Library/Faculty Fellows for Undergraduate Research
Planning and Pilot Project
A Proposal for the Mellon Foundation
from
The University of California, Berkeley
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Submitted by

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Executive Summary

This proposal is to support planning and a pilot project to develop Mellon Library/Faculty Fellows for Undergraduate Research, a program aimed at encouraging and facilitating faculty collaboration with the library and other campus partners to:

a) build undergraduate knowledge of information resources;
b) enhance student research and information competencies;
c) connect faculty research more effectively with classroom teaching; and
d) provide expanded opportunities for faculty to mentor creative student discovery and research both within and beyond the classroom.

The Fellows program begins with an intensive Berkeley Mellon Faculty Fellows Summer Institute for the Teaching of Undergraduate Research Competencies, devoted to issues related to teaching, learning, advanced scholarship, and undergraduate research. The program will be focused on building sustained working relationships between Fellows, librarians, and key academic support units on campus with the intent of developing curricula that support these goals. Partners in this project include the University Library, the Office of the Vice Provost for Undergraduate Education, and the Undergraduate Division of the College of Letters and Sciences.

The University of California Berkeley Library and its academic partners propose to implement a planning process and pilot project in 2002/2003 and 2003/2004. The planning process is designed to collect data about undergraduates involved in research and develop a collaborative vision, mission, and work plan. The pilot project will include a select number of faculty/instructors to participate in a Summer Institute for the Teaching of Undergraduate Research Competencies. The faculty/instructors will commit to an assessment process to evaluate the quality and efficiency of their fellowship and the impact that the experience has on enhancing opportunities for undergraduate research. The pilot project will serve as the basis for an extended project (2004-2006) and results of the assessment will directly influence the content and structure of future funding requests. Participants will also agree to contribute to various formats for sharing their experiences, including contributions to a web site and public forums held to disseminate the results of individual fellowship projects.

The pilot project will include ten faculty/instructors. The contributing academic partners are prepared to forge a collaboration and provide services to ensure a coordinated, successful program. Building a sustainable collaboration amongst the academic partners is an important component of the planning process.
Pilot Project Schedule

Phase I       June – December 2002

Participants will gather data and develop a collaborative vision, mission, and work plan. This plan will be closely aligned with the Western Association of Schools and Colleges (WASC) accreditation review currently underway on campus. Collaboration with representatives engaged in the WASC process will significantly enhance the quality of data obtained and contribute to a sustainable vision for undergraduate research at Berkeley.

Phase II     January - May 2003

Academic partners will develop the content and the structure of the Summer Institute, identify and select presenters, and publicize the project. The academic partners will develop criteria for selection of participants and will conduct the call and selection process for the faculty/instructor participants. Pre-Institute training for academic partners will also be developed and scheduled.

Phase III     June 2003 - May 2004

The Summer Institute is launched. Faculty/instructors will partner with librarian colleagues from related disciplines. Academic partners will follow up with faculty/instructors to revise instructional materials, including syllabi and assignments, and to develop ideas for mentoring undergraduate researchers in selected subject areas. The participants will engage in a thorough assessment of the impact on curriculum and on student learning and will share these results with the local and national academic community.

A complete evaluation will not be possible until faculty have time to evaluate the effect of changes to the curriculum, and thus a preliminary evaluation will be completed in order to support an additional funding request for three years. A project of this duration will permit the participation of approximately 100 faculty/instructors and consequently permit a significant impact on curriculum across the campus. Experiences in developing a collaborative model for academic partners can be shared with other large research universities.

Participants in the Pilot Project will receive a $5000 stipend. Use of the stipend is at the discretion of the faculty/instructor but it may be used for equipment, to develop online courses, for graduate student assistants, or to support undergraduate research assistants. The Library is prepared to allocate $2,000 per participant, in addition to the amount requested from the Mellon Foundation, to purchase, process, or digitize library materials in support of specific instructional objectives. The stipend amount will be reduced in subsequent years (if funding is approved) as Fellows share successes and participation is expected to become more competitive.
Background: The Environment and the Challenge

Berkeley’s Library is a research center of international prominence. The Library, ranking third among academic libraries in the United States, has a collection that includes over 9 million volumes, 81,000 current serial titles, and access to more than 200 electronic databases and 7000 e-journals. Archival and special collections, in both original and digital formats, include some 500,000 volumes, 60,000 linear feet of manuscript materials, and five million pictorial materials. The Library includes a main and undergraduate library complex, and more than twenty-one subject specialty libraries. The Library’s operating budget is approximately $23 million and the sum spent on print and digital collections each year is approximately $20 million.

The Library serves the more than 21,000 undergraduates, 8,000 graduate students, 1,400 faculty, and 7,000 staff and others who are part of the campus community. Cal offers more than 300 degree programs and receives more than $336 million in research funds.

The expanding information universe—both within and beyond the library—holds enormous potential for undergraduate learning and personal growth, as well as for faculty research. At the same time, the size and complexity of that universe presents serious challenges to both librarians and faculty. Students frequently do not possess or apply the skills necessary to navigate or utilize this information-rich environment effectively. And while independent inquiry and research have become increasingly important in undergraduate curricula, the acquisition of basic information competencies and skills is very often not well-integrated into teaching or coursework. A survey undertaken by the University of California, Berkeley Teaching Library between 1994 and 1999 is telling in this regard. It revealed that over 60% of graduating seniors surveyed failed to accurately answer basic questions about library catalogs and resources (these results have been mirrored by studies conducted elsewhere in the US).

Clearly, the wealth of information resources does not create a better-informed student unless that individual has a complementary set of critical thinking and technological abilities to locate, evaluate, and effectively use this information. The October 2001 UC Berkeley proposal to the Western Association of Schools & Colleges (WASC) has similarly identified the building of these critical skills as a key academic challenge:

Acquisition of skills, such as critical thinking, quantitative reasoning, effective communication and the ability to gather and evaluate evidence, are increasingly valued alongside mastery of specific bodies of knowledge as the goals of education. This new paradigm for undergraduate education requires faculty members, even in large lecture classes, to take on new and sometimes less familiar roles, involving collaboration, inquiry-based learning strategies and ongoing formative assessment.

Meeting these challenges is particularly difficult in a large, decentralized, and competitive academic environment such as Berkeley. The program proposed below is aimed at creating a context and academic support structures that encourage curricular experimentation and change in this environment. The program focuses on identifying and developing a community of campus partners, dedicated to investigating new ways of incorporating information competencies, critical thinking, and scholarly investigation into the fabric of curriculum and student life.
The Program

This proposal is to establish a group of *Mellon Library/Faculty Fellows for Undergraduate Research*. The *Mellon Fellows* program would be inaugurated with a *Summer Institute for the Teaching of Undergraduate Research Competencies*. Faculty and graduate student instructors selected for the program will participate in an intensive series of symposia, workshops, and individual consultation sessions that address information literacy, scholarly communication and publishing trends, new instructional technologies, student research, and the pedagogical strategies that need to be applied within this current environment. Through demonstrations, peer learning, hands-on instruction, and discussions with librarians and experts in instruction, faculty will explore scholarly and teaching uses of digital resources and print collections on campus. The Institute will provide a forum for investigating approaches to incorporating current and evolving collections into classroom teaching. Participants will also address ways to more fully incorporate undergraduate research as part of their courses as well as discuss ways to effectively mentor undergraduates conducting research.

After the completion of the Institute, Faculty Fellows will continue to work closely with identified teams of librarians, instructional technology specialists, and other campus academic support staff to develop and experiment with curricula and teaching tools that support the aims of the program.

Objectives

- Develop a community of faculty committed to building curricula and teaching tools that incorporate information competencies, research skills, and use of campus information resources as integral components.

- Expand and update the research skills of faculty to facilitate the introduction of rapid changes in scholarly communication and knowledge management into both their research and the research of their students.

- Expand the network of information-literate graduate students who, as instructors of undergraduates at Berkeley and future faculty, will utilize information literacy skills in their research and incorporate the development of these skills into their teaching.

- Underscore the interdisciplinarity of contemporary research and the scholarly communication and publishing media available to support interdisciplinary curriculum and research.

- Build and enhance campus collaborations that will grow and develop as librarian-faculty colleagues explore new projects.

- Support the university’s goal to increase the number of faculty involved as mentors for undergraduates engaged in their own research.
The Planning Process

The planning process will involve: a) design and implementation of *Summer Institute for the Teaching of Undergraduate Research Competencies*; b) creation of an ongoing academic support infrastructure for participants; c) design of an assessment methodology based on desired outcomes.

It is the intent of this proposal to extend collaborations far beyond the core program (the Summer Institute). The longer-term strategy is to forge sustainable partnerships between the academic support units involved: The University Library; the Office of Undergraduate Research; Education Technology Services; the Office of Educational Development; and the Graduate Student Instructor Teaching and Resource Center. A secondary strategy is to create a scalable and adaptable model for curriculum change.

The summer institute model has proven to be highly successful at Berkeley. The approach was used when the campus created an American Cultures requirement for all students. Faculty apply for the American Cultures summer institute and receive stipends to attend, and in return they commit to developing a course for the American Cultures requirement. The University offers 374 American Cultures courses and the summer institutes continue to contribute to the program’s scalability. The institutes has also proven to be fertile ground for sharing teaching experiences and methods, and current research with faculty beyond the program and beyond the campus. Experience with American Cultures suggests that the Mellon Program would draw from all academic quarters, from engineering and public health through the liberal arts faculty.

Planning for Sustainability

An important component of this project is creating a collaboration amongst the academic support units. The concept of collaboration implies a specific set of characteristics, including the creation of a shared vision, a mission statement, and clarification of values and principles important to each unit involved in the collaboration. The planning process will focus the collaboration on the definition of desired outcomes and outcome measurements in terms of behavior changes in individual teachers and learners; evidence of policies and procedures that support ongoing efforts; and agreements concerning the allocation of resources necessary to achieve and sustain this shared initiative. Each partner recognizes that sustaining the collaboration requires a gradual shift of resources from the granting agency to the institution. The request includes funding for a collaboration workshop for the academic partners and their staff in order to learn the principles of creating and sustaining collaborations.

The planning process for the proposal development has served as a catalyst for us to take a first step towards creating the necessary infrastructure of support. We have created a *Council of Academic Partners* as a planning group to address ongoing issues of instructional support for the campus. We also expect to leverage funding for positions and success in the program to justify continued support for units such as the Office of Educational Development and the GSI Training and Resource Center.

Since the Office of the Vice Provost for Undergraduate Education is relatively new, and the Chancellor has recently identified undergraduate education as one of four targets for fund raising, the start-up funds provided by Mellon will help us kick start the program as the
undergraduate education initiative ramps up. Finally, we expect that if we are successful, Fellows will help us to attract subsequent cohorts of faculty/instructors at a reduced stipend rate.

The Fellows

All teaching faculty on the Berkeley Campus will be eligible to apply (including tenure-track faculty, adjuncts and lecturers, and selected graduate student instructors). The planning process will include developing strategies for encouraging participation from faculty who are able to initiate the most significant enhancements to undergraduate education. Selection criteria will be developed through the planning process and may focus on faculty who:

- have teaching and research interests that would benefit most from an intensive introduction to library print and digital collections.
- would have the greatest impact on students and the curriculum.
- have research agendas that would be significantly furthered by developing a revised and enhanced curriculum.
- are available and committed to participate throughout this innovative project.

Preliminary discussions have identified instructors in “library intensive” courses such as American Cultures, American History 7B, Political science 1B, and the many research methods courses offered across the curriculum, particularly for majors in the humanities and social sciences. Other potential beneficiaries might be instructors of “gateway” courses that include research components, and capstone courses. Finally, the numerous faculty members already self-selected as mentors in several undergraduate research programs (e.g., Undergraduate Research Apprentice Program, Haas Scholars, McNair Scholars, Miller) are potential participants.

The Commitment

*Mellon Library/Faculty Fellows for Undergraduate Research* agree to:

- Develop or revise a syllabus that incorporates a research project requiring the use of library resources;
- Share instructional materials with faculty colleagues through personal presentations and web sites;
- Lead discussions within the academy about their experiences; and
- Experiment with authentic assessment methodologies for student learning.
Appendix I  Descriptions of the Academic Partners

The Principal Investigator (PI) and two Co-Principal Investigators for the project Mellon Library/Faculty Fellows for Undergraduate Research are the senior academic administrators for: The Office of the Vice-Provost for Undergraduate Education (VP-UE); the Undergraduate Division, College of Letters and Sciences; and the University Library. Directors from academic support units in these areas comprise the Planning Committee and are working together to develop and implement the proposal. Staff from each of the academic support unit will also be involved in planning, designing workshops and materials, and working individually with Fellows.

The success of this initiative and its long term sustainability requires a successful collaboration between several academic support units on campus. Although these support units report to different senior administrators at the University, they all represent areas of academic support that focus on the improvement of teaching and learning. The Planning Committee for the Mellon Library/Faculty Fellows for Undergraduate Research are the administrators for these academic support units. Their participation in this planning process reflects their commitment to a long term collaboration that extends beyond the boundaries of this project. The planning process for this grant proposal has already spawned the creation of the Council of Academic Partners with an agenda that starts but does not end with this project. Academic Partners are the Library, the Office of Educational Development (OED), the Office of Undergraduate Research, Educational Technology Services (ETS), and the Graduate Student Instructor (GSI) Teaching and Resource Center.

Following is a description of the three academic areas represented by the three Co-Principal Investigators, as well as descriptions of the five academic units represented by the collaborative Planning Committee. Details of individual contributions of each staff person involved in the project are included in Appendix III, Budget Narrative and Justification.

Office of the Vice-Provost for Undergraduate Education (VP-UE)
Created in January 2001, the Office of Undergraduate Education, led by Vice Provost Christina Maslach, provides for the first time in the senior administration a single point of focus for undergraduate education, which spans all colleges, schools and departments. The Division's mission is to: promote excellence in undergraduate teaching and learning; encourage innovation and academic enrichment in the undergraduate curriculum; enhance academic support services; promote academic programs and services in support of diversity; integrate and advance the use of educational technology; provide oversight for multi-college and campus-wide programs. Professor Maslach is from the Psychology Department and she leads the campus WASC re-accreditation process.

Directors from three areas of the office of the VP-UE are involved in the planning and assessment process and will serve on the grant Planning Committee. They are: Barbara Davis, Assistant Vice Provost for Undergraduate Education, who oversees the Office of Educational Development; Victor Edmonds, Director, Educational Technology Services (ETS), who oversees instructional technology support services; and Cynthia Schrager, Principal Analyst, who provides primary staff support for the VP-UE.
Additional staff from Office of Educational Development and Educational Technology Services and details of their contribution to the project are identified in the budget narrative of this proposal.

**Educational Technology Services** is the central campus unit supporting course websites, classroom technology and video services. ETS, in partnership with the Library, now runs a summer faculty institute on the integration of technology in teaching. In this project ETS will cooperate in the design and presentation of workshops for the summer institute in support of the goals of this grant. ETS instructional design experts will also work one on one with Fellows on the pedagogical and logistical implications of using the web and learning management systems for teaching, and will provide instruction and support in the use of other technologies (e.g. webcasting) as appropriate for the instructional objectives of the course.

The **Undergraduate Division in the College of Letters and Sciences** is led by Kwong-loi Shun, a professor of philosophy and former dean of the Undergraduate Services Division. Dean Shun coordinates the five Letters and Science divisions to address the many academic issues and options facing more than 17,000 liberal arts students, 76% of Berkeley's undergraduate student body. He leads the efforts of three units: Undergraduate Advising, Undergraduate & Interdisciplinary Studies, and Undergraduate Policy & Analysis. The **Office of Undergraduate Research (OUR)** is one of Dean Shun’s responsibilities. It was established in the Fall of 1997 to promote and coordinate the numerous undergraduate research programs available at Berkeley, and to contribute to the enhancement of undergraduate research opportunities for UC Berkeley undergraduates. The Director of the Office of Undergraduate Research, Terry Strathman, will participate on the Planning Committee for this project.

The **Office of Undergraduate Research** directs students to existing research opportunities, networks established programs, and assists in the development of new campus research opportunities for undergraduates. The office administers the largest centralized research program for undergraduates, the Undergraduate Research Apprentice Program (URAP), as well as a number of smaller research grant and fellowship programs, and two undergraduate research journals. As a part of its support for the new College of Letters and Science Award for Distinguished Research Mentoring of Undergraduates, the office has begun to collect materials concerning best practices in research mentoring across the disciplines. In conjunction with the Mellon grant, OUR will compile and augment these materials into a manual and or workshop that will provide useful models for the Library Fellows and others engaged in mentoring undergraduate researchers. Drawing from its extensive files of qualitative evaluations of the research experience from the student point of view, OUR will also prepare materials and or presentations on the problems and obstacles facing student as they approach research. OUR will provide faculty and student speakers as needed for the Mellon workshops and seminars.

The **GSI Teaching and Resource Center** provides pedagogical support and guidance for GSIs. Programs include orientation conferences, noon-hour workshops, course improvement grants, teaching awards, confidential consultations, the Teaching Perspectives newsletter, and the Language Proficiency Program for GSIs who do not speak English as a native language. The GSI Teaching and Resource Center will offer
workshops and one-on-one consultations for GSIs on teaching undergraduates to conduct research. The center will also provide workshops and consultations to faculty on providing mentorship to GSIs in integrating undergraduate research into courses. The center will develop a reader of articles and a bibliography for GSIs on creating syllabi and course assignments for a research-centered course and guiding and assessing undergraduate research. Linda von Hoene is Director of the GSI Training and Resource Center and will serve on the Planning Committee.

**The Library** at Berkeley is one of the largest academic research libraries in the world. With nine million volumes, 81,000 current serial titles, and access to more than 200 electronic databases, 7000 e-journals and a steadily growing digital library of specialized collections, it is no wonder that undergraduates are challenged by the need to identify, locate, evaluate, and use the best information for their purpose. The Library’s instructional programs reach more than 20,000 students a year, and demand is rising steadily, a factor mirrored in the Association of Research Libraries statistics for instruction. The Teaching Library was established in 1996 to support and continue to develop library staff with special expertise in teaching. In the past two years, the Library has expanded the Teaching Library capacity as new librarians are expected to demonstrate expertise in instructional design and teaching. Patricia Iannuzzi, the Associate University Librarian and Director of the Doe/Moffitt (main and undergraduate) Libraries is an internationally recognized expert in library instruction and information literacy (recipient of the 2001 Miriam Dudley Award for Instruction from the American Library Association). New hires in the past two years include three librarians with extensive instruction experience, including a Head of Instructional Services. The Library’s instruction expertise will be complemented by the expertise of its subject, language, and format specialists. More than 90 selectors are responsible for building the Berkeley Library collections. Depending upon the specific research and curricular interests of the Fellows, subject librarians will be paired with Fellows and work will work with them throughout the project as they develop their instructional materials.
Appendix II  Alignment with Re-accreditation Process

The Vice Provost for Undergraduate Education is currently overseeing the campus's WASC re-accreditation effort. She has convened several working groups, comprised of faculty, students and staff, to implement a series of self-studies for the educational effectiveness phase of the review process. A key self-study topic related to our Mellon proposal is Enhancing Academic Engagement at a Large Public Research University. As part of its investigations, the Academic Engagement Working Group is identifying current efforts on campus and at other universities to bridge the gap between faculty research and instruction, including: building inquiry-based learning into the curriculum from the freshman to the senior year; creating more mentored research and service-learning opportunities, and finding workable, scalable models for capstone experiences. The group is also investigating what assessment practices currently exist for these efforts. Finally, the self-study is forward looking and will involve identifying and seeding best practices that 1) encourage faculty to build research into the undergraduate teaching curriculum, and 2) expand co-curricular opportunities for mentored undergraduate research experiences.

The VP-UE’s Principal Analyst serves as project manager for the WASC re-accreditation and also sits on the Mellon Planning Committee ensuring that the Planning Committee will have ready access to the data gathered as part of the WASC process. This data will be used to create a baseline of current activity, inform us as we design the details of the pilot project, and contribute to our ability to measure the impact of the program on the type and extent of undergraduate research opportunities.
Appendix III  Budget Narrative and Justification

The planning and pilot project spans two years, June 2002-June 2004. Year one is planning and year two is implementation and assessment. The Summer Institute is scheduled for 2003 and Fellows will implement curriculum changes in the fall and spring semesters of the 2003/2004 academic year. Assessment of the impact of those changes will occur in year two. Fellows will also share their experiences in year two. If additional funding is secured for subsequent years, planning for the 2004 Institute with overlap will year two.

SALARY AND WAGES (PERMANENT STAFF)

Principal Investigator

Thomas C. Leonard, University Librarian (1%, cost share)

Thomas C. Leonard became University Librarian at the University of California, Berkeley in 2001. The path to this appointment reached back several years to leadership of the faculty library committee, service on two UL search committees, and an interim appointment as UL. Mr. Leonard spent two decades teaching at Berkeley as Professor and Associate Dean of the Graduate School of Journalism. He was Director of the Mass Communications program on this campus. Mr. Leonard is an historian whose scholarship focuses on the diffusion and preservation of print culture. (The Power of the Press: The Birth of American Political Reporting and News for All: America's Coming-of-Age with the Press, both from Oxford University Press, as well as articles published in Proceedings of the American Antiquarian Society, Media History, and New England Quarterly.) Mr. Leonard has been a consultant for the Library of Congress, American National Biography, Time/Life Books, HarpWeek, and many university presses. Mr. Leonard has been on the Research Collections Committee of the Association of Research Libraries as well as the Board of Directors of the Research Libraries Group.

Co-Principal Investigator

Christina Maslach, Vice Provost for Undergraduate Education (1%, cost share)

Christina Maslach, Vice Provost for Undergraduate Education and former member of the Psychology department, is recognized as both an excellent teacher and a leader in her academic field. She was the recipient of the campus's Distinguished Teaching Award, and was named Professor of the Year by the Carnegie Foundation and the Council for the Advancement and Support of Education.

Co-Principal Investigator

Kwong-loi Shun, Dean of Undergraduate Division, College of Letters and Sciences (1%, cost share)

Kwong-loi Shun, a professor of philosophy and former dean of the Undergraduate Services Division, is the academic administrator for the largest unit at UC Berkeley. Dean Shun coordinates among the five Letters and Science divisions to address the many academic issues and options facing more than 17,000 liberal arts students, 76% of
Berkeley's undergraduate student body. He leads the efforts of three units: Undergraduate Advising, Undergraduate & Interdisciplinary Studies, and Undergraduate Policy & Analysis. The Office of Undergraduate Research is one of Dean Shun’s initiatives. It was established in the Fall of 1997 to promote and coordinate the dozens of undergraduate research programs available at Berkeley and to contribute to the enhancement of undergraduate research opportunities for UC Berkeley undergraduates.

The Library

Patricia Iannuzzi, Library (Planning Committee, 5% cost share)
Patricia Iannuzzi is Associate University Librarian and Director of Doe and Moffitt (main and undergraduate) libraries at the University of California, Berkeley. Patricia is a member of the Library’s senior administrative team. One of her areas of responsibility in the Library is instructional services, and she serves on the campus Council of Academic Partners as well as on the WASC Re-accreditation Committee on the Delivery of Education. Patricia is active in the Reinvention Center and is nationally recognized for her work chairing the multi-association task force that drafted Information Literacy Competency Standards for Higher Education. Patricia has published books and articles about information literacy and she has conducted workshops and presentations for faculty at dozens of colleges and universities. She is the 2001 recipient of Miriam Dudley Award for Instruction from the American Library Association. Patricia will serve on the Planning Committee for the project and will be the contact for the Mellon Foundation. She will oversee all aspects of Library participation and will also participate in the design of workshops as part of the Summer Institute on topics such as: assessing student learning; information literacy and resource based learning; and restructuring syllabi and creating assignments in support of a research-based curriculum.

Beth Dupuis Library (Planning Committee, 5% cost share)
Beth Dupuis is the incoming Head of Instructional Services which includes the Teaching Library. She comes to Berkeley from the University of Texas at Austin where she was Head of the Digital Information Literacy Office. Beth is nationally recognized for her work in information literacy, especially for her work on developing the TILT online tutorial for information literacy. Beth will serve on the Planning Committee. She will participate in the development of the curriculum and logistics for the Summer Institute. She will also design and offer workshops on library resources and services, research methodologies, and assignment development for participants in the Summer Institute, and she will oversee the development of workshops and consulting offered by library staff.

Pat Maughan Library (Project Manager, 25% request)
Pat Maughan is the User Research Librarian in the Teaching Library. Pat is an expert in survey design, focus groups, useability testing, and assessment of student learning. Pat’s research in the area of student’s information literacy competencies includes a longitudinal study of student skills as compared to student perception of their skills. Her research on this topic has been published in the professional literature. Pat will serve as Project Manager during the pilot. She will direct and supervise the work of the individual hired to create the website for the project. Pat will work with the Planning Committee to develop the workplan, detailed timeline, and infrastructure for the Summer Institute. She will work with the other contributors to develop an appropriate assessment methodology and she will coordinate the participation of the librarian specialists.
Office of the Vice Provost for Undergraduate Education

*Cynthia Schrager (Planning Committee, 5% cost share)*
Cynthia Schrager serves a Principal Analyst for the Office of the Vice Provost of Undergraduate Education. She provides analytical, planning and program support to the VP-UE on a range of issues and activities related to undergraduate education. Cynthia will serve as Vice-Provost Maslach’s representative on the Planning Committee. She will serve as liaison to the WASC accreditation committees and will coordinate data collection and analysis concerning undergraduate

*Barbara Davis (Planning Committee, 5% cost share)*
Barbara Davis, Assistant Vice Provost for Undergraduate Education, is an expert on teaching and learning. Her primary interests are in instructional improvement, assessment and accreditation, faculty development and evaluation, and program and curriculum evaluation in higher education. She has conducted workshops and seminars for faculty on topics related to teaching, learning, and evaluation; has written about these topics in a number of articles, book chapters, and evaluation reports; and authored or co-authored five books. She will serve on the Planning Committee and provide oversight and direction for the content development of the workshops developed by the Office of Educational Development.

**Office of Education Development (OED)**

*Steve Tollefson, OED  (5% cost share)*
Steve Tollefson is the Campus Faculty Development Coordinator. He will develop and conduct workshops and follow-up consultations with faculty.

**Educational Technology Services (ETS)**

*Victor Edmonds, Director, ETS  (Planning Committee, 2% cost share)*
Victor Edmonds, Director of ETS, will serve on the Planning Committee. He will work with ETS and library staff to build an ongoing infrastructure of faculty support. He will provide direction to ETS staff and will participate in workshops for the Summer Institute.

*Mara Hancock, ETS  (2% cost share)*
Mara is the manager of web services planning. She will participate as a presenter at the Summer Institute and will oversee follow-up consultations with Fellows interested in creating or enriching course web sites.

*Judith Stern, ETS  (5% request)*
Judith Stern is head of training for ETS. She will participate in the planning, presentations, and evaluation of the Summer Institute.

*Michael Hardie, ETS  (5% cost share)*
Michael Hardie is head of faculty programs for ETS. He will participate in planning and organizing ETS participation in the Summer Institute.
Office of Undergraduate Research (OUR)

Terry Stratham, Director, OUR  (Planning Committee, 2% cost share)
Terry Stratham will be involved in the development of materials about best practices for mentors and the problems of student researchers. She will also coordinate the participation of undergraduate student researchers and faculty mentors as presenters in the Summer Institute.

Graduate Student Instructor (GSI) Teaching & Resource Center

Linda von Hoene, Director  (Planning Committee, 5% cost share)
Linda von Hoene has worked in the field of TA development at UC Berkeley since 1992. She has published articles and book chapters on rethinking the teaching and learning of foreign languages through feminist, psychoanalytic, and postcolonial theory and research findings on the impact of Berkeley's seminar for faculty on the mentorship of Graduate Student Instructors. She has presented at national conferences such as AAHE Faculty Roles and Rewards, American Association of Applied Linguistics, and the Professional and Organizational Development Network in Higher Education.

Assistant Director, GSI Teaching and Resource Center (5% cost share)
This new position will be the principle learning skills counselor in the Center, and will contribute to the one-on-one consulting provided to instructors.

SALARY AND WAGES  (TEMPORARY STAFF)

Flora McMartin, OED (20%, request year one, 10% request year two)
Flora McMartin has experience in faculty development, large extra-murally funded interdisciplinary web-oriented projects, and assessment. She will work on two aspects of the pilot. Her primary function will be help develop and conduct pedagogy workshops for the Summer Institute. In addition, she will help develop the assessment tools.

Graduate Student Research (GSR) Assistant, Library - Web/project administrative support, (714 hours/year for two years, request)
The Project Manager will hire and direct a GSR to develop the web site for the project. The web site will start as a project information and management tool, will involve into a publicity and communication vehicle, will host the information for the Summer Institute, and will serve as the repository for materials developed throughout the project. This project support person will create and maintain the web site and provide and administrative support needed by the Project Manager and Planning Committee.

Graduate Student Research Assistant, GSI Resource and Training Center (357 hours/year for two years, request)
The GSI Training and Resource Center will hire one senior graduate student with extensive experience in working with undergraduates on research. This GSR will participate in one-on-one consultations with GSIs who may be associated with Fellows.

Student Library Employees (SLE) (782 hours/year for two years, request)
Each of up to ten librarians selected to work with a Fellow will receive 156 hours of student support to use to develop instructional and bibliographic materials.
**STIPENDS**

*Instructor Stipends (74% request, 26% cost share)*

Stipends will be awarded to ten Fellows as compensation for participating in the six week Summer Institute as well as for their contribution of restructured syllabus and assignments. Fellows will also participate in the assessment strategy developed for the project, and will be expected to share their experiences with other faculty as part of scheduled events coordinated by the project. The Library will contribute $2000/Fellow for materials and/or digitization to match the $5000/Fellow requested. Stipend amount requested will decrease by one half in subsequent grant years.

**SUMMER INSTITUTE**

*Facilities/food/publicity (cost share)*

The Library will allocate funds for the costs of renting rooms on campus, providing food, and developing publicity for the Summer Institute. The Library’s Graphic Design Office will design publicity and the Library will pay printing costs.

*Consultants/Honoraria (request)*

The Summer Institute will include several keynote events with invited experts in the field of undergraduate research, instruction design, and information literacy. Funding is needed to pay honoraria and expenses. The Planning Committee will identify potential presenters and make the final decisions about individuals to invite to present papers, participate in panels, or lead workshops.

**WORKSHOP FOR COLLABORATORS**

*Consultants/Honoraria (request)*

This project is committed to building a sustainable collaboration. Success is dependant upon many factors, beginning with a common understanding about what it means to collaborate. This project requests funding to hold a collaboration workshop for the academic partners. This request is to pay consulting/honoraria and travel expenses for collaboration expert(s) to design and offer a workshop for the members of the Planning Committee and some key members of their staff.

*Facility/Food (request)*

Funding to pay for the facility and food or 30-40 staff participating in this workshop.

*Materials (request)*

Funding to pay for copies of collaboration book, duplicating costs, and notebooks for other workshop instructional materials.