Models of Academic Support
Library/Faculty Fellows for Undergraduate Research

A Request for Extension
to the Andrew W. Mellon Foundation
from the University of California, Berkeley
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Submitted by:
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On behalf of:
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Berkeley seeks an 18-month extension for the period of January 2008 – June 2009 to expend the remaining $175,800 of the grant in support of the multi-year project, Mellon Library/Faculty Fellows for Undergraduate Research.

Background and Accomplishments

The Mellon Library/Faculty Fellows for Undergraduate Research project is 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, and to create a scaleable and sustainable model for curriculum change. The 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 instruction
- influence both the curriculum and instruction in order to improve student learning

In 2002 this project began with a $138,000 Mellon Foundation grant to the University of California, Berkeley. 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. The campus partners included academic support units from the Library, the Division of Undergraduate Education, the Graduate Division, and the Undergraduate Division in the College of Letters & Sciences, including the Office of Educational Development, the Graduate Student Instructor Teaching and Resource Center, and Educational Technology Services.

In 2004 this project continued with a four-year, $749,000 Mellon Foundation grant to Berkeley scheduled to conclude December 31, 2007. The project supports the ongoing collaboration between the campus academic partners including the addition of the American Cultures Center, development of three years of the Mellon Faculty Institute for Undergraduate Research and funding 35 additional Fellows. These teachers redesigned their courses, largely large-enrollment and other large-impact courses. In 2007 our emphasis has been on gathering data and analyzing the project’s cumulative impact on individual faculty, the campus culture of learning, and student learning. The final evaluation report is due at the end of this year.
Rationale for Extension

The Mellon initiative proposed to create a cohort of faculty change agents who would focus on the redesign of individual courses and who would influence the culture of teaching within their departments and across the campus. This approach has been highly effective in leveraging the vibrant campus culture of faculty entrepreneurship on behalf of the teaching enterprise. However, it has been more challenging to find ways to encourage and sustain change on the program level to ensure the long-term institutionalization of the results of the initiative, particularly when individual Faculty Fellows separate from the University for either professional or personal reasons. The Departmental Innovation Fund represented one attempt to design a model that would allow us to scale the results of the initiative at the departmental level. Yet, this approach, while it had some successes, did not yield the kinds of core systemic changes to the undergraduate program curriculum that we would ideally like to see.

Undergraduate Student Learning Initiative (USLI)

Fortunately, we are now in an excellent position to use a portion of the unspent funds to use the lessons learned from the Mellon Initiative at the program level in a parallel initiative that has been launched in fall 2007 under the leadership of the Academic Senate and the Vice-Provost for Undergraduate Education. The Undergraduate Student Learning Initiative (USLI) is a campus-wide initiative to support departments in establishing educational goals and evaluation procedures for all undergraduate programs. This initiative has several interlocking contexts: (1) the restructuring of our academic program review process to focus more substantive attention on undergraduate education; (2) a self-study focused on undergraduate educational effectiveness completed as part of our most recent WASC accreditation; and (3) a set of recommendations made by the Undergraduate Outcomes Task Force report and subsequently endorsed by the Academic Senate Divisional Council at the recommendation of the Committee on Educational Policy. The initiative is in keeping with the fundamental principle at Berkeley that the evaluation of student achievement should be locally defined, discipline specific, and faculty driven. Each department chair has designated a faculty representative to lead the effort in that department. A joint Academic Senate-Administration faculty advisory committee provides shared oversight for the initiative.

The USLI represents an unprecedented opportunity to work with individual departments to support curricular change that will allow us to achieve our common goals for undergraduates. One of the most important of these, spotlighted in our WASC Educational Effectiveness Report, is to equip students with undergraduate research skills and prepare them to undertake successful capstone research projects. We propose to identify five departments through a competitive process to receive grants of $25,000 each (for a total of $125,000) to support the implementation of curricular change designed to achieve the program-level goal of developing discipline-specific library research competencies in their majors across a series of three core courses.

These departmental grants allow each department to hire and supervise a Graduate Student Fellow to work half-time from June 2008–May 2009 to assist the Department Chair and designated faculty in redesigning the three core courses identified by the department. Products of this redesign will include elements such as articulation of course goals, outcomes,
assignments, and evaluation methods. At the start of their fellowship, the five Graduate Student Fellows will participate in a colloquium or series of workshops similar to the Mellon Faculty Institute for Undergraduate Research. Throughout the year they will continue to work closely with a faculty member(s) designated by the department, the USLI Consultant, and Academic Partners as relevant. A portion of the departmental funding will also be designated for course resource development, allowing each department to identify the best uses of those funds; for instance, hosting a departmental event about the progress, bringing a colleague from another campus who has implemented innovative practices, or providing incentives for undergraduates to participate in designing, critiquing, and testing draft assignments and evaluation methods.

The Assessment Consultant has proved a crucial element of assignment and curricular redesign over the past several years. Following that model the USLI Consultant will provide individual consultative support to each of the Graduate Student Fellows throughout the year. Specifically that person will develop and manage a series of workshops similar to the Mellon Faculty Institute, identify needs that can be met by academic partners, draw on and coordinate communication with academic partners, suggest models and examples to the Graduate Student Fellows, and share successful models and examples from one department with other campus departments.

In this model we are including a twist on the Implementation Teams (I-Teams) to provide the Graduate Student Fellows and designated departmental faculty with the pedagogical expertise from the Academic Partners. In the past four years the Academic Partners have developed a greater appreciation for each other’s expertise and experimented with various models for supporting multiple courses each year. Demonstrating our ability to sustain this type of support for curricular redesign, each of the Academic Partners will be contributing as best complements their normal services. For example the Library will be drawing on expertise from the librarians who serve as liaisons to the academic departments awarded the departmental funding, and Educational Technology Services will draw upon the support provided by their instructional design team that provides faculty consultations.

The final month of the activities around this portion of the grant will be focused on a review of the work accomplished by the Graduate Student Fellows and sharing successful models with the other departments on campus. By providing rigorous pedagogical and instructional design training to Berkeley graduate students who will go on to become future faculty at other institutions, we also anticipate a long term dissemination of these best curricular design practices nationally.

**Berkeley-Cornell Workshop**

Berkeley is committed to sharing successful models for curricular change and academic support with other research institutions that seek to provide the best possible learning experience for undergraduate students and related support for faculty designing the curriculum. As a result of discussions with Cornell University, in October 2007 the Project Director and Project Manager visited their campus detailing objectives and experiences of the Mellon Fellowship project in a presentation to campus administrators, faculty, librarians, technologists, and other campus partners. The Steering Committee has accepted Cornell University’s subsequent request to visit Berkeley with a group of faculty, librarians, and other campus partners for a three-day workshop.
in March 2008 to prepare the Cornell team to offer their own summer institute modeled on this project.

Materials developed for the Mellon Faculty Institutes as well as products resulting from the work of the Faculty Fellows, I-Teams, and Assessment Consultant will provide the foundation for the workshop. Two members of the Mellon Steering Committee have agreed to review all materials available, select appropriate examples, develop additional materials that clarify aspects currently undocumented. Those members will also design and lead the workshop, involving the Principal Investigators, Academic Partners, Faculty Fellows, and possibly students from selected courses.

Presentations about this initiative have garnered much attention at conferences such as the EDUCAUSE Learning Initiative, Living the Future, Association of College and Research Libraries, and Reinvention Center. Once the materials are prepared for this workshop, the Steering Committee will make them, along with the cumulative evaluation report, more widely available to other research institutions.

**Grant Management**

During the proposed 18-month extension, the Mellon Steering Committee will continue to oversee the progress of these projects and provide guidance about further adapting the model and ensuring the long-term sustainability. We expect the results of the evaluation report, completed at the end of this year, will inform our implementation of the two projects outlined above.

**Project Activities and Schedule**

This 18-month extension begins in January 2008 and continues through June 2009, during which time two project activities will be initiated and completed.

1) **Undergraduate Student Learning Initiative (USLI)**

Jan-Feb 2008: Issue a request for proposals to Deans and Department Chairs for grants of $25,000 to support program-level curricular change designed to ensure that students develop discipline-specific library research competencies. All proposals will be submitted by the Department Chair with a letter of nomination from the cognizant Dean.

Mar 2008: USLI Faculty Advisory Committee will review proposals and select departments to receive grants.

Apr-May 2008: Departments awarded grants hire their Graduate Student Fellows. USLI Consultant prepares for the Graduate Student Fellows workshop.

Jun 2008: USLI Documentation is due for all undergraduate programs; for Mellon Departments, the documentation will include an implementation plan for 2008-09. Graduate Student Fellows begin their fellowships.


2) Berkeley-Cornell workshop

Jan – Feb 2008: Prepare materials and logistics with participation from selected Faculty Fellows for workshop for Cornell University faculty, librarians, and representatives from other campus academic support units

Mar 2008: Host Cornell University visitors at Berkeley for three-day workshop

May 2008: Share materials online and in other appropriate venues

Budget Narrative

1) Undergraduate Student Learning Initiative (USLI) ($165,000)

5 Departmental Grants @ $25,000 each $125,000

Graduate Student Fellows hired half-time for two semesters ($20,000).

Course development resources ($5,000) for activities determined helpful to that department’s process such as supporting faculty involvement through departmental meeting, inviting an off-campus colleague to share innovative curricular ideas relevant to that discipline, or consulting with undergraduate student majors about proposed curricular changes and assignment design

Ongoing individual consultation to departments $ 40,000

Robert Schlick, USLI Consultant (50% salary for one year)

2) Berkeley-Cornell workshop ($ 5,800)

Workshop resource development funds $ 4,500

Workshop arrangements (facilities, food, speaker incentives) $ 1,300

3) Grant Management ($ 5,000)

Coordination of Steering Committee, financial management, report writing

Elizabeth Dupuis, Project Director (5% salary for one year)
In addition to the budget items noted above, the following additional contributions for the two projects outlined will be provided by Berkeley as a cost share:

Principal Investigators
*Thomas C. Leonard, University Librarian (1% cost share)*
*Christina Maslach, Vice Provost for Undergraduate Education (1% cost share)*

Project Management and Grant Support
*Pat Maughan, Library/Project Manager (5% cost share)*
*Elise Woods, Library Business Office (5% cost share)*
*Meilin Huang, Library Business Office (5% cost share)*
*Cynthia Schrager, Undergraduate Education, USLI Project Manager (15% cost share)*

Academic Partners
*Jennifer Dorner, Library (15% cost share)*
*John Hayes, Educational Technology Services (10% cost share)*
*Victoria Robinson, American Cultures Center (10% cost share)*
*Steve Tollefson, Office of Educational Development (15% cost share)*
*Linda von Hoene, Graduate Student Instructor Teaching & Resource Center (10% cost share)*