

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

2005 Interim Report

31 January 2006

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The Mellon Library/Faculty Fellowship for Undergraduate Research at the University of California, Berkeley encourages faculty collaboration with the Library and other campus partners to strengthen relationships between undergraduate research, information literacy, and library collections, and aims 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 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, American Cultures, and Educational Technology Services) in support of instructors;
- influencing instruction and the development of large enrollment/high impact campus courses and curricula.

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

To this end, in 2005 ...

- We welcomed nine 2005-2006 Mellon Faculty Fellows to the Mellon Project and the Institute, broadening the project's reach to include the first faculty representatives from the departments of Near Eastern Studies and Architecture, and developing "mini-cohorts" of Faculty Fellows within the History, Political Science, Environmental Studies and Sociology Departments. This year's Faculty Fellows unanimously ranked all of the Institute sessions as valuable and reported being either "extremely satisfied" or "very satisfied" with 13 of the 21 Institute sessions; the remaining sessions received a median rating of "satisfactory."
- Starting in the 2004-2005 cycle and continuing in 2005-2006, three Faculty Fellows were selected each year for a year-long focus on assessment of student learning. With the support of the Assessment Consultant employed in the Library, these faculty committed to integrating authentic assessment strategies into their assignments, providing data on student learning outcomes related to library research, and administering questionnaires about undergraduate research in their courses. A number of assessment approaches were undertaken including end-of-semester questionnaires completed by both undergraduates and Graduate Student Instructors, grade norming sessions for research assignments, focus groups, rubrics for evaluating student research projects, and peer evaluation activities. The goal of experimenting with so many approaches was to identify commonalities among classes and develop successful approaches which could be applied to multiple classes in the future.
- The semi-annual program of Mellon Salons, introduced in fall 2004, allows Faculty Fellows to reconnect with members of their cohort; to convene first, second, and third year cohorts to share their experiences, best practices and strategies for advancing research opportunities in undergraduate education; and to continue to

strengthen both personal and professional connections among Mellon community members. The spring 2005 Mellon Salon, held on May 4, began with the orientation for incoming 2005-2006 Faculty Fellows, and continued with a "Conversation with Mellon Faculty Fellow Elizabeth Honing," featuring a discussion of revisions made to her Mellon course History of Art 190D: Elizabethan Renaissance - Art, Culture, and Visuality. The fall 2005 Mellon Salon, held on November 10, was facilitated by Mellon Faculty Fellows Brian Powers and Mary Kelsey from the Sociology Department. Dr. Powers and Dr. Kelsey presented the changes they had introduced into Sociology 3 as a result of their Mellon experience. Building on themes in the presentation, attendees participated in small group discussions about approaches for engaging student commitment to learning goals for a class, helping students understand the relevance and importance of independent research, and introducing collaboration and teamwork into the undergraduate research experience.

- The work of the Faculty Fellows was shared more widely on the campus by means of the April 12, 2005 e-Berkeley Symposium entitled, "Teaching and Learning in the Information Age." The symposium was designed to serve as a forum for faculty to share their teaching experiences and widen the impact of instructional innovations on the campus. The Symposium included breakout discussion groups devoted to research-based learning that requires the use of library collections and specific approaches to integrating research skills into the undergraduate learning experience, and explored how instructional innovations can be achieved through the collaboration of faculty and other campus academic and instructional support services. The work of the Mellon Faculty Fellows was showcased in a manner that allowed other faculty to follow their models.

## Supporting faculty to serve as change agents within the academy

To this end, in 2005 ...

- Mellon Library Partners Mary Ann Mahoney and Sarah McDaniel delivered a presentation entitled "Scaling Up: Planning and Implementing a Research Assignment in a Large-Enrollment Undergraduate Course" at the 2005 LOEX Conference held in Louisville, KY, in May 2005. The presentation included a discussion of possibilities for faculty and campus partners to collaborate in leveraging resources to integrate information literacy competencies into undergraduate courses, as well as strategies for planning, implementing, and sustaining research assignments in large-enrollment courses.
- Project Manager Patricia Davitt Maughan delivered a presentation entitled "Learning on Fire: Enriching Student Learning by developing Research Skills" at the International Ticer School 2005, Digital Libraries a la Carte: Choices for the Future, held in Tilburg, Netherlands in August 2005. The presentation brought Berkeley's Mellon Project to the attention of an international audience.
- In Fall 2005, the Vice Provost for Undergraduate Education (VPUE), Christina Maslach; Special Assistant to the VPUE, Cynthia Schrager; and the Project Director Elizabeth Dupuis submitted a proposal for a book chapter about the Mellon Project to be included in a publication co-edited by a librarian and faculty

member at the State University of New York. The book's focus is to be on information literacy collaborations; Berkeley's proposal was one of 15 accepted from 60 submissions.

- In Fall 2005, VPUE Christina Maslach was invited by the Executive Director of the Reinvention Center to prepare a panel presentation about lessons learned from the Mellon Project for the opening session of the Reinvention Center Conference to be held in November 2006. This panel presentation will include four members of the Berkeley campus who have participated in various aspects of the Mellon Project and who bring different perspectives from their roles as Principal Investigator, Project Director, Steering Committee member, and Faculty Fellows.
- In December 2005, Project Manager Patricia Davitt Maughan delivered a chapter manuscript entitled "The Winds of Change: Generation Y, Student Learning, and Assessment in Higher Education - Implications for Information Literacy Instruction" to be published in an Association of College and Research Libraries monograph on the topic of information literacy and student engagement. Part of the chapter is devoted to Berkeley's experiences with the Mellon Project and how that program is addressing changes in student learning styles and behaviors, curriculum redesign, and accountability trends in higher education.
- A description of the Mellon Library/Faculty Fellowship on Undergraduate Research appeared in *Libraries, Literacy & Learning in the 21st Century* published by the American Libraries Association in 2005.
- The Mellon Project was highlighted as "an innovative approach ... in which librarians work with faculty to integrate research assignments into undergraduate courses" in an article entitled "[Berkeley Partners Librarians with Faculty to Improve Undergraduate Research Skills](#)." This appeared in TLtC NEWS in June 2005 and featured the work of Mellon Fellows Michelle Douskey, Charis Thompson, and Greg Niemeyer.
- The work of 2004 Faculty Fellow Taeku Lee was featured in an article entitled "[Politics From the Bottom Up](#)," that appeared in the campus publication THE BERKELEYAN (volume 33, Number 29 March 31, 2005). Dr. Lee underscored how the Mellon Fellowship had "spurred him to draft research assignments and reality-check the feasibility of specific tasks with librarians as part of the syllabus-development process."
- A new Mellon video entitled "Teaching and Learning in the Point and Click Age" was produced in conjunction with Berkeley's April 2005 e-Berkeley Symposium. Students interviewed explain the challenges they face as they interact with an information-rich and information-complex world. The video also features some of the Faculty Fellows as they describe the ways in which their experimentation with research-based learning facilitates undergraduates' development of critical thinking and evaluative skills.
- The GSI Teaching & Resource Center began development of an online handbook for Graduate Student Instructors focused on teaching undergraduates how to conduct research within the framework of a particular course. One section of the handbook will be devoted to case study narratives, including a selection from several Faculty Fellows' experiences.

## Strengthening collaboration among campus partners

To this end, in 2005 ...

- We continued to develop a faculty-centered support structure of expertise in the form of Implementation Teams (I-Teams) assigned to work with each Faculty Fellow in the redesign of his/her course and research assignment(s). The I-Teams are composed of representatives from the Library, GSI Teaching and Resource Center, and Educational Technology Services. I-Teams continue to be responsible for assisting the Faculty Fellows in implementing the changes they developed in their courses and assignments during the Institute. Staff from the Center for the Study and Teaching of American Cultures and Office of Educational Development were also available to provide assistance when needed. This year, teams determined which members would serve as facilitator and archivist, encouraging staff to take greater ownership in and management of the process. The Project Partners and their respective staffs experienced a deepening of collaboration as they continued to work more closely together over a sustained period of time, thus moving the campus toward a greater commitment to the project's overarching goals.
- During the first years of the grant we engaged a large number of librarians, but realized we needed to focus more attention with each librarian to develop deeper skills related to instructional design, instructional technologies, and pedagogical issues. We introduced a year-long fellowship for librarians, paralleling our approach with faculty in academic departments. Following a competitive selection process, Library Fellows received stipends equal to those granted to the Faculty Fellows. During the Fellowship, the Library Fellows partner with the Faculty Fellows and other campus academic staff to design instructional materials and techniques, which are serving as models of good practices for other Library staff and extending the impact of the Mellon Project on campus teaching and learning. We are enthusiastic about the possibilities of this model for Berkeley, and potentially, for other research libraries as well.
- Staff from the Library and Educational Technology Services (ETS) formed a working group to collaborate on integrating library services and collections into Berkeley's implementation of the Sakai community and learning environment. Since both the Library and ETS are original members of the Mellon Steering Committee, we expect that there will be some promising new directions for features or modules related to library services and resources connecting undergraduate research with learning management systems initiatives.
- The Director of the American Cultures Program formally joined the Mellon Steering Committee, increasing the breadth of the campus collaboration.
- We approved a proposal received from Deb Gilchrist, a nationally-recognized expert in information literacy and assessment. Ms. Gilchrist is a doctoral student in the Higher Education Administration and Leadership program at Oregon State University and Dean of Libraries and Media Services at Pierce College. Her dissertation topic relates to libraries as a change agents for instruction on college campuses. She has proposed interviewing three to six of the Mellon I-Teams to examine their experiences with the project. Through grounded theory methods,

she hopes to draw themes from the interviews which will determine a model that will allow UC Berkeley's Mellon work to be carried forth by other libraries. We are hopeful that her work will reveal more about the supports and obstacles in changing a campus culture and that her observations will be illuminating not only for us but for other institutions as well.

- In November, we hosted visits from Hans Roes of the International University of Bremen, Germany and Kizer Walker of Cornell University, both of whom were interested in learning from Berkeley's Mellon experiences. Cornell University is very interested in following Berkeley's model of the Library partnering with other campus units around undergraduate research and information literacy. Subsequent to Mr. Walker's visit, the Project Director and Project Manager were invited to visit campus in April 2006 to talk with librarians at Cornell University Libraries about Berkeley's Mellon Project. Librarians at Cornell have also signaled an interest in pursuing possible future collaborations with UC Berkeley in initiatives growing out of the Mellon Project. By sharing our model, materials, and advice with other research institutions we hope to spark similar projects nationally and thus deepen the impact of Berkeley's Mellon Project.

## Influencing instruction and course development

To this end, in 2005 ...

- In January 2005, the Vice Provost for Undergraduate Education and the Project Director met with a selected group of six Deans and Department Chairs, encouraging them to identify faculty and instructors who would be appropriate to encourage to apply based on the courses they teach, their research interests, and the positive impact this Fellowship could have at this stage of their career. Special invitations to apply were extended to nine faculty identified through these meetings, six of whom were selected as 2005-2006 Mellon Faculty Fellows. In December 2005/January 2006, the Vice Provost and Project Director met with an additional six Department Chairs (English, Public Health, Economics, Ethnic Studies, Legal Studies, and Sociology) to identify candidates for the 2006-2007 Fellowship year; special invitations to apply have been extended to these individuals. Reactions from the Department Chairs has been strongly favorable.
- As of January 2006, six out of the nine 2005-2006 Mellon Faculty Fellows taught large enrollment courses, ranging in size from 100 to 400 students. Since Fall 2003, twenty-nine out of fifty-two Mellon inspired courses had enrollments of 100 or more students. In all, 7,770 students have completed Mellon research-based courses since the program's inception.
- Special efforts were made again to reach out to faculty teaching American Cultures (AC) courses or courses that are strong candidates for the AC designation. AC courses, the only campus wide requirement for graduation, offer the best means for ensuring that all Berkeley graduates are exposed to information literacy competencies. By emphasizing AC courses, we intend to build a sustainable set of courses that are regularly offered by departments to fulfill this curriculum requirement.

- The departmental funds allocated in the grant were renamed “Innovation Funds” to support best practices or key innovations that are scalable or portable, adaptable to other courses or departments, have a wider campus impact, or that lead to sustainable curricular changes. Renaming these funds and restructuring the allocation of funds, encouraged Faculty Fellows to collaborate with faculty from other disciplines and departments as well as with staff in academic support units more extensively than they had in previous years. Five proposals were received by the December review date. Examples of funded proposals include a portable audio recording studio available to undergraduates whose may store and publish files (such as field interviews) via webcast, podcast, instructor web sites, or other learning spaces; a half-day colloquium related to integrating research into writing-intensive courses; and a discussion of methods for teaching with digitized visual artifacts as modeled by a course in American architecture. Recipients are required to submit a one-page executive summary once their project has been completed which will be shared with the Mellon Foundation. Faculty Fellows have indicated that additional proposals are in development, leading the Steering Committee to believe that this has already proven to be a worthy that speaks to Faculty Fellows’ needs and interests.
- We built an active Mellon Institute course site in June 2005 using Blackboard courseware to provide the 2005-2006 Faculty Fellows with an opportunity to experience a course management system from a student’s perspective. With this knowledge, Faculty Fellows were able to determine the extent to which an interactive course site might enhance their students’ learning experiences.

## Program management

- Elizabeth Dupuis replaced Patricia Iannuzzi as Project Director.
- The Project Director identified an assessment expert, Dr. Nana Lowell, from the University of Washington to review components of our work related to assessment and evaluation, including survey design and data analysis. Dr. Lowell provided valuable feedback on strategies for managing and manipulating the data being collected, as well as proposing possible directions for the assessment of student learning in 2005-2006 and 2006-2007.
- The Project Director explored possibilities filling the Evaluation Consultant role for the grant, particularly to assist with the analysis of the qualitative and quantitative data that has been collected on the project thus far. Faculty Fellow Andrew Furco, Director of the Service Learning Center and an instructor in the School of Education, recommended an evaluation consultant for this role. Dr. Mary Sue Ammon will be working with the Project Director and Assessment Consultant to focus on key aspects of the project, gather further evidence, and analyze the complete set of data as part of the overall project evaluation.
- UC Berkeley’s Vice Provost for Undergraduate Education invited the Project Director to author a Mellon-related instructional improvement proposal to be considered for the campus Capital Campaign, thus identifying funding to institutionalize this initiative long-term.

- The Project encumbered an additional \$96,164.63 which is not reflected in the University of California Accounting Services - EFA Report for the period 01/01/2004 to 12/31/2005. The adjusted figures, including these incumbrances are as follows:

CUMULATIVE FINANCIAL REPORT - INTERIM

Period From 01/01/2004  
To 12/31/2005

UNEXPENDED BALANCE at 12/31/2005	\$514,564.34
Less 2005 encumbrances	- 96,164.63
NET UNEXPENDED BALANCE at 12/31/2005	\$418,399.71