Models of Academic Support
Library/Faculty Fellows for Undergraduate Research
A Proposal for the Andrew W. Mellon Foundation
from
the University of California, Berkeley
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Executive Summary

This proposal seeks $750,000 to support a four-year project, Mellon Library/Faculty Fellows for Undergraduate Research, aimed at encouraging and facilitating faculty collaboration with the Library and other campus partners to:

- strengthen the connections between undergraduate research, information literacy, and library collections particularly in large enrollment courses and other large impact courses
- create a scaleable and sustainable model for curriculum change

The Campus partners include academic support units from the Library, the Division of Undergraduate Education, the Graduate Division, and the Undergraduate Division in the College of Letters and Sciences and include the Office of Educational Development, the Graduate Student Instructor Teaching and Resource Center, and Educational Technology Services.

The project's core objectives are to:

- strengthen the community of faculty committed to undergraduate research opportunities that utilize library collections
- support a community of faculty serving as change agents for teaching within the academy
- encourage the use of libraries and library collections
- strengthen collaboration among campus academic partners in support of instructors and instruction
- influence the curriculum and instruction in order to improve student learning

The project focuses on two strategies aimed at creating a context and academic support structures that encourage curricular experimentation and change in this environment. The two strategies are to:

- develop and nurture a cohort of instructors dedicated to a new way of teaching, who become change agents within their departments and throughout the university.
- support a campus collaboration of academic partners that can be a catalyst for change, working together to provide support and create infrastructure for faculty and other instructors.

This project builds upon a $138,000 Mellon Foundation grant the University of California, Berkeley received in 2002. The pilot project served as a catalyst for the creation of the Council of Academic Partners, supported the creation of the Mellon Faculty Institute for Undergraduate Research, funded 13 Fellows who redesigned their courses, and provided evaluation data that shows how faculty transformed the way they teach and interact with the Library.
This project is particularly timely because it addresses two interdependent undergraduate education and library challenges. Students frequently do not possess or apply the skills necessary to use the Library’s rich collections effectively. They increasingly rely upon major Internet search engines and do not have the technical or critical thinking abilities to mine the digital collections that are part of the hidden web. This challenge can be most efficiently addressed within large enrollment or large impact courses where students need to develop foundation skills for their academic careers. Large-enrollment courses are particularly complex because they often involve unique curricular challenges to meet the scale of the class, online instructional and communication components, involvement of graduate student instructors as section leaders, and students with a wide array of skill sets and knowledge. Students’ quality learning experiences should include opportunities for research-based learning and the development of transferable skills for critical thinking and communication.

During this four-year project, three cohorts of 15 faculty each for a total of 45 Fellows over three years, will participate in a series of activities designed to cultivate their role as agents of change in the teaching culture of the university. The fourth year includes support and evaluation for the third cohort of Fellows and the cumulative evaluation of the project. Experience with the Pilot Project shows that Fellows fundamentally shift the way they approach the design of their course and the way they teach, not just for the one course they focus on for the project, but for all their courses. We expect that 45 Fellows will impact more than 100 courses reaching more than 15,000 students the first time the courses are taught. Anecdotal reports from the first cohort of Fellows from the Pilot Project indicate that Fellows are already influencing their colleagues as well. The impact on student learning is yet to be known and will be more evident after course evaluations are conducted by the instructor.

This grant supports a variety of activities to create a community of faculty at Berkeley dedicated to research-based learning and to support this community of Fellows as they seek to engage their colleagues in conversations about their experiences. It also supports broad campus priorities and objectives related to undergraduate education, as outlined in the Educational Effectiveness Report submitted as part of our current accreditation process (see Appendix II).

Fellows will:

• participate in the multi-week, intensive *Mellon Faculty Institute for Undergraduate Research*, an opportunity for Fellows to meet as a group to learn about and discuss strategies for integrating undergraduate research, teaching information literacy, mentoring Graduate Student Instructors (GSI) and utilizing instructional technology. As a product of the Institute, Fellows will have a redesigned syllabus and related assignments. This grant will fund three Institutes (2004, 2005, 2006), each focused on development and support of Fellows teaching large enrollment or high impact courses to lower-division undergraduates in courses throughout the university, with a special focus on courses in the humanities and social sciences.
• work with an Implementation team composed of academic partners with expertise in information literacy, student assessment, working with Graduate Student Instructors, instructional technology, and assignment design and development.
• implement revised courses, conduct classroom evaluations, and share results of their efforts with colleagues in their departments, across departments on campus, and within their profession.

Academic Partners will:

• strengthen the campus collaboration through this and related projects.
• use the results of the 2002 evaluation data to modify project activities.
• create Implementation Teams with staff from the academic partner units to consult with individual Fellows on topics such as assignment design, writing learning outcomes, assessment of student learning, and online course development.
• plan events throughout the year, for each year of the grant, for Fellows to discuss the results of their efforts with each other and with the broader local and national academic community.
• conduct overall project evaluation

UC Berkeley Project Partners in total will contribute $557,447 in cost share to support this landmark initiative in curricular redesign and campus collaboration.

Project Schedule

This is a four year project that begins in January 2004 and continues through December 2007. Each year of the project sustains two overlapping cohorts of Fellows. For example, in Spring and Summer 2004 the Project Partners will plan and facilitate the Institute, as well as consult with 2004 Fellows to finalize and refine their instructional materials. In Fall 2004 and Spring 2005, Project Partners will continue to consult with and support the Fellows as they teach and evaluate their courses. In Spring and Summer 2005, Project Partners will continue to gather summative feedback from courses taught by 2004 Fellows, as well as begin work with the 2005 Fellows. Other activities to take place throughout each year include a series of events for Fellows to share the results of their efforts with each other, and with the broader local and national academic community.

Year One January - May 2004

Based upon evaluation of the 2003 Institute developed and conducted for the pilot project, the Project Partners will review the structure of the Institute, and prepare for the second cohort of Mellon Fellows. We will revise the content of the Institute, select facilitators, publicize the project, and recruit the 2004 Fellows. We will modify the selection criteria for Fellows to align with the tighter focus on large enrollment, large impact, lower-division courses, with emphasis on humanities and social sciences disciplines. Project Partners will use the infrastructure of the Council of Academic Partners (CAP), created as a result of the pilot project, to strengthen the collaboration between units and leverage project work on new campus initiatives. Library Partners will plan specialized workshops and individual consultations for new Fellows. The project evaluation plan will also be detailed during this period.

Year One May – June 2004
The Institute will be conducted, with Project Partners facilitating workshops during the Institute. Fellows will learn about library print and digital collections, as they explore the concept of library as laboratory for the humanities and social sciences. They will restructure existing courses, and/or create new courses, that focus on library collections and information literacy as important components of undergraduate research. During the Institute, Fellows will:

- design syllabi which develop over the course of the semester undergraduate research process and incorporate information literacy learning outcomes
- become aware of the breadth, depth, scope, and dynamic nature of the library and larger information environment
- rethink assignments to incorporate appropriate library resources
- explore the relationship between student information-seeking methods and research information sources
- define the role of Graduate Student Instructors (GSI) in fostering the research skills of undergraduates and the requisite mentoring strategies that faculty need to employ to prepare GSIs for this role
- discuss the possible application of various instructional technologies to meet course objectives
- explore classroom teaching strategies that will promote inquiry-based learning

During this period, Fellows will also meet with their Library Partners to learn about potential collections and resources specific to their courses in order to design assignments that draw on appropriate sources.

Year One June – December 2004

Implementation teams of Project Partners – with expertise in pedagogy, library resources, evaluation, and technology expertise – will follow up with Fellows to revise instructional materials, including syllabi and assignments, and to incorporate research opportunities that take advantage of library collections. Courses scheduled for the fall semester will be implemented and evaluation instruments applied.

The schedule of activities outlined for Year One are repeated for the next two years.

Year Two January – May 2005

Implement and evaluate spring semester courses from the 2004 Fellows. Organize campus events for 2004 Fellows to discuss their experience and the effects. Plan the 2005 Institute.

Year Two May – June 2005

Conduct the 2005 Institute.

Year Two June – December 2005
Implement and evaluate the fall semester courses from the 2005 Fellows.

Year Three January – May 2006

Implement and evaluate spring semester courses from the 2005 Fellows. Organize campus events for 2005 Fellows to discuss their experience and the effects. Plan the 2006 Institute.

Year Three May – June 2006

Conduct the 2006 Institute.

Year Three June – December 2006

Implement and evaluate the fall semester courses from the 2006 Fellows.

Year Four January – July 2007

Implement and evaluate the spring semester courses from the 2006 Fellows. Organize campus events for 2006 Fellows to discuss their experience and the effects.

Year Four July – December 2007

Write the final report. Collaborate to disseminate project results in our respective professional forums. Initiate campus conversations about next steps.

We are requesting funding for four years. The first three years of funding provides a sustained focus on this key initiative in support of the 45 Mellon Fellows at three Institutes (2004, 2005, 2006). In Year Four we will implement the courses from 2006 and conduct a cumulative evaluation. Each cohort of Fellows requires two years of activities: preparing for the upcoming Institute, consulting with the Project Partner teams, teaching the courses, and gathering summative evaluations. For example, a 2004 Mellon Fellow may not teach until Spring 2005, completing the course evaluation in June 2005. Throughout the year, for each year of the grant, events will be sponsored for Fellows to discuss the results of their efforts with each other and with the broader local and national academic community.

Small, restricted stipends of $1,500/Fellow will be awarded to each Fellow for their participation in the Institute, as well as for their contribution of restructured syllabus and assignments. Fellows will also participate in the evaluation 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 an additional $2,000/Fellow to purchase new library resources or digitize existing library collections in support of specific instructional objectives.

**Environment and Challenge**

There are several major, intersecting challenges that this project seeks to address related to the Library, the information environment, the student, the instructor, and the Project Partners. The University of
California, Berkeley serves more than 23,000 undergraduates, 9,000 graduate students, 1,400 full-time faculty, and 7,000 staff as well as others who are part of the campus community. Berkeley offers more than 300 degree programs and receives more than $336 million in research funds.

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 300 electronic databases and 9,000 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 information universe — both within and beyond the library – holds enormous potential for undergraduate learning and personal growth. At the same time, the size and complexity of that universe presents serious challenges. 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 information competencies and skills is often not well integrated into teaching or coursework. A yearly 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.

According to the Pew Internet and American Life Project, The Internet Goes to College: How Students are Living in the Future with Today's Technology, (September 15, 2002 http://www.pewinternet.org/reports/toc.asp?Report=71) 73% of college students say they use the Internet more than they use the library. Unfortunately, through that approach, they are only locating the “public” information available on the Web. As of January 2002, only about 35% of the 8.7 million unique sites on the Web were “public” as compared to 41% in 2000 and 55% in 1998. (Web Characterization. OCLC Online Computer Library Center, Inc. Office of research. http://wcp.oclc.org/ ) Alternatively, the number of “private” Web sites – which require fees, memberships, or authentication, including all of the commercial information services and subscriptions purchased by libraries – is increasing. Although the technology is improving, search engines are incapable of retrieving information made available on the web within databases or within digital library collections.

Without instruction, students are unable to find and use our digital resources through their ingrained research strategies. Furthermore, student behaviors show an overwhelming preference for online information over print and other formats, and studies show that the top three criteria applied by undergraduates when selecting information resources are that its “available, easy to understand, and easy to find.” (Burton, Vicki Tolar and Chadwick, Scott A. Investigating the Practices of Student Researchers: Patterns of Use and Criteria for Use of Internet and Library Resources, Computers and Composition, 17, 309-328, 2000.) Statistics from the Association of Research Libraries shows a steady decline of 10% in the number of materials circulated from libraries over the past 10 years, and a dramatic increase of 55% in library instruction sessions. (http://www.arl.org/stats/arlstat/graphs/2002/2002t1.html) Until library collections are made an integral part of course assignments, students will continue to gravitate toward more “available”
Internet sites that are “easy to find” using Google or a similar Internet search engine. With the Library at Berkeley spending more than $2 million dollars on electronic resources each year, it is crucial that our investments are leveraged to improve student learning.

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.*

Like other public research universities, Berkeley is challenged to provide the best possible learning experience, especially in large enrollment courses that are inevitable in our institutions. Providing opportunities for research-based learning and the development of foundation skills for lower-division students through these courses is a priority articulated in our WASC Educational Effectiveness report. A core set of challenges – the application of technology in the service of pedagogy, the role of graduate student instructors, the structuring of the course to allow for a research component that is scaleable to assess, and the design of assignments that make use of library collections and support information literacy – all intersect in the learning environment of large enrollment courses. This same set of challenges is apparent in other large impact courses, those with smaller class sizes but with multiple sections and instructors.

Meeting these challenges is particularly difficult in a large, decentralized, and competitive academic environment such as Berkeley. Project Partners who are skilled, motivated, and who focus on faculty and instructor development are housed in, and administered through, various units across the campus, each with their own piece of the challenge: information literacy for the Library; teaching skills for graduate student instructors for the GSI Teaching and Resource Center; application of instructional technology and development of online course tools for Educational Technology Services. Yet we all help instructors experiment and improve their teaching, construct syllabi, and design assignments. Our expertise cuts across our apparent administrative responsibilities.

This project focuses on two strategies to strengthen the connections between undergraduate research, information literacy, and the use of library collections as central to the research process, and encourage curricular experimentation and change. The two strategies are to:

1. cultivate a cohort of instructors dedicated to a new way of teaching, who become change agents within their departments and throughout the university
2. support a campus collaboration of academic partners that can be a catalyst for change and provide a supportive infrastructure for faculty and other instructors.
Project Objectives

The overall project goal is to strengthen the connections between undergraduate research, information literacy, and library collections particularly in large enrollment and other large impact courses. A related goal is to create a scaleable and sustainable model for curriculum change for ourselves and for other large research universities.

The project objectives are clustered around the following six general objectives: 1) influence the curriculum; 2) influence instruction; 3) improve student learning; 4) support a community of faculty to serve as change agents for teaching within the academy; 5) develop a community of faculty committed to undergraduate research opportunities that utilize library collections as part of their courses; and 6) strengthen collaboration among campus academic partners committed to teaching and learning at Berkeley.

Objectives:

1. Influence the curriculum
   1.1. Focus on courses that have a high impact on large numbers of undergraduates
   1.2. Focus on courses that provide foundation skills for students for their academic careers
   1.3. Increase undergraduate research opportunities in the curriculum
   1.4. Structure syllabi and assignments in ways that incorporate information competencies, research skills, and use of library collections

2. Influence instruction
   2.1. Encourage experimentation with teaching and learning strategies
   2.2. Support efforts to adapt technology to achieve course objectives
   2.3. Facilitate an understanding of the syllabus as a tool that scaffolds research
   2.4. Encourage analysis of how the research process is mapped onto the course over the semester from the perspectives of both the student and the teacher
   2.5. Support the development of assignments that integrate information literacy learning outcomes
   2.6. Encourage the integration of assessment methods as the course is developed

3. Improve student learning
   3.1. Improve students’ attitudes concerning the research process
   3.2. Increase students’ use of the library (physically and virtually) and library collections (in all formats)
   3.3. Improve students’ ability to locate, evaluate, and select information
   3.4. Improve students’ overall performance

4. Support a community of faculty to serve as change agents for teaching within the academy
   4.1. Provide forums for ongoing communication for Fellows
   4.2. Create infrastructure for Fellows to disseminate the results of their experimentation and the impact it had on student learning
   4.3. Provide opportunities for Fellows to share practices with their colleagues at Berkeley and in their profession in various ways
   4.4. Acknowledge and reward Fellows in ways that are effective and feasible
5. Expand the community of faculty committed to undergraduate research opportunities that use library collections as part of their courses
   5.1. Strengthen relationships between faculty and their Library Partners
   5.2. Improve faculty knowledge of library collections in print and digital formats
   5.3. Raise faculty expectations concerning the role of librarians as partners in assignment design and syllabus development
   5.4. Build new print or digitized collections
   5.5. Integrate digital content available through the library into online courses

6. Strengthen collaboration among campus academic partners committed to teaching and learning at Berkeley.
   6.1. Leverage resources to focus on faculty and instructor development initiatives beyond this project
   6.2. Support increased knowledge, appreciation, and respect for each other’s expertise
   6.3. Use the collaboration to develop initiatives that support related objectives for undergraduate education articulated in the WASC Educational Effectiveness report

**Project Activities**

Activities to meet project objectives include:

1. Develop Fellows to serve as faculty change agents on campus
2. Design and implement Institutes for the Fellows
3. Strengthen the campus collaboration of Project Partners
4. Create Implementation Teams to consult with individual Fellows
5. Develop Library Partners to work with the Fellows
6. Maintain and expand communication infrastructures to support teaching and learning
7. Expand campus expertise in student learning assessment

1. Develop Fellows to serve as faculty change agents on campus

   We aim to create a critical mass of faculty who teach high impact courses and/or are in positions to exert influence on their peers. Funding from the Mellon Foundation will be used to provide incentives for faculty participation and rewards for early adopters. We request funding for three years of Fellows, fifteen Fellows per year. The stipends are in exchange for their commitment to:
   
   - Participate in an intensive Institute
   - Develop or revise a course syllabus that incorporates a research project requiring the use of library resources
   - Explore the potentials of online learning tools to meet course objectives
   - Share instructional materials with faculty colleagues through personal presentations and web sites
   - Meet individually with Implementation teams of academic partners during implementation and evaluation
   - Lead discussions within the academy about their experiences
• Experiment with assessment methodologies for student learning

All teaching faculty on the Berkeley campus will be eligible to apply (including tenure-track faculty, adjuncts, and lecturers). During the planning process we will focus on encouraging participation from faculty who are able to initiate the most significant enhancements to undergraduate education, particularly from those who teach American Cultures courses. One strategy is to use the academic enhancement funds requested for each Fellow as incentives for academic departments and programs to create new or redesign existing American Cultures courses to include undergraduate research and information literacy.

2. Design and implement Institutes for the Fellows

Project Partners modify and restructure the Institute curriculum, content, sequence, and homework based upon evaluation data from the pilot project and the shift in focus to large enrollment and large impact courses, as well as facilitate sessions at the Institute and invite additional facilitators as merited. The Fellows will learn about library print and digital collections as they explore the concept of library as laboratory for the humanities and social sciences. They will restructure existing courses and create new courses that focus on library collections and information literacy as important components of undergraduate research. During the Institute, Fellows will: design syllabi that scaffold research and incorporate information literacy learning outcomes; rethink assignments and activities; draft instructional objectives and consider assessment methods; explore classroom teaching strategies; explore the relationship between student information-seeking methods and research information sources; become aware of the breadth, depth, scope, and dynamic nature of the library and larger information environment; define the role of Graduate Student Instructors (GSI) in fostering the research skills of undergraduates and the requisite mentoring strategies that faculty need to employ to prepare GSIs for this role; and discuss the possible application of various instructional technologies to meet course objectives.

3. Strengthen the campus collaboration of Project Partners

The Council of Academic Partners was officially created and charged as a product of the planning for the Pilot Project for this proposal. (http://education.berkeley.edu/cap/) A subset of that group continues to serve as the Steering Committee for this Mellon project. The planning, visioning, curriculum development, and overall shared focus for this project is strengthening our collaboration for this and other projects (detailed more completely in our Interim Report to Mellon for the Pilot Project). We view a strong collaboration as a crucial component for long term sustainability. The evaluation data from our collaboration survey indicates that we are making good progress, but we need to continue to strengthen the relationships, particularly at various levels within our units.

4. Create Implementation Teams

One important lesson that we learned from the pilot project is that we underestimated the amount of individual assistance and attention needed by Fellows as they implement their new courses
and experiment with new assignments, teaching methods, and technologies. At the same time, it is clear to us that although the academic partners have labels that reflect their place in the organization (e.g., librarian, technologist, pedagogy expert) we all have expertise in assignment design, learning outcomes, assessment of student learning, and online course development. We all also have a unique expertise reflecting our professional focus (library collections and information literacy, professional development of GSIs, instructional technology, pedagogy.) We propose to create a faculty-centered support structure of expertise clustered in a team that can provide post-Institute follow-up to Fellows as they plan to teach the course for the first time.

5. Develop Library Partners to work with the Fellows

As part of the Pilot Project, we developed Library Partner teams to support each Fellow. Each team was composed of an instruction librarian and all subject specialty librarians who could inform the syllabus and assignments of the course. The team model was inclusive but also was unwieldy. We will instead pair a single librarian with each Fellow as part of the Implementation Teams and ask those librarians to participate in a series of workshops and professional development events to ensure they are prepared to support the Fellows after the Institute. Ideally, we would select a new cohort of librarians each year so we would be enriching the skills within the Library as we are with the Fellows.

6. Maintain and expand communication infrastructures

The Pilot Project showed that the first cohort of Fellows appreciate the learning community they have created and that they want to continue to learn about and support each other. They have self-initiated monthly lunch meetings, and we have created a listserv for them to talk to each other and with Project Partners. They are generating ideas for sharing their experiences and making recommendations for events and forums that the academic partners can create to cultivate conversations within the academy. They are submitting their syllabi, assignments, and course surveys for us to post on a website. They are planning individual events to showcase students’ work. The project is providing the infrastructure for all of these activities to support Fellows’ role as change agents.

7. Expand campus expertise student learning assessment

Another lesson learned from the Pilot Project is that we need to separate program evaluation from course evaluation and assessment of student learning. Fellows require individual consultation to help with course evaluation and we need to develop on-campus expertise to be part of the Implementation Teams. This proposal includes a funding request to develop a person in one of our units. We expect that the selected individual will gradually make assessment of student learning part of his/her assignment and we will be working towards long-term sustainability.

Project Evaluation

Overall program evaluation is an important part of our Pilot Project. Mellon funding allowed us to hire a part-time evaluation expert to work with us to develop an evaluation plan. 
The intensive work that we did to develop the evaluation questions, indicators of success, and evaluation tools helped us to focus the objectives for this proposal. We are using the pilot project to test various tools (surveys and instruments) for this proposal and for continuous improvement. We will use what worked and revise or discard what did not. This proposal includes a request for funding to continue to work with an evaluation expert.

Planning for Sustainability

Berkeley envisions that the program piloted with funds from the previous grant and proposed for the next three years will continue in a slightly revised format after Mellon support is over in 2007. We plan to continue to sponsor up to fifteen Fellows per year who will commit to attending a two week Institute on Undergraduate Research. The Institute will be hosted and facilitated by the Library and sponsored by the Council of Academic Partners with campus partners participating as workshop facilitators. We will offer one-on-one consultation services with the Implementation Teams as their new courses are developed and implemented, including assistance from an assessment person. The campus will pay for facilities, food, publicity, and materials both for the Institute and for events that we sponsor throughout the year to encourage them sharing their results about student learning. The difference between this and the program sponsored during the grant is that we won't offer stipends to the individuals or to the departments. We expect to make the event so useful and prestigious and supported by departments that faculty will want to come. The annual Institute will be evaluated each year to determine if it is meeting program objectives or if the approach should be altered as the program matures.

Other benefits and features of the project will be incorporated and sustained in ongoing university operational programs as follows.

First, with the support of senior administrators, the project will especially target instructors who will be designing and teaching courses that meet the campus’s American Cultures (AC) requirement. The AC requirement is the only campus-wide course requirement at Berkeley. As a result, AC courses are in high demand, however, they are frequently in short supply because no single central campus authority is responsible for offering such courses. In 2002-03, the campus offered 113 AC courses enrolling 9,668 students; about forty of these courses were large enrollment courses with 140 or more students. However, recent data shows that an increasing number of AC courses have "excess demand" and are turning students away. The campus needs to find a way to encourage departments to institutionalize such courses in their curricula in order to ensure that adequate seats are available for all students to take the course in a timely fashion. We hope to leverage the Mellon grant and the incentives it provides to departments and faculty to produce by the end of the project period a sustainable set of courses that will be offered regularly by departments to fulfill this campus-wide requirement. The focus on AC courses is further justified because instructional improvements to AC courses, such as adding an undergraduate research component, have the potential to reach all of our undergraduates. Given the absence of a single core lower division curriculum for all of our students, AC courses offer one of the only consistent vehicles for ensuring that all Berkeley graduates have been exposed to basic information literacy competencies and to track student learning outcomes for information literacy. We expect that these benefits will be permanently institutionalized beyond the end of
the project period, even if the Mellon Faculty Institute does not continue in its current form, and will continue to have a significant impact on the undergraduate curriculum for the foreseeable future.

Second, as a result of the Mellon pilot project, we have already established a Council of Academic Partners, a planning and advisory group to the Vice Provost for Undergraduate Education that collaborates on issues of instructional support for the entire campus. We expect the current project to strengthen further this collaboration and to continue to establish an infrastructure for future faculty development efforts. At the conclusion of the grant period, we expect that the relationships established during the course of this grant will continue and be sustained. We further expect that the Mellon Faculty Institute will have raised the profile for academic support services on campus and created a cohort of faculty who will promote the importance of library collections, undergraduate research, and information literacy to their colleagues. Individual units will absorb some of the staff costs associated with continuing to provide services within a collaborative framework. For example, the Library will use grant funds to hire a part time instruction librarian skilled in the assessment of student learning who will help develop permanent in-house expertise that becomes part of the job assignment of at least one permanent staff member. As the State budget climate improves, we expect funding for implementation teams to target other priority courses (e.g. gateway courses that are pre-requisites for more than one major) will materialize, enabling us to extend the model into a new area of the curriculum.

Finally, the proposal includes a funding request for a half time project manager and a part time assessment librarian, two expenses we won't need after the project ends. The assessment responsibilities will become part of the job assignment of a librarian on staff who will be developed over this period, and the responsibilities of the project manager will be incorporated into the job assignment of one of the librarians in the Teaching Library. Over the course of this project, the Library will have developed up to 45 librarians who will be able to work with other faculty within their departments on restructuring syllabi and developing assignments that incorporate undergraduate research and information literacy.
Appendix I  Description of Mellon Campus Partners

Principal Investigators

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 University Library, the Division of Undergraduate Education (VP-UE), and the Undergraduate Division, College of Letters and Sciences, as follows:

- Thomas Leonard, University Librarian, Principal Investigator
- Christina Maslach, Vice Provost for Undergraduate Education and Professor of Psychology, Co-Principal Investigator
- Robert Holub, Dean of the Undergraduate Division and Professor of German, College of Letters and Science, Co-Principal Investigator

Planning Committee

The success of this initiative and its long-term sustainability require a successful collaboration among academic support units on campus. Academic Partners involved in this Project are the Library, the Office of Educational Development (OED) Educational Technology Services (ETS), and the Graduate Student Instructor (GSI) Teaching and Resource Center, which together form the Project’s Planning Committee. Although these support units report to different senior administrators at the University, they all focus on teaching and learning. 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 (CAP) with an agenda that started but has already exceeded the boundaries of this project. CAP has expanded to include representation from programs that are not directly involved in this Project (e.g., the campus e-Berkeley Initiative, the Center for the Teaching and Study of American Cultures).

The Planning Committee includes the Directors listed above and other professional staff from each of the partner units, including

- Patricia Iannuzzi, Associate University Librarian (chair)
- Barbara Gross Davis, Assistant Vice Provost, Undergraduate Education
- Linda Von Hoene, Director, Graduate Student Instructor Teaching and Resource Center
- Cynthia Schrager, Principal Analyst to the Vice Provost, Undergraduate Education
- Victor Edmonds, Director, Educational Technology Services
- Steve Tollefson, Director, Office of Educational Development
- Elizabeth Dupuis, Head, Instructional Services, Library
- Pat Maughan, Library (Project Manager)

Additional staff members from these units will also be involved in planning, designing, and facilitating workshops and instructional materials, and working with individual Fellows on Implementation Teams.
Area Descriptions

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

Created in January 2001, the Division of Undergraduate Education, led by Vice Provost Christina Maslach (VP-UE), 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; and provide oversight for multi-college and campus-wide programs. Vice Provost Maslach is a Professor of Psychology at Berkeley and leads the current campus WASC accreditation process.

Directors from three areas of the office of the VP-UE are involved in the planning and assessment process and serve on the grant Planning Committee. They are: Barbara Gross Davis, Assistant Vice Provost for Undergraduate Education, who oversees the Office of Educational Development (OED); Steve Tollefson, OED’s Faculty Development Coordinator; 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 the Office of Educational Development and Educational Technology Services and details of their contributions to the project are identified in the budget narrative of this proposal.

The Undergraduate Division is one of five divisions of the College of Letters and Science which enrolls approximately 18,000 liberal arts students, about 78% of Berkeley's undergraduate student body. The Division includes Undergraduate Advising, Undergraduate & Interdisciplinary Studies, and Undergraduate Policy & Analysis as well as the Office of Undergraduate Research. Dean of the Undergraduate Division is Robert Holub, Professor of German. The Office of Undergraduate Research is part of the Undergraduate Division in the College of Letters and Sciences. 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 at Berkeley, led by University Librarian and Journalism Professor Thomas Leonard, 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 300 electronic databases, 9,000 e-journals and a steadily growing digital library of specialized collections, it is not surprising 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 expert in library instruction and information literacy. Recent hires in the past two years include three librarians with extensive instruction experience, including a Head of Instructional Services. The Library’s instruction expertise is complemented by the expertise of its subject, language, and format specialists. More than 90 selectors are responsible for building the Berkeley Library collections. A Library Partner will be included on Implementation Teams for each Fellow to participate on the course, syllabi, and assignment revisions.

The **Office of Educational Development** (OED) is the primary campus point of contact for faculty development. Through individual consultation and videotaping, workshops, an electronic listserv (teach-net), publications, grant programs, and coordination of campuswide teaching awards (which are granted by the Academic Senate Committee on Teaching), OED seeks to maintain the high level of teaching excellence at Berkeley and to raise campus and community awareness of that excellence. In this Project, the campus Faculty Development Coordinator, in charge of the Office of Educational Development, will play a major role in planning and facilitating the Mellon Institute. During the pilot program, he and Elizabeth Dupuis, Head of Instructional Services in the Library, provided the daily continuity, updates, and coordination of activities, serving as ad hoc coordinators. For the Project, they will be the designated coordinators responsible for the daily operation of the Institute.

**Educational Technology Services** is the central campus unit supporting course web sites, classroom technology and video services. ETS will design and present a workshop for the Institute in support of the goals of this grant. ETS instructional design experts will also work on the Implementation Teams and one-on-one with Fellows on the pedagogical and logistical implications of using the web and learning management systems for teaching. ETS will provide instruction and support in the use of other technologies (e.g.webcasting) as appropriate for the instructional objectives of the course.

The **GSI Teaching and Resource Center** is an academic unit in the Graduate Division that prepares graduate students for the teaching they will do at Berkeley and in future careers. Programs include orientation conferences, noon-hour workshops, an annual seminar for faculty on teaching with GSIs in large-enrollment courses, 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 materials for GSIs on how to create syllabi and course assignments for a research-centered course and how to guide and assess undergraduate research. Linda von Hoene is Director of the GSI Teaching and Resource Center and will serve on the Planning Committee.
Appendix II  
Alignment with Campus Accreditation Process

The campus is currently undergoing accreditation by the Western Association of Schools and Colleges (WASC), as it does every ten years. In conjunction with the WASC accreditation process, a campus Steering Committee and several working groups, composed of faculty, students, and staff, identified key areas of priority and completed a series of intensive self-study investigations related to undergraduate education that were included in our Educational Effectiveness Report. These priority areas were: 1) Preparing Students for Successful Capstone Experiences; 2) Re-inventing Large Enrollment Courses; 3) Enhancing the Culture of Teaching; and 4) Improving Academic Program Review. For each of these areas, the working groups identified specific goals and objectives the campus would like to achieve; several case examples that demonstrate educational effectiveness as well as areas of challenge; and a set of recommendations that together form a blueprint for improving teaching and learning on the campus. The full report is available at http://education.berkeley.edu/accreditation.

The goals and objectives of this project proposal are carefully aligned with the priorities and recommendations that emerged from the accreditation self-study process. We plan to refine the selection criteria for the Mellon Institute to promote a tighter focus on large enrollment courses, identified as a critical priority area, as well as on other large impact, lower division courses in which students in the humanities and social sciences acquire critical foundational skills and competencies in information literacy and research that help prepare them for successful capstone experiences. The project will enhance the campus culture of teaching and create a model for how academic support units can collaborate within a decentralized environment to promote more effective teaching and learning. One very important outgrowth of the Mellon pilot grant has been the establishment of The Council of Academic Partners (CAP), an advisory group to the Vice Provost for Undergraduate Education. The Educational Effectiveness Report also identified this group as having a key role in implementing those recommendations related to optimizing our teaching resources and supporting teaching excellence, and we expect that the Mellon project will further many of the objectives identified in that report.

The Vice Provost for Undergraduate Education, also a co-Principal Investigator of this project, oversaw the accreditation effort and will have a central role in implementation of the recommendations that were developed in the four areas of priority. The VP-UE’s Principal Analyst served as project manager for the WASC accreditation and also sits on the Mellon Planning Committee, ensuring continued alignment as we move into the implementation phase following our expected accreditation in February 2004.
Appendix III  Budget Narrative and Justification

The project spans four years from January 2004 through December 2007. An Institute is planned for each summer, and Fellows will implement curriculum changes in the fall and spring semesters of the academic years. Assessment of the impact of those changes will occur the year following the semester they taught the course. Fellows will share their experiences throughout their year as a Mellon Fellow. Planning for the following year will overlap with evaluation from the previous year.

**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 Professor of Psychology, 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. She oversees the Division of Undergraduate Education, which provides campus-wide leadership for undergraduate education and administers faculty and student programs that support and assess excellence in teaching and learning. The Division includes the Office of Educational Development and Educational Technology Services, among other units.

Co -Principal Investigator

*Robert Holub, Dean of Undergraduate Division, College of Letters and Sciences (1%, cost share)*

Robert Holub, a professor of German, is the academic administrator for the largest unit at UC Berkeley. Dean Holub 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 Library

Patricia Iannuzzi, Library (Planning Committee, 25% cost share)
Patricia Iannuzzi is Associate University Librarian and Director of Doe and Moffitt (main and undergraduate) libraries at the University of California, Berkeley. She is also the Acting Director of Collections for the UC Berkeley University Library and 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 one of the Educational Effectiveness Working Group for the campus accreditation process. Patricia is active in the Reinvention Center which organizes regional meetings of higher education administrators from research universities. The Reinvention Center is committed to helping research universities reinvent undergraduate education as described in the Boyer Commission Report, Reinventing Undergraduate Education in a Research University. http://www.sunysb.edu/Reinventioncenter/index.html
Patricia 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 is the lead author on the grant proposal and is the contact for the Mellon Foundation. She will chair the Planning Committee and oversee all aspects project implementation.

Elizabeth Dupuis, Library (Planning Committee, 25% cost share)
Elizabeth Dupuis is the Head of Instructional Services, which includes the Teaching Library and oversight for both undergraduate and graduate instruction. She is nationally recognized for her work in information literacy, especially for her work on developing the online tutorial, TILT, designed to teach undergraduates fundamental research and information literacy skills. Elizabeth will serve on the Planning Committee. She will also participate in the development of the curriculum for the Institute, and design and lead sessions on library resources and services, research methodologies, and assignment development for the Fellows. As the coordinator of the Library Partners, Elizabeth will oversee the instructional development of, and consulting offered by, library staff.

Pat Davitt Maughan, Library (Project Manager, 50% request)
Pat Maughan is the User Research Librarian in the Teaching Library. Pat is an expert in survey design, focus groups, usability testing, SERVQUAL methods, and assessment of student learning. Pat’s research in the area of student information literacy competencies includes a longitudinal study of UC Berkeley graduating seniors’ library research skills including their self-perception of these skills. Her research on this topic has been published and cited in the professional literature. Pat will continue to serve as Project Manager during year two of the pilot project and for this next project. She will continue activities that were part of the pilot project: develop a work plan, detailed time line, and infrastructure for the Institute; form working groups as needed, manage the Institute publicity and application process, correspond with applicants and selected participants, Institute facilitators, and speakers and manage all details associated with hosting the Institute including: arranging for Institute facilities and equipment, catering,
Program, course materials, managing several listservs, all budget expenditures, and initial web sites for both the Project and the Institute. Pat will design and lead several of the Institute’s Library sessions and participate in the Assessment Working Group which developed an assessment plan and instruments for both the project and the Institute. Post-Institute, she works closely with the Fellows and manages all necessary post-Institute follow-up between the Fellows and the Mellon Partners. She is building an academic support infrastructure to encourage continued experimentation including a monthly collaboration event for the Fellows, Institute Facilitators, and invited guests (as timely and appropriate). She is systematically collecting and making available all of the Fellows’ revised course syllabi, assignments and other learning materials. In year two, she will continue with most of these responsibilities as needed and will direct the work of the Student Assistant hired to maintain the Project and Institute websites.

Division of 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, including the implementation of the recommendations from the campus accreditation Educational Effectiveness Report. Cynthia will serve as Vice-Provost Maslach’s representative on the Planning Committee.

*Barbara Gross Davis (Planning Committee, 5% cost share)*
Barbara Gross 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.

*Elise Woods (5 % cost share)*
Elise Woods is Business Services Director in . She is responsible for transferring funds, monitoring expenditures, and reconciling financial reports.

*Meilin Huang (10% cost share)*
Meilin Huang is Library Accountant in the Business Services Office of the Library. She is responsible for preparing spreadsheets,

*Office of Education Development (OED)*

*Steve Tollefson  OED (Planning Committee, 20% request)*
Steve Tollefson is the Campus Faculty Development Coordinator. He has taught in the College Writing Programs at Berkeley for thirty years and is himself a recipient of the Campus Distinguished Teaching Award--one of the programs that he now coordinates. In his 19 years in the Office of Educational Development, he has conducted workshops on all aspects of teaching, to campus faculty and graduate student instructors, and to faculty at other colleges and
universities on the West Coast. In addition, he has maintained a continual presence among staff as a leader of writing workshops in various campus venues. He developed and organizes the Berkeley Writers at Work series through the College Writing Programs, and is the co-developer and producer of the unofficial Berkeley Summer Reading List for Freshmen. He is the author of four books about writing and numerous articles and short stories. He will continue to serve on the Planning Committee, and will serve as Co-Coordinator of the Institute. In addition, he will conduct follow-up consultations with Institute Fellows.

**Educational Technology Services (ETS)**

_Victor Edmonds, 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 Institute.

_Mara Hancock, ETS  (Planning Committee, 2% cost share)_

Mara is the manager of web services planning. She will participate as a presenter at the Institute and will oversee follow-up consultations with Fellows interested in creating or enriching course web sites.

_Judith Stern, ETS (6% cost share)_

Judith Stern is head of training for ETS. She will create and offer the instructional technology workshop components.

**Office of Undergraduate Research (OUR)**

_Terry Strathman, OUR  (1% cost share)_

Terry Strathman is Program Director of the Office of Undergraduate Research. She will facilitate a workshop on undergraduate research as part of the Institute. She will also provide consultation about mentoring undergraduate research for Fellows interested in one-on-one undergraduate research apprentice programs.

**Graduate Student Instructor (GSI) Teaching & Resource Center**

_Linda von Hoene, (Planning Committee, 8% cost share)_

Linda von Hoene, Director of the GSI Teaching and Resource Center, has worked in the field of TA development at UC Berkeley since 1992 and currently chairs the TA Development Committee of the Professional and Organizational Development Network in Higher Education. She holds a Ph.D. in German from UC Berkeley and 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. She will play a key role in the construction of new Institute workshops to address the specific needs of GSIs and faculty mentors of GSIs in large-enrollment courses that integrate research. She will also ensure
that all aspects of the Institute pertaining to GSIs will be aligned with other programs, initiatives, and policies that guide the professional development of GSIs on the Berkeley campus. She will also oversee the development of materials for GSIs on how to create syllabi and course assignments for a research-centered course and how to guide and assess undergraduate research and learning outcomes.

Maggie Sokolik, (5% cost share)
Maggie Sokolik is Assistant Director for Language Proficiency and Instructional Technology in the GSI Teaching and Resource Center. She has worked with instructional technology for many years, creating pilot online courses for both private industry and the University of California, beginning in the mid-1990s. She worked as a consultant to WebCT, a large learning management system, and has written a student guide to WebCT, published by Pearson Education in 2003. She has published several articles on instructional technology, and speaks both nationally and internationally about issues of pedagogy and technology, especially student and instructor perception of the value of technology in the classroom. She holds a Ph.D. from UCLA in Applied Linguistics. Maggie will collaborate with ETS in developing Institute workshops on instructional technology and will be the point person to work with GSIs in these large enrollment courses to ensure that instructional technology is aligned with the learning goals of the course and of the specific research assignments.

**SALARY AND WAGES (TEMPORARY STAFF)**

**Evaluation Consultant, OED**  
($9,975/year for four years, request for $39,900 total)
Contract work to hire an external program evaluator as consultant at $35/hour for 285 hours per year to help develop the program evaluation plan and instruments and to compile data from the instruments. The hourly wage and number of hours was informed by experience from the pilot project.

**Librarian, (.25 fte - $20,604/year for three years, .13 fte, $10,304 for year four)**
A temporary librarian with instruction and assessment expertise will be hired and .25 will be dedicated to the project. This librarian will be responsible for developing the student assessment component of the workshop and for participating on the Implementation teams as the assessment consultant. We plan to integrate these responsibilities into the job assignment of a permanent staff member by the end of the grant period.

**Project Assistance, OED**  
(.5 fte - $15,000/year for three years, request for $45,000, cost share of $8,000 for year four)
Project Assistance funds will be used to hire temporary student help to assist the Campus Faculty Development Coordinator who will be co-facilitating the Institute and to cover the costs of developing pedagogical materials for the Fellows. These costs are salary and do not support tuition.

**Web/Clerical Assistants, Library - Web/project administrative support,**  
(.5 fte total - .25 fte - $6000/yr for four years, request for $24,000 total, .25 fte - $6,000/year for four years, cost share of $24,000 total)
The Project Manager will hire and direct temporary student help to maintain the web site for the project. The web site serves as a project information and management tool, as well as a publicity and communication vehicle. It hosts the information for the Institute, and serves as the repository for materials developed throughout the project. Student help will also be used for clerical support for the Project Manager to compile and copy instructional materials, do mailings, help with events

*Graduate Student Research Assistant, GSI Teaching and Resource Center*

(.5 fte – $19,000/yr for three years, request for $57,000 total, cost share for year four, $10,000 total)

Drawing on the work it has done for over ten years with faculty who teach with GSIs in large-enrollment courses, the GSI Teaching and Resource Center will develop workshops to assist Fellows in rethinking their approach to working with GSIs in the framework of a course that now integrates research. The center will also contribute to the follow up implementation teams. The GSI Teaching and Resource Center will hire one senior graduate student with extensive experience in working with undergraduates on research.

These costs are for salary and do not include tuition. This GSR will participate in preparing workshops and materials and for one-on-one consultations with GSIs.

*Educational Technology Services ($1,000/ Fellow or $15,000/ year for 3 years, request for $45,000)*

Each Fellow will have access to up to $1,000 of customized educational technology services, such as web-casting, as appropriate for the instructional objectives of the course

**STIPENDS**

*Instructor Stipends (43% request, 57% cost share $3,500/Fellow for three years with $2,000/Fellow as a cost share from the Library and $1,500/Fellow, request total $67,500 and cost share total $90,000)*

Small, restricted stipends of $1,500/Fellow will be awarded to each Fellow for their participation in the Institute, as well as for their contribution of restructured syllabus and assignments. Fellows will also participate in the evaluation 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 an additional $2,000/Fellow for materials and/or digitization to match the stipends from the grant.

*Academic Enrichment Support for Academic Departments ($3,500/Fellow for year one, $2,500/Fellow for year two, $1,500/Fellow for year three, total request over three years is $112,500)*

The Mellon Planning Committee will administer the academic enrichment funds received per Fellow to support the academic departments committed to supporting their faculty and creating or restructuring their American Cultures courses. Funds must be used by the department to support the course. Since many of these courses are large enrollment courses that require major rethinking to integrate research-based learning and information literacy, the funds can be used to
hire an extra GSI (TA for the course) or reader for exams, or other purposes that support the re-
visioning of the course. The amount available is reduced each year with the expectation that the
program will gain momentum and prestige over time and we will need fewer incentives for
departments.

INSTITUTE AND CAMPUS EVENTS

Facility/Food/Printing/Materials ($11,000 for year one, $10,000 for year two, $9,000 for year
three for a total request $30,000, cost share year four of $5,000)
Funding to pay for the facility and food for 25 people/year participating in Institutes. This
includes the 15 Fellows as well as workshop facilitators and guest presenters. Funding also for
printing of Institute brochures, workshop binders and instructional materials. Funding also to pay
for meetings of Fellows; symposia, brown bags, and other forums for campus scheduled
throughout the year.