



Skipping Stones: The **Ripple Effect** of Collaborating with a Center for Teaching and Learning

Clinton Baugess, Research & Instruction Librarian
Kerri Odess-Harnish, Director of Research & Instruction
Musselman Library, Gettysburg College
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Goals

- Identify strategies for collaborating with a campus center for teaching and learning
- Articulate benefits and challenges of providing information literacy grants to faculty
- Understand strategies for assessing faculty collaborations around information literacy



Outline

- Larger context – our campus and beyond
- Information literacy grant
- Impact on our instruction program
- Impact on faculty and lessons learned



Context

- 4-year residential college of liberal arts and sciences
- 2,600 undergraduate students
- Core group of 5 R&I librarians provide most library instruction
- In 2017-18, librarians worked with 219 classes
- In 2017-18, 66% (1,721) of students attended a library session
(90% first-year; 63% soph.; 52% juniors; 54% senior)



Teaching Center



- Johnson Center for Creative Teaching & Learning started in 2002
- No physical location
- Director (faculty) and Advisory Board (9 members)
- Board includes faculty from all academic divisions, recent recipients of two teaching awards, and representatives from Academic Advising, IT, and the library



Collaboration



Common Programming

- New faculty and graduate student orientation
- Individual consults
- Providing teaching-related workshops
- Support for course development (grants)

Librarians as Participants / Partners

- In-house professional development [Hoseth, 2009]
- Partners in programming: librarian-initiated vs. Center-initiated [Jacobson, 2001]

Benefits

- Fostering communication across campus
- Increased visibility of teaching role of librarians
- Future partnerships; service on campus committees [Warner and Seamans, 2004]



Programming

- Library involvement on our campus has included:
 - New faculty orientation
 - “In the Classroom” discussions on IL and assignment design
 - Workshops: Open Education Resources, Scholarly Communications issues, technology, digital literacy, and Digital Humanities
 - Course development grants



Discussion

How are the library and teaching center
collaborating on your campus?

Share on Padlet: [https:// padlet.com/ musslib/ loex19](https://padlet.com/musslib/loex19)

Librarian is on the advisory board

search committees for new CTL staff

Board membership (currently applying for)

New faculty orientation introduction, but even getting on the agenda was a battle

OER presentations

Attend workshops/book groups

Still in the early days for us & having to undo a lot of "this support is for faculty ONLY" rhetoric. Progress is slow but it's happening!

Flip your classroom

search committees for

Teaching and learning advertises library events on their calendar

new faculty orientation, fac dev workshops

Introduction to new reserves platform

Faculty resource fair

OER grants

New faculty orientation

We've offered a few workshops on designing effective research assignments, faculty publishing practices, etc.

participation in CTL discussion groups (example SoTL group for faculty)

Orientation

we participate in their offerings, eg active learning workshops

Co-hosted faculty panels on teaching collaborations with librarians

new faculty orientation

workshops
lunch & learn

Research projects! (SoTL)

We attend (and occasionally present at) workshops run by our campus CTL.

Our library director is also on our CTL committee

We aren't really collaborating much right now, but this is a goal

Librarian is co-director

We don't have a teaching center

We have a Center for Faculty Excellence, which does include some teaching education for faculty.

Board membership

Lots!

Board, teaching workshops, a office hours help time, future of grant, embedded in their teaching certificate.

future tense

CTLE leadership/personnel have had major changes in recent years. We promote CTLE programs to our instruction librarians and have tentative plans for them to provide a

Co-facilitated session on averting plagiarism and developing effective research assignments.

Workshops, "getting to know each other" meetings

Advisory board membership

I'm the liaison between the library and our CTL. I do sessions for them and their student staff.

Faculty orientation presentation on IL

New faculty orientation

New faculty orientation
Occasional lunch series presentations
Attendance at lunch series presentations

A screenshot of the Padlet responses was taken after the LOEX presentation and added to the presentation for this archived copy.





Opportunities

Johnson Information Literacy Grant (2012)

- (Re)design course to include an emphasis on library-related student research
- 200-300 level
- \$1,000 stipend

Johnson Teaching with Special Collections Grant (2017)

- Enhance course to include using archival/ primary sources for assignments
- 100-200 level
- \$1,000 stipend

Johnson Digital Literacy Assignment Grant (2017)

- Enhance course to include a digital literacy assignment
- \$500 stipend
- 20 hrs. student support



IL Grant

- First awarded spring 2012
- 200-300 course level, spring semester only
- \$1,000 faculty stipend
- IL skills and concepts integrated, sequenced, and assessed
- Goals:
 - Increase awareness/ support of IL beyond 100-level
 - Assess student learning to inform local practice/ improve teaching effectiveness
 - Develop faculty champions – “ripple effect”



IL Grant Experience

- Consultation and application
 - Moving beyond usual practice
- Planning and implementation
 - Librarian as partner in teaching
 - Examples:
 - Course-integrated IL instruction
 - Research consultations with librarians, peer research mentors
 - Assessment: pre/ post tests, rubrics
 - Fun!



Impact on IL Program

IL Instruction Sessions by Course Level, 2014-2019

	2014-15	2015-16	2016-17	2017-18	2018-19
100 level	105	101	110	120	119
200 level	56	49	62	48	60
300 level	53	38	33	34	47
400 level	11	11	9	12	16
Other	9	5	5	6	6
TOTAL	234	204	219	220	248



Impact and Challenges

Departments of Courses Supported, 2011-12 to Present

<ul style="list-style-type: none">• Africana Studies• Anthropology• Art & Art History• Biology	<ul style="list-style-type: none">• English• Globalization Studies• Health Sciences• History	<ul style="list-style-type: none">• Music• Philosophy• Psychology• Public Policy• Religious Studies
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Number of IL Grant Applications Received, Fall 2011-2018

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
4	3	1	3	3	3	0	4



Assessment

Research Question

- What impact, if any, do faculty IL grants have on...
 - Faculty **understanding and purposeful integration of IL** into their courses and/ or department curriculum
 - Faculty perception of **librarians as collaborators** in student learning



Motivation	Need	increase rigor, poor use of sources, underprepared students, limited breadth of research, poor citation
	Prior IL Awareness	disciplinary/national conversations, Gettysburg's info. lit. outcomes, changing info. landscape, visual literacy with info. literacy
Collaboration		scaffolding, multiple sessions, assignment design, SLOs, assessment, rubric development and use, librarian as partner, research consultations, research guides
Impact	Self	librarian as partner, IL ownership, campus collaborators, IL pedagogy, assessment (rubric), presentations/articles; presentations/publishing
	Course	IL assessment, course SLOs, topics (source evaluation, citation, access to information), redesign, assessment
	Students	improved IL skills, source evaluation, information landscape, research process, participation in scholarship
	Department	none



“

I feel like participating...with the library always has spillover effects into every other course in some way because I become more aware... and I also have a shift in my perspective in terms of how do students see these issues...



“

I think the biggest benefit for me was that [this] was really when I really felt like the librarians were truly my partners in education. That has extended to today.



“ Looking back on it...I sought these kind of opportunities, maybe in part because they were opportunities to talk and learn together...and that's so valuable! ...to learn from other people on campus and contribute to things in a more collaborative way.



Changes

Connections

- Developing a community of practice for the participants

Sustainability

- Limit the number of awarded grants to 2.

Assessment

- Formalize the assessment for grant participants and librarians, not just the courses.



Thank you!

Any questions?

You can reach us at:

cbaugess@gettysburg.edu or kodessha@gettysburg.edu

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Credits



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