galileo.usg.edu/infolit-ancillary/1/). The second item is LIBR1101 RSH, a course in information literacy that covers basic information all students should understand the topic <https://libguides.gsw.edu/libr1101>. This information is general and would apply to any student or course.  |

# Project Goals

# Abraham Baldwin Agricultural College (ABAC) is proposing a one-year pilot collaboration between librarians and faculty to develop discipline-specific information literacy materials with a focus on low income, first-generation and/or underserved student populations. The project would create and post new OER tools, test them in three exemplar STEM disciplines, and create a scalable model for other institutions in the state. Key points of the program include the working relationships between librarians and faculty members and assessing the new materials. This project is especially important now, when the USG is defining how information literacy will be integrated into the new core curriculum.

# Action Plan

# *Abraham Baldwin Agricultural College (ABAC) proposes a one-year pilot collaboration between librarians and faculty to develop discipline-specific information literacy materials with a focus on low income, first-generation and/or underserved student populations. Of ABAC’s 4,291 students, 45 percent are eligible for Pell grants, 30 percent are first-generation college students, and 21 percent are both. Over 22 percent of ABAC’s students come from towns with less than 2,500 residents, towns which lack resources common to more urban communities. ABAC graduated 257 bachelor’s students in 2018. In addition, all ABAC bachelor’s degrees incorporate an experiential learning component (internship, research, or practical), requiring strong information literacy skills.*

# *The project would create and post new free resources, test them in three exemplar STEM disciplines, and create a scalable model for other institutions in the state. This model will utilize reflective questions for critical examination to identify practice, dispositions, and values for information literacy within specific disciplines (Miller, 18). Academic libraries have been essential to high impact undergraduate student engagement. The well-designed activities librarians infuse into the curriculum help provide students with competence when engaging information-rich worlds. While the impact of this project is to improve students’ information literacy skills, the project focuses on the librarian and faculty member relation and roles in implementing information literacy into the curriculum.*

# *A general search using “information literacy” in the GALILEO Open Learning Materials reveals some preexisting resources. These courses and materials created by Georgia Southwest State University do a good job generalizing information literacy concepts and terms, but do not address the individual needs and barriers specific to disciplines. This project will address the information literacy needs of disciplines which will support undergraduate research and the USG New General Education Guidelines. These two topics must be met with informed criteria for information literacy to have the critical impact needed on students’ knowledge to be ready for graduate programs and able to lead in the workforce.*

# *Universities such as Texas A&M University (https://library.tamu.edu/libraryInstruction/information-literacy-grants.html) are fostering collaborations between librarians and faculty to help integrate information literacy into the curriculum. These grants serve to support student discovery and information of how information is used and created so they can participate in communities of knowledge whether it is their job after college or going on to graduate school. Ultimately information literacy equips students for life-long learning and critical thinking skills. These gained skill sets directly address the Texas A&M University Undergraduate Learning Outcomes (https://provost.tamu.edu/Provost/media/Assets/pdfs-essentials/Access-Undergrad-Learning-Outcomes.pdf). The skills set our students are gaining will coincide with the learning outcomes that other colleges with more staffing and library resources are trying to address.*

# *This project seeks to improve current courses through a cross-departmental collaboration to implement information literacy into research courses. These course improvements will directly relate to student learning outcomes. Faculty will address the ACRL Framework number 3 with help from librarians to answer discipline specific questions that dig deeper into the different ways that information literacy translates through disciplines. The ACRL Frames that will be addressed for this project will only examine Research as inquiry. This framework will have questions from Miller’s (2018) article that addresses differences in how disciplines use, value, and identify information. After the framework is addressed each faculty member will include one activity for each of the frames that they did in class. The frame will be identified in the activity outcomes. There will be an estimated 30 total students participating in the research courses that will be part of this project.*

# *The courses are listed below with specific details on enrollment.*

*FRSC 4630: Senior Project in Natural Resources Management, spring 2020 enrollment was 12, and in spring 2019 there were 17 students. The Natural Resources Management program course entitled Senior Project (FRSC 4630) is a capstone course (Spring 2021) that requires Forestry Tract students to write a comprehensive timber management plan for a private landowner to meet Society of American Foresters certification requirements, and Wildlife and Conservation Law Enforcement Tract students to develop and implement an undergraduate research project on a topic of their choosing. The final product in both situations is a comprehensive report which cites field-specific authorities, including professional societies and peer-reviewed journal articles. As such, information literacy is a key component of the course.*

*CHEM 4305 Instrumental Chemistry: Instrumental Chemistry is a pure chemistry class that focuses on the technologies associated with analytical chemistry which is used to determine what is in a sample and how much of it is there. The technologies that have been developed and used are anywhere from 70 years old to relatively new (the past 10 years). During the course, we focus on the history and science used to develop these technologies. The proposal is to have the students create a poster presentation as well as write a research paper on a technology of their interest and present the theory, background, development, and uses of the technology today.*

*BIOL 4891 Fall 2021 – Research into Vertebrate Evolution: This course will immerse students in a Classroom based Undergraduate Research Experience (CURE)., Specifically, it teaches students to think like a research scientist and entails conducting undergraduate research in evolutionary morphology, vertebrate evolution and paleontology.*

*RCDV 4990 Rural Community Development (Spring 2021)-Rural Community Development is designed for students in their senior year. The design focus is on carry out a comprehensive research project that examines contemporary issues affecting rural societies and/or rural communities’ abilities to address forces that impact community viability and well-being.*

*The resources created in this project will include addressing number 3 from the ACRL Framework with discipline specific questions to address how the discipline utilizes information, the outcomes addressing the specific frame, and the activities for the different outcomes. Each course will identify ACRL number 3 in a deeper way to help inform other schools and build on knowledge about information literacy in biology, psychology, chemistry, and forest resources through a research-based course. These resources will be made available through the ALG grant to other institutions in the state of Georgia and on the ABAC library LibGuides. The project goals for this grant will include the Framework concepts and Miller’s (2018) reflection prompts per discipline represented in this grant. The faculty will seek to address only number 3 of these concepts and reflection prompts in their course through activities and learning opportunities that create knowledge about the discipline.*

*1. Scholarship as conversation*

• Where, how, and among whom do the conversations in your ﬁeld take place?

*• How does one identify those conversations?*

*• What are basic expectations for or barriers to participation in the conversations in your ﬁeld? (e.g. social/cultural capital, ﬁnancial, prestige, networks, hidden knowledge, ability to “read” the ﬁeld well enough to contribute in meaningful ways to current conversations)*

*• What is an example of a multifaceted scholarly conversation occurring in your ﬁeld? Can you identify some important contributions to the conversation? How might you structure an assignment or scaﬀold curriculum around the development of a conversation?*

*2. Authority is constructed and contextual*

*• Who are the authorities or power players in the discipline, either speciﬁcally or generally? How do they establish that authority?*

*• What are current challenges to that authority?*

*• How is information disseminated? How does this process contribute to the construction of authority in your ﬁeld?*

*• How does rhetorical style, including visuals, text, styles, conventions, etc. support authority construction through information?*

***3. Research as inquiry***

***• What are common research methods, theories, or approaches in your discipline? How can you recognize these ideas when looking at materials produced in your ﬁeld? Do students learn to identify these ideas as well?***

***• Is there a major diﬀerence between library research and ﬁeld research in your discipline? How do these types of research interact? Do the questions you ask in ﬁeld research diﬀer from those you ask of previously created information sources?***

***• Is there a researcher/practitioner dichotomy in your ﬁeld? If so, what types of questions which require outside information sources would each of these roles ask in the course of their work?***

***• Do typical research assignments that you see in disciplinary courses mirror or contradict these processes? How?***

*4. Information creation as a process*

*• In what types of formats (i.e. journals, conference presentations, popular forums, etc.) can the conversations in your discipline typically be found? Are some formats considered more authoritative? Is there a continuum or hierarchy of formats?*

*• Are there any unique information formats used in your ﬁeld (i.e. patents, performances, etc.)? If so, what is their importance to your discipline?*

*• What counts as evidence in your discipline? Where do you ﬁnd that evidence? How is it normally presented? What would you use it for– or why is it important to someone in your discipline?*

*5. Information has value*

*• How is impact determined, measured, or expressed in your ﬁeld? How do authority, inquiry, format, searching, and scholarship aﬀect impact?*

*• How does open access aﬀect your standing as a scholar?*

*• Is access to information in your ﬁeld privileged? How will students access this information once they are working in their ﬁeld? Are there suitable alternatives for proprietary resources?*

*• What are any particular traits of attribution in your ﬁeld that might be diﬀerent from others? What counts as an original idea?*

*6. Searching as strategic exploration*

# *• What information tools/sources are of primary importance in your ﬁeld?*

# *• What are typical search behaviors among your disciplinary colleagues?*

# *• How do the concepts of format, conversation, value, authority, and inquiry impact your search processes?*

# *7. Additional discussion questions*

# *• What major themes emerge that are unique to your discipline or group?*

# *• Are there other crucial understandings (or thresholds) related to information sources that need to be crossed in order to progress in your discipline?*

# *• How is scholarly engagement traditionally communicated to students in your ﬁeld? For example: Is it taught explicitly, modeled, or simply implied? Is it codiﬁed in certain types of common assignments, readings, or common educational experiences?*

# *• Are there any disciplinary standards that you're aware of that address these questions? If so, what are they?*

 (Miller, 2018, p. 414-415)

Information literacy has become an integral learning outcome in many higher learning programs. The Association of College and Research Libraries, a subsection of the American Library Association, has partnered with higher education to develop learning outcomes and resources to grow a rich core of ideas for changing dynamics within the world of information. Institutional libraries are positioned to serve as IL experts and partners in providing instruction on how to incorporate information literacy throughout the curriculum. However, shortcomings in staffing and material stemming from the size and resources of an institution can present obstacles to library participation beyond one-shot instruction. This project will examine the relationship between faculty-driven information literacy instruction incorporated into research course classrooms across four courses at ABAC. The role of the academic librarian in this project is to support the faculty member on the different components of information literacy as designated by the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework). The partnership recognizes the role of the librarian as the information professional and the role of the faculty as the content expert. The resulting impact will be more in-class opportunities for students to learn about information literacy and a deeper understanding of tacit disciplinary practices. Information literacy instruction will be more sustainable and accessible to students when customized to a course or discipline.

Key points of the program include the working relationships between librarians and faculty members and developing a culture of practice in disciplines that includes information literacy. This project is especially important now that the USG is defining how information literacy will be integrated into the new core curriculum. According to Anita Cannon (1994), it is widely acknowledged that faculty and librarian collaboration is essential to a successful library instruction program, the needs, attitudes, and preferences of the course faculty member should be made a priority and taken into consideration before embarking on any library activities for the course. One challenge to implementing this approach to information literacy is that very little research has been done on the role of faculty in information literacy. Previous literature has not addressed how much faculty know about information literacy, roadblocks encountered within the discipline’s culture and practice, or the faculties familiarity with the competencies. Nonetheless, faculty’s commitment to incorporating information literacy into the curriculum is key. DaCosta (2010), notes that librarians must educate faculty on information literacy.

By allowing faculty to drive how questions are answered about information literacy the undergraduate research elements that are distinct to the discipline’s values, ideas, and culture, will create an environment for mastering the nature of knowledge within the domain. This mastery is vital to ensure that students will develop a key knowledge base that moves them from novice to expert in their chosen discipline. This component of the grant will have national impact for faculty who want to incorporate information literacy into the curriculum, but do not know how to integrate information literacy into their discipline.

Many students experience barriers to accessing information both before college and while attending college. Students who experience these barriers have gaps in knowledge that faculty must overcome for students to be successful in college, the workforce, and their personal lives. These barriers can result in students who are ill-prepared to analyze information effectively for college assignments or participate in undergraduate research. Incorporating information literacy into the curriculum based on discipline-specific practices can prepare students for graduate school, lifelong learning, or employment.

In addition to the barriers that many institutions across the county face, colleges in the state of Georgia will soon be tasked with another challenge. In 2017, the University System of Georgia (USG) began work on a 5-10-year plan that demonstrated the need to rethink the structure and content of the general education requirements for college students. As a result of this work, new design principles were approved by the Board of Regents in September of 2019. A proposed structure for implementing the redesigned general education principles was made public in February of 2020. Within this proposal, information literacy is an infused idea that is addressed as a cross-cutting theme/competency that will be required across the core disciplines at all USG institutions.

Students enter college as consumers of information and should leave as information producers. According to the ACRL (2017), research courses should produce undergraduate research of the same quality and complexity as first-year graduate school. Students should be able to identify, analyze, and resolve problems for informed life decisions. Resources that are developed as a part of this ALG project will provide content and information that can be used by similar institutions across the state to begin fostering the relationship between librarians and faculty with concrete materials that will help infuse information literacy concepts across the curriculum. This topic is extremely timely in that we will be researching and acting on upcoming state requirements and will therefore position the USG to inform a state-wide discussion about information literacy as General Education Requirements change.

Each course will produce the following: Written descriptions of how their discipline address number 3of the ACRL Frames and outcomes and activities naming the ACRL Frame and how it will be addressed in the classroom activity. These items will be written up in a chapter to post on the GALILEO Open Learning Resource website for others in the state to build upon. Each faculty member will be interviewed on the knowledge gained through the project, the perceived failures, and success achieved. This information will be used to inform and improve how information literacy is addressed and implemented in the curriculum at ABAC. Some of these research courses will be participating in undergraduate research or research projects. This fact is why number 3 of the ACRL Frames was chosen as the focus frame for this project. The interviews with faculty will provide a measure of how the students improved over the course of the project.

Upon submission of the Final Report and under an open license, we intend to upload the following as deliverables for Project M147:

·         A chapter by Dr. Vanessa Lane, discussing the ACRL Frame 3 “Research As Inquiry” for her field, Natural Resources Management

·         A chapter by Dr. Janet Koposko, discussing the ACRL Frame 3 “Research As Inquiry” for her field, Psychology

·         A chapter by Dr. Andrew McIntosh, discussing the ACRL Frame 3 “Research As Inquiry” for his field, Biology

·         A chapter by Dr. Kennon Deal, discussing the ACRL Frame 3 “Research As Inquiry” for his field, Chemistry

·         At least one sample exercise for FRSC 4630 – Capstone in Natural Resources Management, authored by Dr. Lane and based on specific elements of the Chapter above

·         At least one sample exercise for RCDV 4990 – Rural Community Development Senior Capstone Seminar, authored by Dr. Koposko and based on specific elements of the Chapter above

·         At least one sample exercise for BIOL 4891 – Research into Vertebrate Evolution, authored by Dr. McIntosh and based on specific elements of the Chapter above

·         At least one sample exercise for CHEM 4305 – Instrumental Chemistry, authored by Dr. Deal and based on specific elements of the Chapter above

·        As appropriate, student presentations based on these courses which illustrate how the “Research as Inquiry” frame was implemented in the courses and benefits to student learning.

The faculty participating in the grant project will be interviewed on the project. This will provide a qualitative measure of the faculty’s perception of information literacy and how it has changed with the discipline specific information literacy emphasis. At the end of the project, this short interview will be conducted to provide further discourse on mastering knowledge they believe is important in the area of information literacy related to their discipline. These measurements will provide a baseline for what improvements should be made and the impact of having discipline specific information literacy activities in the capstone courses. The interview questions will also address concepts such as socialization, openly discussed success and failures, and the process for creating learning opportunities. The interviews will provide evidence in the faculty members’ own words on what information literacy concepts were mastered through the course activities. These interviews will help provide a deeper understanding of faculties’ perceptions of information literacy activities and instruction plus what measurable knowledge was obtain by students due the experiences in the course. The data collected from the discipline-specific information literacy applications will be analyzed to provide a qualitative measure of impact. The team will gain approval from ABAC’s IRB Committee during fall 2020.

Opportunity for future research should include building on other ACRL Frames and including other disciplines. Only frame 3 was addressed in this project for chemistry, biology, forestry resources, and psychology. This continuous improvement project will be a steppingstone for answering more questions about information literacy and how information is utilized within a discipline.

# Timeline

**Dr. Laura Clark Hunt**

November 2020: IRB Submission to ABAC’s IRB Committee. Dr. Laura Clark Hunt

December 2020: Kickoff Meeting to discuss timeline, goals, and objectives for the project. Dr. Laura Clark Hunt

January 2021: Faculty members will answer the questions in the project goals for their capstone courses and include activities used to address information literacy ACRL frame number 3. The librarian will work one-on-one with each faculty member to help clarify the ACRL frame for information literacy.

Spring 2021/Fall 2021: The faculty members will be meet at least two times with the librarian on how they are implementing activities into their capstone course to provide critical insight on discipline specific information literacy knowledge to students. Due to the course individuality, each faculty member will provide their own timeline.

May 2021/December 2021: Qualitative measures will be gathered from faculty. Dr. Laura Clark Hunt

July 2021: Status report submitted. Entire Team will help submit.

December 2021: Team will submit full status report of findings for the capstone course. This will include impact, improvements, and next steps. LibGuide creation to support the discipline specific information literacy General Education findings and activities. Dr. Laura Clark Hunt

December 2021: Final Status Report and Open Education Resources will be submitted to GALILEO with the help of the ABAC Libraries. Dr. Laura Clark Hunt

**Dr. Janet Koposko**

RCDV 4990 – (Spring 2021) Rural Community Development Senior Capstone Seminar

December 2020: Dr. Koposko will meet with Dr. Clark to discuss and help clarify the ACRL framework that will be used for all activities

December 2020 – January 2021 (holiday break): Dr. Koposko will develop activities for: Scholarship as conversation, Authority is constructed and contextual, Research as inquiry, Information creation as a process, Information has value, Searching as strategic exploration, and Additional discussion questions

Early January 2021 – Dr. Koposko will implement activity in class for scholarship as conversation

Late January 2021 – Dr. Koposko will implement activities in class for authority is constructed and contextual and research as inquiry; Dr. Koposko will meet with Dr. Clark to discuss how the implementation of the first three activities went and develop a plan to address any issues for implementing the remaining activities

Early February 2021 – Dr. Koposko will implement activity in class for information created as a process

Late February 2021 – Dr. Koposko will implement activity in class for information has value

Early March 2021 – Dr. Koposko will implement activity in class for searching as a strategic exploration

Late March 2021 – Dr. Koposko will implement activity in class for additional discussions

**Dr. Vanessa Lane**

FRSC 4630 – Capstone in Natural Resources Management

Below is the planned timeline of information literacy specific modules in the course, with the understanding that the comprehensive reports are reviewed and edited by Dr. Lane throughout the semester to ensure subject standards and class expectations are met.

December 2020: Dr. Lane will meet with Dr. Clark to discuss and help clarify the ACRL framework that will be used for all activities.

January 2021: Dr. Lane will introduce and establish expectations for acceptable information authorities. This will include an on-campus field trip to the ABAC Baldwin Library for a tour of the facilities and an explanation of the informational tools available to students. Dr. Lane will also have discussions on research as scientific inquiry and the value of accurate information. Wildlife and Conservation Law students will be developing research hypotheses and study methodology during this time period, while forestry students will choose their clients and identify client expectations and management objectives through personal interviews. Forestry students will also determine sampling methodology at this time, which is dependent upon property and standing timber characteristics of their assigned properties.

February 2021: First drafts of the introductions and methodologies of student comprehensive reports are due to their faculty advisors. This is the first evaluation and critique of writing style and information literacy following the topics covered in January. Students are actively collecting data in the field during this month. Weekly meetings ensure students are making adequate progress and allow for advice for any challenges or problems that arise.

March 2021: Dr. Lane evaluates comprehensive first drafts following initial editorial comments received by faculty advisors. The quality of informational sources will be assessed and gaps in gathered knowledge will be identified, particularly for research/landowner objective justifications and employed methodologies. Full drafts of comprehensive reports are due to their faculty advisors at the end of the month. Faculty advisors review the documents prior to submission to Dr. Lane, to allow the students to edit and modify their papers before receiving a grade.

April 2021: Final products are due. The final products will be assessed for quality and comprehensiveness, including the use of information literacy to justify and explain results. Students will be presenting their projects in front of their peers and faculty and staff, as well as participate in the Undergraduate Research Symposium on campus to professional present the results of their work. Dr. Lane will assess their comprehension and synthesis of information literacy in the context of their final report utility to advancing scientific knowledge and/or meeting landowner objectives

**Dr. Kennon Deal**

CHEM 4305 (Spring 2021) Instrumental Chemistry

Instrumental Chemistry is a pure chemistry class that focuses on the technologies associated with analytical chemistry which is used to determine what is in a sample and how much of it is there. The technologies that have been developed and used are anywhere from 70 years old to relatively new (the past 10 years). During the course, we focus on the history and science used to develop these technologies. The proposal is to have the students create a poster presentation as well as write a research paper on a technology of their interest and present the theory, background, development, and uses of the technology today.

December 2020: Dr. Deal will meet with Dr. Clark to discuss and help clarify the ACRL framework that will be used for all activities.

December 2020 – January 2021 (holiday break): Dr. Deal will develop activities for: Scholarship as conversation, Authority is constructed and contextual, Research as inquiry, Information creation as a process, Information has value, Searching as strategic exploration, and Additional discussion questions as they pertain to Instrumental Chemistry.

Mid-January 2021: Dr. Deal will take students to Baldwin Library to introduce them to the people and resources available to them.

Late-January 2021: Dr. Deal will require students to have their topic chosen and we will begin working towards a poster and paper through a step by step process.

Early February 2021 – Dr. Deal will implement activity in class for information created as a process.

Late February 2021 – Dr. Deal will implement activity in class for information has value

Early March 2021 – Dr. Deal will implement activity in class for searching as a strategic exploration.

Late March 2021 – Dr. Deal will implement activity in class for additional discussions

**Dr. Andrew McIntosh**

Timeline for BIOL 4891 Fall 2021 – Research into Vertebrate Evolution

This course will immerse students in a Classroom based Undergraduate Research Experience (CURE)., Specifically, it teaches students to think like a research scientist and entails conducting undergraduate research in evolutionary morphology, vertebrate evolution and paleontology

May 2021: Dr. McIntosh will meet with Dr. Clark to discuss and help clarify the ACRL framework that will be used for all activities

June 2021 – July 2021 Dr. McIntosh will develop activities for: Scholarship as conversation, Authority is constructed and contextual, Research as inquiry, Information creation as a process, Information has value, Searching as strategic exploration, and Additional discussion questions

Mid-August 2021 – Dr. McIntosh will implement activity in class for scholarship as conversation

Late August 2021 – Dr. McIntosh will implement activities in class for authority is constructed and contextual

Early September 2021 – Dr. McIntosh will implement activities in class for research as inquiry

Mid September 2021 – Dr. McIntosh will implement activity in class for information created as a process

Late September 2021 – Dr. McIntosh will implement activity in class for information has value

Mid October 2021 – Dr. McIntosh will implement activity in class for searching as a strategic exploration

Early November 2021 – Dr. McIntosh will implement activity in class for additional discussions

# Budget

Dr. Laura Clark Hunt (Librarian and Project Investigator) $2,000

Dr. Andrew McIntosh (Biology Faculty Member) $2,000

Dr. Kennon Deal (Chemistry Faculty Member) $2,000

Dr. Janet Koposko (Psychology Faculty Member) $2,000

Dr. Vanessa Lane (Forest Resources Faculty Member) $2,000

# Creative Commons Terms

We agree and understand that any new materials or revisions created with Affordable Learning Georgia funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.

# Accessibility Terms

We agree and understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the [Request for Proposals](https://www.affordablelearninggeorgia.org/about/rfp_r18).

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| *Dr. Jerry Baker, Vice President of Academic Affairs* |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

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| --- |
| *Paul Willis, Vice President of Finance and Operations* |

**Reference List**

Association of College and Research Libraries (2016). Framework for information literacy for higher education. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Frames\_ILHE.pdf.

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DaCosta, J. (2010). Is there an information literacy skills gap to be bridged? An examination of faculty perceptions and activities relating to information literacy in the United States and England. *College & Research Libraries,* Retrieved from https://derby.openrepository.com/bitstream/handle/10545/254393/C&RL\_May20?sequence=1.

Julien H., Gross M., and Latham D. (2018). Survey of information literacy instructional practices in US academic libraries, College & Research Libraries, 79 (2), 179. DOI:10.5860/crl.79.2.179.

McGuinness, C. (2006). What faculty think–exploring the barriers to information literacy development in undergraduate education. *The Journal of Academic Librarianship*, *32*(6), 573-582.

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Perez-Stable, M. A., Arnold, J. M., Guth, L. F., & Vander Meer, P. F. (2020). From Service Role to Partnership: Faculty Voices on Collaboration with Librarians. *portal: Libraries and the Academy*, *20*(1), 49-72.