<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Strong (3)</th>
<th>Good (2)</th>
<th>Fair/Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Stated Goals for Fellows Program</td>
<td>Describes feasible IL-related goals clearly and specifically; Methods are discipline-appropriate and achievable.</td>
<td>Describes feasible IL-related goals; Methods may be achievable.</td>
<td>Describes goals that may or may not be feasible; Methods may or may not be achievable.</td>
<td>Little or no description of methods or feasibility or stated goals are unrelated to information literacy.</td>
</tr>
<tr>
<td>Quality and Amount of Previous Integration of IL into Courses</td>
<td>Demonstrates great amount of previous IL integration in both quality and degree.</td>
<td>Demonstrates great amount of IL integration in either quality or degree.</td>
<td>Demonstrates some amount of IL integration in either quality or degree.</td>
<td>Demonstrates little or no integration.</td>
</tr>
<tr>
<td>Plans for Strengthening Department’s IL Curriculum</td>
<td>Plans are concrete and will programatically strengthen the IL curriculum in applicant’s department.</td>
<td>Plans are concrete and will strengthen the IL curriculum in the applicant’s department (may be narrower in scope).</td>
<td>Plans are somewhat concrete and have the potential to strengthen the IL curriculum in the applicant’s department.</td>
<td>Little or no indication of concrete plans to strengthen the IL curriculum in the applicant’s department.</td>
</tr>
</tbody>
</table>

Does the applicant deal with IL at a programmatic level, beyond just their specific classes? (e.g. coordinator of a program):

   Yes = 1 point; No = 0 points

Will this applicant provide variation in academic departments in the program?

   Yes = 1 point; No = 0 points
Pre-Program Reflection

1. Reflecting on your current or past experiences teaching University Studies information literacy classes, if any, what concepts do you hope that the Information Literacy Faculty Fellows Program will help clarify for you?

2. Reflecting on your current or past experiences teaching University Studies information literacy classes, if any, what knowledge, skills, or abilities do you expect your students to gain from these classes?

3. On a scale of 1 to 5, with 1 being “not at all” and 5 being “very familiar,” how would you rate your familiarity with information literacy concepts?

4. On a scale of 1 to 5, with 1 being “not at all” and 5 being “very familiar,” how would you rate your students’ familiarity with information literacy concepts?

5. How would you define “information literacy”?

6. Does your academic discipline have a means or mechanism to formally discuss information literacy? If yes, please describe.

7. What specific projects do you plan to work on during the IL Faculty Fellows program? This could be a course (e.g., your department’s Research Methods class), an assignment (e.g., a research paper), a syllabus, student learning outcomes, or another project.

   You may plan to focus on one project or multiple projects throughout the program.

8. Please attach associated documentation, if any (e.g. a copy of the current syllabus).

9. List one or more concrete goals for what you hope to accomplish in the IL Faculty Fellows program.
Information Literacy Faculty Fellows Post-Program Reflection

1. Reflecting on the IL Faculty Fellows workshops, readings, and discussions, what is one thing you plan to change about the way you integrate information literacy into a class or program? (Or, if you have not previously taught a class with information literacy components, what is one way you plan to integrate information literacy into a future class?)

2. Now that you have completed the IL Faculty Fellows workshop series, how would you define “information literacy?”

3. What concepts related to information literacy are clearer to you as a result of this program?

4. What information literacy-related concepts remain unclear to you?

5. What parts of this program worked well and/or were most beneficial?

6. Do you have any constructive feedback for changes to future IL Faculty Fellows programs?

7. Please check this box if you would like meet with your liaison librarian to further discuss the integration of information literacy into your courses or programs. If you do, your liaison will be in touch with you.
Example Activity

Next Steps

Frame: _______________________________________________

Instructions:

Individually, take five minutes to briefly answer the questions below “Reflection.” Next, take 10 minutes to discuss your answers with your group. Jot down any additional thoughts generated by the group discussion in the space provided.

Then, flip this worksheet over and (individually) take five minutes to briefly answer the questions below “Action.” Next, take the remaining minutes of today’s session to discuss your answers with your group.

Reflection

1. How would you define this Frame?

2. Thinking about the description, threshold concepts, knowledge practices, and dispositions associated with this Frame, what concepts resonate with you?

   o What concepts are you already addressing in your teaching?

   o What concepts do you want to address in your teaching that you are not already?

   o Are there any concepts you disagree with OR do not fully understand?

Notes/Ideas from Group Discussion:
**Action**

1. What should your students understand or be able to do in relation to this Frame as it relates to your course/discipline? List the most important concepts.

2. For each concept listed above, what teaching activity has the best chance at having a lasting impact on your students’ learning?

3. For each activity, how might you assess learning?

**Notes/Ideas from Group Discussion:**

If you have not already, be sure to discuss any misconceptions that students may have about this Frame (and how you currently address these or might address these).