

ATTACHMENT 1
MELLON LIBRARY/FACULTY FELLOWS FOR UNDERGRADUATE RESEARCH
EVALUATION FRAMEWORK: KEY QUESTIONS

OBJECTIVE 1: IMPACTS ON INDIVIDUAL UC BERKELEY FACULTY

A. What are effective learning environments and approaches for faculty development?

1. What were the underlying thoughts and considerations that affected the way the program was designed and structured, e.g., eligibility, requirements, and rewards for participation, collaborative and support features, timing of components, etc.?
2. What resources were made available to Faculty Fellows and Academic Partners to assist their work on the project?
3. What changes have been made in the Mellon Faculty Fellowship program across the four years to enhance its impact on faculty? Which strategies and practices were the most successful? What still might be improved?

B. In what ways has the Mellon initiative influenced Faculty Fellows' teaching?

1. What benefits did Faculty Fellows hope to get out of the Institute and other activities? Were there differences in the primary motivations of various faculty participating?
2. What did Faculty Fellows say were the most important skills, knowledge, and experiences they gained from the Summer Institute and follow-up activities?
3. In what ways did the Mellon project affect Faculty Fellows' thinking about teaching—their philosophy of education, goals for courses, plans for assignments, expectations of students, organizational strategies, evaluation of student learning?
4. What approaches to the assessment of student learning of research and information literacy skills did faculty try out? Which seemed to be the most successful and practical for the large enrollment classes?
5. What changes did faculty make in their course syllabi, teaching plans, and work with GSIs both immediately and after one or more tryouts of their revised courses?

C. How did Faculty Fellows benefit personally and professionally from their participation in this initiative?

1. In what ways did the focused interactions and discussions among faculty participating in the program personally benefit individual Faculty Fellows?
2. In what ways have Faculty Fellows influenced other departmental faculty, administrators, and other professionals through discussing or writing about their course or the project or through participating in related campus efforts?

D. What obstacles impede faculty from incorporating various types of research-based learning into their personal practice?

1. What obstacles have Faculty Fellows experienced in trying to implement various research-based learning innovations in their classes? Which of the obstacles may be

associated with the targeted types of classes (e.g., large classes, heterogeneous collections of students in terms of year and major, subject matter of the course, etc.) rather than the nature of the research assignment? What strategies have faculty employed to overcome these various obstacles?

2. What obstacles do other faculty cite as inhibiting or preventing their implementation of research-based learning and the development of information literacy skills in their classes?
3. After some experience trying to implement student research and information literacy components into their classes, which research concepts and skills do Faculty Fellows feel are best suited to teaching within large enrollment classes? Are there some types of these skills that faculty feel might be better or more efficiently communicated by librarians or by web modules?

OBJECTIVE 2: IMPACTS ON THE CAMPUS CULTURE OF LEARNING

A. What are the immediate instructional effects and accomplishments of the Mellon project?

1. How many Faculty Fellows of various ranks, disciplines, gender, and years at UC Berkeley have been involved in the Mellon Fellowship initiative?
2. How many revised undergraduate courses containing research assignments have been planned by Faculty Fellows within various departments at UC Berkeley because of the Mellon initiative? How many have already been implemented?
3. What is the range of different research assignments and experiences that have been designed for undergraduate courses?
4. How many undergraduate students have taken these revised courses and received instruction and experience in carrying out these specially designed research assignments?
5. How many GSIs have received orientation and experience in assisting the implementation of a research component in undergraduate courses since the Mellon initiative began? What have GSIs gained from this experience?
6. How many other University staff have collaborated in and contributed to the initiative as Academic Partners?

B. In what ways has the initiative affected inter- and intra-departmental and unit interactions?

1. How do faculty colleagues of Mellon Faculty Fellows view the initiative? Have they made changes to their own courses to encourage the development of undergraduate research skills? Have there been any changes to the structuring of any undergraduate programs or majors because of the Mellon initiative?
2. Has the Mellon initiative affected Faculty Fellows' perception of the role and potential contribution of librarians and staff from other units?
3. What other campus-wide initiatives or collaborations have been spawned or enriched by the Mellon initiative?

C. What elements are needed to effectively support course redesign?

1. What types of support did Fellows solicit from Institute staff, their I-Team, and other Faculty Fellows during the Summer Institute and, subsequently, during the implementation of their redesigned course?
2. What support did I-Teams and other partners proactively offer to Faculty Fellows? How did I-Teams work together to support the various redesigned courses?
3. Were there additional types of support that Fellows wish had been provided?

D. What characteristics are present among instructors and environments in cases where research assignments in redesigned courses have been sustained?

1. What types of research assignments in redesigned courses have been sustained? Do these assignments have common characteristics or are they linked to particular course features, departmental contexts, or to educational, personal, or professional goals of the Faculty Fellows implementing them?
2. What suggestions do Faculty Fellows have for sustaining and extending the initiative to other faculty on this campus and to other institutions?

OBJECTIVE 3: IMPACTS ON STUDENT LEARNING

A. What are students' perceptions of the value of research and research assignments?

1. What knowledge and skills relevant to the use of libraries and library services do students feel they have acquired through the research assignments and supportive activities in the redesigned Mellon courses? What library resources are they now aware of? What do they now know how to do with those resources?
2. What other research skills do students feel were enhanced by the research assignments?
3. In what ways and to what extent do students feel their understanding of course material was enhanced by the research assignments?
4. How satisfied are students with various aspects of the implementation of the research assignment(s) in their course, matters such as the timing, instructions, support, and feedback given to them?

B. What are instructors' perceptions and judgments of the impact of research assignments on student learning?

1. What types of knowledge and skills relevant to the use of libraries and library services do instructors feel students acquired through the research assignments and supportive activities in their redesigned Mellon courses? What library resources are they now aware of? What do they now know how to do with those resources?
2. What research skills do instructors feel were enhanced in their students through the research assignments?
3. In what ways and to what extent do instructors feel students' understanding of course material was enhanced by the research assignment(s)?

4. In what ways did the design of the particular research assignment(s) in their course include or not include elements that faculty and GSIs feel make for productive course assignments?

C. What types of student learning assessment did faculty, GSIs, and project staff consider useful for research assignments?

1. What support structures are helpful or necessary for assessing undergraduate student learning in research assignments?
2. What techniques did instructors use in large enrollment classes to enable them to assess the quality of students' work and the extent of student learning on research assignments?
3. What recommendations do faculty, GSIs and assessment support staff have for improving assessment of student learning of research skills?

D. What obstacles impede or prevent faculty from incorporating effective assessment of students' research and information literacy skills into their courses?

1. What obstacles have Faculty Fellows reported in trying to implement various types of formative and summative assessment of research and information literacy skills in their classes?
2. What obstacles have been highlighted in other discussions of assessment of research-based learning (e.g., in the e-Berkeley symposium) or in the observations of staff facilitating the Mellon assessment project?

E. In what ways do student information-seeking behaviors and use of research materials change after exposure to the courses taught by Mellon Fellows?

1. In addition to what students, faculty, and GSIs report about students' knowledge and skill development, to what extent do students demonstrate competency in information seeking and in the use of research materials after experiencing the courses redesigned by the Mellon Faculty Fellows?
2. How do the self-evaluations of students in Mellon redesigned classes concerning their library research skills and practices and their satisfaction with library resources and assistance compare to that of other undergraduate students at UC Berkeley?