



Faculty Fellows Interviews

EVALUATION OF PROJECT PARTICIPATION: SATISFACTION OF INDIVIDUAL FACULTY GOALS

1. Initial Motivation During Application Process:

- a) How did you hear about the Mellon initiative and the Fellowship?
- b) Why did you decide to apply for a Mellon Faculty Fellowship?
- c) What benefits did you hope to get out of your experiences at the Summer Institute and your efforts to modify one of your courses?
- d) When you read or heard about the Mellon Fellowship and Summer Institute, including when you filled out the application, which aspects were most appealing to you, or which topics were you most interested in learning more about? (Why?)

([Follow up factors not mentioned] Were any of these factors also mentioned in project literature a consideration in getting you to apply for the Mellon Fellowship?) (Why or why not?)

- Information on undergraduate education in general and/or ways to incorporate research into undergraduate courses—Was that salient and important to your decision?
 - Information about uses, resources, and services of the library. Was that a consideration?
 - How about: Information about uses of technology in undergraduate courses
 - How about: Information about ways of working with/training GSIs
 - How about: The focus on improvement of large enrollment, gateway, or other particular types of undergraduate courses
 - Was the financial support offered to you and/or your department an important factor?
 - How about: The opportunity to work with and discuss teaching with other faculty
 - How about the opportunity to think about /work on assessment of student learning)
- e) Did your department/dean or a colleague encourage you to apply? (Who?) (Why did they recommend that you participate in the program?)
 - f) Were there any aspects of the program that you had concerns about or that made you hesitate or think hard about your decision to apply?

2. Benefits of Summer Institute and Subsequent Support

- a) At the conclusion of the Institute sessions, what did you feel were the most important skills, knowledge, insights, or experiences you gained that you are or will now be applying to your course?
(Why do you feel these were the most important experiences for you?)
- b) Did any of the presentations or discussions stand out in your mind as especially useful to you **then**, or **now** as you think back over your attempts to implement changes in your course? (Do you feel these discussions or presentations have impacted the way you teach or had some more general beneficial effect on you?)
- c) Were there aspects of the way the Institute was structured that made it especially productive or effective (e.g. size/nature of cohort, length of sessions, facilitators, materials, amount of interaction, logistics, use of project website, etc.) ? Were there aspects of the way the Institute was structured that didn't work as well for you?
- d) To what extent and in what ways were the focused interactions and discussions with other Faculty Fellows beneficial, for example, the opportunity to explain your assignment or your learning objectives, etc.? (Did you have any useful informal interactions or discussions with other Fellows outside of the organized discussions?)
- e) To what extent and in what ways did you benefit from the support of library partners, staff from Education Technology Services, the GSI Center, and the Student Learning Center, (your I-team), both at the Summer Institute and afterward as you implemented your course? Did you personally meet with any/all of them? What support/feedback was offered and what help did you seek out from them?
- f) Are there additional types of support that you wish had been provided to you that would have assisted you in designing or implementing your course?

3. Insights from Implementation

- a) What types of changes or innovations did you end up incorporating in your course syllabus? And what type of research assignment did you design? Why did you choose this particular assignment? (What kind of research skills did you want to develop in your students?)
- b) Have you subsequently made other changes to either your syllabus for the course or to the research assignment(s)? Has the content for the course changed because of the research assignment? Are you still teaching this course and using these research assignments? (If not, why not?) *[Refer to materials available on website and **solicit** additional materials or subsequent modifications.]*
- c) Were there other changes that you made in your teaching plan for the course or in your plans for working with your GSIs because of the research assignment? What insights did you gain about guiding GSIs to support students in these assignments?

- d) What challenges or obstacles did you encounter in trying to implement the research assignment(s) in your course? What strategies did you employ to overcome these obstacles?
- e) Would these challenges be ones that you think all faculty might encounter in incorporating a research component into their courses or were the obstacles particular to characteristics of your course, the nature of this research assignment, or the type of students taking this course (e.g., size of class, subject matter, background or knowledge of students)
- f) Have your experiences with this course and the research assignment affected your expectations and goals for undergraduate students or your general teaching philosophy and methods in any way?
- g) In what ways has your participation in the Mellon project affected your perception of the role and potential contribution of librarians and staff from other units to your teaching? Has your own use of the library and its resources changed?
- h) What have you been able to accomplish with the stipend and other funds made available to Mellon Fellows that you may have applied for?
(i.e., personal stipend, library collection funds, educational technology funds, innovation funds, course improvement or development grants)
Have you received any other personal or professional benefits from participating in the Mellon initiative?
- i) Are there elements or resources that you now feel you would like to develop or incorporate in your course that didn't occur to you earlier?

EVALUATION OF PROJECT OUTCOMES: IMPACTS ON STUDENTS AND THE BROADER CAMPUS

Outcomes and Benefits for Students

- a) What types of knowledge and skills relevant to the use of libraries, library resources, and library services do you feel your students acquired through their research assignment(s) and supportive teaching activities? (How has their use of the library changed?)
(What role do you now feel library research should have in undergraduate education?)
- b) Are there additional research skills that you feel students developed by virtue of the research assignments and related instruction that they received? What about their attitudes toward or understanding of research?
- c) In what ways and to what extent do you feel that your students' understanding of course material or engagement with the course material was enhanced by the research assignment(s)?

- d)) After your experiences trying to implement research and information literacy components into your course, which research skills do you feel may be:
- **most crucial for undergraduate students to develop.**
(Do you have some ideas about which research skills students need to learn in the beginning?
Do you feel they should just be involved in research or should they be taught explicitly about research principles and the research process?)
 - **best suited to teaching within large enrollment/lower division /gateway courses**
 - **better or more efficiently taught** within a regular **course vs.** within **library information sessions** or **by web modules**

Assessment of Learning Outcomes—Finding Out What Students Learned

- a) How did you go about evaluating your students' acquisition or improvement of these research and information literacy skills?
- b) To what extent have you been satisfied with the assessment technique(s) that you employed? What obstacles have you encountered in evaluating your students' learning of these skills?
[Have you made any changes in your assessment strategies over the years since you first implemented this course?]

[Which of these strategies were the most successful and practical for a course of this size, type, and level?]
- c) What support structures or personnel are helpful or necessary for carrying out the assessment of undergraduate students' learning of research and information literacy skills?
- d) What recommendations would you make to other faculty regarding assessment of students' learning of research skills?

Wider Impacts of the Mellon Initiative

- a) To what extent **are others** in your department or program **aware** of the **Mellon initiative** and **your efforts** to redesign a course to include a research assignment and instruction about information literacy skills?

(Of those colleagues who are aware of the program, do you think any would be willing to answer a short questionnaire about their reactions to it? Could you provide me with a few names?)
- b) In what ways has **your participation** in the Mellon initiative and your **discussion** or **writing about** your experiences **influenced** your **colleagues' thinking and actions**? (Have you discussed the Mellon initiative in department or committee meetings or at other campus meetings and events? Have you written anything about your revised course either for the department or for others in your field?)

Are you aware of other faculty in your department or elsewhere on campus who have made changes to their own courses to encourage the development of undergraduate research skills?

Have there been any changes to the structuring of the undergraduate majors or programs in your department because of the Mellon initiative?

What obstacles prevent faculty from incorporating various types of research-based learning into their courses for undergraduates?

What is your general impression of your departmental colleagues' current view of such undergraduate teaching reform efforts?

c) What suggestions do you have for **sustaining and extending** this initiative to other faculty on this campus and to other institutions?

What elements are needed to effectively support course redesign?