

Models of Academic Support
Library/Faculty Fellows for Undergraduate Research
University of California, Berkeley

2004 Interim Report

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Submitted by

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

The Library/Faculty Fellowship for Undergraduate Research at the University of California, Berkeley aims to encourage faculty collaboration with the Library and other campus partners to strengthen relationships between undergraduate research, information literacy, and library collections, most especially in high impact courses, and to create a scalable and sustainable model for curriculum change.

Project objectives include:

- **strengthening a community of faculty** dedicated to providing undergraduate research opportunities which require the use of library collections and services;
- supporting this group of faculty to serve as **change agents** on the campus and beyond;
- **strengthening collaboration** among the campus academic partners (The Library, Office of Educational Development, Division of Undergraduate Education, Graduate Student Instructors Teaching and Resource Center, and Educational Technology Services) in support of instructors;
- **influencing instruction** and the development of high impact campus courses and curricula.

Strengthening a community of faculty dedicated to a new way of teaching

To this end, in 2004 ...

- We welcomed fourteen new Mellon Fellows to the Program and Institute, offering them three weeks of intensive training. The 2004 Fellows were unanimous in ranking the Institute sessions valuable. Further, the Fellows reported being either very satisfied or extremely satisfied with 22 of the 25 Institute sessions. (library.berkeley.edu/MellonInstitute/fellows_survey_2004_post_institute_results_summary.doc)
- In order to build a faculty-centered support structure of expertise, we created Implementation Teams (I-teams) and assigned them to work post-Institute with each Fellow or pair of Fellows in redesigning their courses and research assignments. The implementation teams were made up of representatives from the Library, GSI Teaching and Resource Center, Student Learning Center, and Educational Technology Services. I-teams were responsible for assisting the fellows in implementing the changes they developed in their courses and assignments during the Institute. An Assessment Consultant was assigned to the I-teams for three of the 2004-2005 courses to work on developing methods and tools that might have future application in other courses.
- The Mellon web site (<http://library.berkeley.edu/MellonInstitute/syllabi.html>) has begun to serve as the infrastructure for Fellows to disseminate the results of their experimentation and share practices with their colleagues. The site now includes examples of nearly all of the Fellows' redesigned syllabi and assignments.
- Through the efforts of the campus' Council on Academic Partners, the work of the Mellon Project is being shared more widely on campus through an upcoming eBerkeley symposium entitled, "Teaching and Learning in the Information Age." Topics to be addressed include addressing challenges and improving student learning through resource-based learning;

developing critical thinking in students by incorporating the use of library and information resources into assignments; methods of teaching students how to find, evaluate, and use information effectively; and partnering with academic support units to incrementally develop student research skills within the curriculum. We expect to reach 100-120 faculty, instructors, and campus staff through the symposium that is scheduled for April 12, 2005.

Supporting faculty to serve as change agents within the Academy

To this end, in 2004 ...

- 2003 Mellon Fellow Ruth Tringham delivered a presentation entitled "Cultivating Thinking, Challenging Authority" at the Annual Meeting of the Society of American Archaeology in April 2004.
- Vice Provost for Undergraduate Education Christina Maslach and Project Director Patricia Iannuzzi delivered a presentation entitled "Rethinking the Undergraduate Curriculum: It Takes a Village" at the 144th Annual Meeting of the Association of Research Libraries in May 2004. (<http://www.arl.org/arl/proceedings/144/index.html>)
- 2004 Mellon Fellow Michelle Douskey delivered a presentation entitled "Library based research projects for general Chemistry" at the Western Regional Meeting of the American Chemical Society in October 2004.
- A Mellon Library/Faculty Fellows fact sheet was produced and widely distributed at campus meetings of academic administrators, consultations with Deans and Department Heads, and professional presentations. (http://library.berkeley.edu/MellonInstitute/mellon_facts.pdf)
- A new Mellon video was produced for use at various presentation venues. The new video, entitled, "Bears in the Library: Cal students talk about research," focuses on the individual experiences of students engaged in research on the Berkeley campus. It highlights not only the limited skills that the typical undergraduate possesses with respect to library research, but also showcases the positive outcomes that can happen when the development of these skills is written into a course's design. (teles.berkeley.edu:8080/ramgen/2002/special_events/lib/mellonresearch.rm)
- A series of video clips were produced and mounted on the Mellon web site for potential use in presentations relating to the project. Both the Vice Chancellor for Undergraduate Education and one of the Mellon Fellows have already used a selection of these clips in formal presentations relating to the use of library collections and services in undergraduate research and the impact these activities can have on the development of students as independent researchers and critical thinkers. The clips document interviews with both Fellows and students. They were originally produced in conjunction with the evaluation of the Pilot Project. They are now being re-purposed to support faculty as change agents within the Academy. (http://library.berkeley.edu/MellonInstitute/video_gallery.htm)
- A semi-annual program of Mellon Salons was introduced in the Fall. Their purpose is to allow Fellows to reconnect with members of their cohort; to join the first and second year cohorts in sharing their respective experiences, best practices and strategies for advancing research opportunities in undergraduate education; and continue to strengthen the personal and professional connections among Mellon community members. The topic of the first Salon –

research assignment design -- was chosen by the Fellows. The Salon was held on December 8, 2004.

Strengthening collaboration among campus partners

To this end, in 2004 ...

- Through the creation of Implementation Teams described earlier in this report, the circle of collaboration among the Project Partners has been widened to include not only the director level of the Project Partners, but their line staff as well. As a result, staff at many levels of the Project Partners' units are working to forward the aims of the Fellowship and to meet project objectives. The Partners are also benefiting from this free exchange of expertise across unit lines.
- A series of pre-Institute training sessions was held for the 2004-2005 Library Partners.
- To further facilitate collaboration across unit lines and in support of the Fellows, a course web site was created using Blackboard course management software to foster ongoing communication among the I-teams and to provide them with all of the needed information to succeed in their new roles and responsibilities.

Influencing instruction and course development

To this end, in 2004 ...

- We redrafted the Mellon Fellowship Announcement and Application to align with a tighter focus on large enrollment, large impact, lower-division and American Cultures (AC) courses (library.berkeley.edu/MellonInstitute/application_2004_final.doc)
- The Vice Provost for Undergraduate Education and the Mellon Project Director met with Deans and Department Chairs, encouraging them to identify faculty and instructors who teach targetted courses and urge them to apply for the Fellowship.
- All but one of the 2004-2005 Mellon Fellows taught large enrollment courses, ranging in size from 100 to 1,200 students.
- Special efforts were made to reach out to faculty teaching American Cultures (AC) courses or courses that (with some redesign) would likely become candidates for American Cultures designation. AC courses, the only campus wide requirement for graduation, offer the only means for ensuring that all Berkeley graduates are exposed to basic information literacy competencies. By singling out AC courses, we intend to build a sustainable set of courses that are regularly offered by departments to fulfill this curriculum requirement. Eight of the twelve Mellon courses in 2004-2005 were American Cultures courses.
- We implemented a new funding structure that provided incentive funds to Departments that submitted proposals which resulted either in a sustainable set of Mellon courses or a scalable set of Mellon course materials and products that can be more widely applied within the department or within the program.

Program management

- We developed a program evaluation matrix outlining and scheduling the next steps in continuing our ongoing program evaluation.
- We identified a librarian on staff to serve as the assessment consultant to selected I-teams in the assessment of student learning. During the Pilot Project, we learned that we needed to separate program evaluation from the assessment of student learning. Mellon Fellows require individual consultation to help with course evaluation and assessment of learning. In the absence of a campus unit responsible for these areas, we chose to develop a individual from one of the Project Partner units. Assessment of student learning has become part of this librarian's assignment in an effort to work towards long-term sustainability of this important role. She has been working with three 2004-2005 Mellon courses to develop assessment methods and instruments that can be applied more widely beyond those individual courses.