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University of Northern Colorado: Collaborate. Standardize. Grow

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Collaborate. Standardize. Grow.

Lyda Fontes McCartin

Population Served

The University of Northern Colorado (UNC) was founded in 1889 with a mission to train qualified teachers. Since its opening, UNC has become a renowned doctorate-granting research university (R2) with premier programs in education, health sciences, and the performing arts. The institution stresses teaching as a primary focus for faculty. UNC enrolls 13,000 students with 77 percent undergraduates, 37 percent of whom are first-generation students. We have a dedicated liaison to the various federal TRIO programs on campus, which support first generation-students as well as students with disabilities and low-income students.[1] One important characteristic of our undergraduate population is that 86 percent of undergraduates work while attending school; 56 percent of those work off campus. This particular characteristic influences how we create syllabi and activities for our credit courses and how we work with course-embedded instruction. For example, we are considerate of student time and availability when we design partner or group assignments. We offer one-shots and other workshops on nights and weekends to accommodate student schedules.

Program Scope

University Libraries includes the James A. Michener Library and the Howard M. Skinner Music Library. University Libraries operates with a liaison librarian model; library faculty are assigned to one or more programs. The Michener Library includes two public services departments, Information Literacy & Undergraduate Support (ILUS) and Library Research Services (LRS). Majority of liaisons work in LRS and ILUS. However, there are liaisons in Technical Services, Archives, and the Music Library. LRS consists of seven full-time library faculty; its main initiatives are scholarly communication, graduate student support, and faculty research support. ILUS, the focus of this chapter, consists of four full-time library faculty (including the head), one nine-month contract lecturer, and one full-time staff member. ILUS has four strategic initiatives that support undergraduate students—the Core Library Instruction Program, the Credit Course Program, the Undergraduate Research Tutorial, and Orientation.

Core Library Instruction Program

The Core Library Instruction Program (CLIP) is focused on first- and second-year students. Through CLIP we integrate information literacy into large-scale undergraduate programs using the one-shot model. Currently this includes English composition (ENG 122 and ENG 123) and first-year experience (UNIV 101). The CLIP consists of three distinct curricular components—CLIP 1 (UNIV 101), CLIP 2 (ENG 122), and CLIP 3 (ENG 123). CLIP 1 is only taught during fall semester; CLIP 2 and CLIP 3 are taught both semesters. Students are required to take ENG 122 and 123, so they come to the CLIP 1 and 2 sessions in that sequence. UNIV 101 is an elective; students are usually enrolled in UNIV 101 and ENG 122 simultaneously. Thus, they attend the CLIP 1 and 2 workshops in the same semester. Each CLIP session has a distinct set of learning outcomes, discussed in the Assessment section. In an academic year ILUS teaches approximately 150 CLIP one-shots and reaches approximately 3,900 students.[2]

Each component of CLIP is led by a different ILUS member. Leading a component involves developing and piloting curriculum and overseeing assessment. All lesson plans and assessments are discussed collaboratively and undergo extensive revision before being implemented in the classroom. The key to this successful, large-scale program is collaboratively designed, standardized lesson plans. The learning outcomes and assessment methods for CLIP are discussed in the Assessment section later in the chapter.

Credit Course Program

In 2006, University Libraries offered one one-credit course, LIB 150: Introduction to Undergraduate Research. It was required for students in the Center for Human Enrichment TRIO program and offered as an elective for other students. Over the past decade the Credit Course Program (CCP) has grown to include seven distinct credit courses, which are now all degree requirements for programs across campus:

- *LIB 123: Introduction to Library Research:* Undergraduate research course designed for Center for Human Enrichment students. Introduces effective library research

techniques designed to increase the student's ability to identify, access, and evaluate information and to participate in scholarly discourse.

- *LIB 150: Introduction to Undergraduate Research:* Undergraduate research course designed for Athlete Academic Bridge. This is one of three courses in the Athlete Academic Bridge program, which is focused on preparing incoming student athletes for college through an intensive summer session.
- *LIB 151: Research Skills for Beginning Researchers:* Undergraduate research course designed for students in the UNC Honors Program. This course is the first of four courses in the Independent Project sequence—LIB 151, LIB 251, HON 351, and HON 451.
- *LIB 160: Criminal Justice Library Research:* Undergraduate research course designed for criminology and criminal justice majors. LIB 160 is a corequisite of CRJ 380: Justice Research & Statistics I.
- *LIB 170: Audiology & Speech Language Pathology Library Research:* Undergraduate research course designed for audiology and speech language sciences majors.
- *LIB 180: History Library Research:* Undergraduate research course designed for history majors. LIB 100 is a corequisite of HIST 280: Sophomore Seminar
- *LIB 251: Research as Inquiry: Exploration for Beginning Researchers:* Sophomore-level course designed for students in the UNC Honors Program. This course is the second of four courses in the Independent Project sequence. The course focuses on skills in critical reading and writing and developing a literature review.

We also offer directed study courses to provide internship experiences and a variable title special topics course to experiment with new course offerings. Through the CCP, we teach thirteen courses in an academic year, including summer. ILUS faculty are able to rotate teaching these courses, providing everyone with opportunities for new classroom experiences. The only exception is LIB 123, which is the course integrated into a UNC TRIO program and exclusively taught by the TRIO liaison. Enrollment in the courses depends on the program size. UNC's criminology and criminal justice program is one of the highest enrolled majors on campus. Thus, enrollment in LIB 160 is the highest of all our courses; we teach five sections each academic year with twenty-five students per section. Our lowest enrolled course is LIB 123, with fifteen to twenty students, as required by the TRIO federal funding.

For years, the single course we offered was an open-enrollment course that any student could take. As we shifted our focus to embedding into degree-granting programs, we developed new courses and restricted enrollment to majors only. This resulted in a low number of students in the open-enrollment section. Low enrollments are not fiscally sustainable, and cancelling courses causes stress in creating the course schedule and determining workload assignments. These enrollment concerns prompted a larger conversation about the procedures for developing library credit courses and the importance of campus partnerships. In 2017 the library Curriculum Committee determined that all credit courses taught in University Libraries would be embedded into a degree-granting program (e.g., Criminal Justice) or an academic program (e.g., Honors Program) or would be created through a campus partnership to ensure enrollment and scheduling efficiency. This change means that we no longer offer an elective LIB course.

All credit courses are taught in person. In 2016, after extensive assessment looking at grade comparisons and student and faculty perceptions of our online courses, we made the decision to stop teaching library credit courses online.[3] This decision was easily accepted

by our campus partners because we had data to show why this decision was in the best interests of the students.

Undergraduate Research Tutorial

The Undergraduate Research Tutorial (URT) is a new initiative for ILUS. A team of four ILUS members began developing the URT in 2017 using newly developed content, freely available videos, and videos and tutorials from Credo Instruct, which University Libraries licensed in 2016. We debuted the tutorial for faculty in fall 2018. The URT is a series of five online modules that guide undergraduate students through the research process. Since the CLIP is mapped specifically to a set of first-year courses, the URT is meant to provide support both to faculty in undergraduate courses that are not part of the CLIP and also to graduate faculty. The URT helps integrate information literacy instruction into courses where faculty either do not opt for one-shot teaching or for situations where a librarian may not be able to offer in-person instruction, such as online courses. The motivation behind the creation of the URT was to provide faculty with a customizable tutorial that they can use to integrate information literacy into their courses regardless of discipline or academic focus. The URT was developed in the Canvas course management system and is available in Canvas Commons for any Canvas users. Faculty can use all five modules or select individual modules. Once the modules are imported into their own Canvas course, faculty can delete and add content to the modules as they see fit. A survey sent to faculty using the URT in spring 2019 indicates positive responses from both students and faculty.[4]

Orientations

ILUS represents University Libraries at new student, transfer student, and nontraditional student orientations as a way to support undergraduate students when they first arrive on campus. One ILUS faculty member leads our New Student Orientation initiative, which includes collaborating with the Director of Orientation, overseeing updates to our online orientation materials, developing content for each summer, and creating the orientation schedule. For most orientations we are, with other campus programs, meeting with large groups of students in an information fair–style event. We have participated in different formats, such as faculty panels, roundtables, and workshops. Orientations are important for connecting with undergraduate students when they arrive on campus.

Operations

ILUS faculty librarians are responsible for teaching and content development of CLIP, CCP, URT, and Orientations. Library faculty in other departments do participate in one-shot instruction related to their liaison areas, but that instruction is separate from ILUS's strategic initiatives. The only connection is in the scheduling of the library classrooms, which is under the purview of ILUS. There is collaboration with liaisons outside of the department who do instruction; ILUS faculty partner with other liaisons on peer observation of teaching and participate in professional development through a monthly library liaison meeting. In addition to our strategic initiatives, each library faculty member in ILUS is a subject liaison, which requires additional one-shot teaching to both undergraduate and

graduate students as well as outreach and collection development. ILUS faculty teach 50 percent of all one-shot instruction sessions in University Libraries.

ILUS faculty are generally responsible for teaching all credit-bearing courses, although other library faculty may occasionally teach them. For example, the Health Sciences Librarian has taught LIB 170: Audiology and Speech Language Pathology Library Research. If a new subject-specific course is created, the head of ILUS will meet with stakeholders, including disciplinary faculty and the liaison librarian, for input into the curriculum.

The University Libraries' Curriculum Committee is a crucial component to the CCP. Its main responsibilities are assessment of the CCP and approval of new curriculum. The Curriculum Committee membership consists of all ILUS librarians and any other library faculty or adjuncts teaching a credit course.

Marketing

We don't really market for the programs discussed in this chapter. Individual liaisons will market in a sense by telling faculty in their areas about information literacy and coming in for one-shots. With the change from open enrollment to required courses, we don't have the need to market the credit courses. That said, as a member and now department head of ILUS, I've been building relationships at UNC for thirteen years, so in a passing conversation I can mention our work to faculty and take their temperature about creating a credit course for their major; this is how the partnership with history developed, leading to the creation of LIB 180.

Collaboration

Because everything we do is integrated into other programs, maintaining positive working relationships with department chairs and program coordinators is important. We work hard to develop partnerships, answering the call by Meulemans and Carr to work toward genuine partnerships in student learning with other faculty.[5] Our partners are invited into our classroom to see a lesson plan in action. We've worked with disciplinary faculty in a Critical Friends Group, a group peer-review method that helps improve teaching, to improve lesson plans and to ensure that our curriculum is preparing students for upper-division courses in a major.[6] ILUS has led focus groups with ENG 122 instructors to get input on the curriculum before making major changes.

The model for our credit courses helps us maintain relationships with our program partners. Our courses are integrated into programs as degree requirements, and in a few cases the courses are corequisites with a discipline research methods course. This means that the library and the program are integrated, making relationships easier to sustain. When a new department chair comes in, there is not usually a restructuring of the entire program, and when new faculty come in, they are just acculturated to the curriculum and the LIB course.

Relationships are more difficult to maintain with the CLIP if communication with stakeholders is not persistent. Surprisingly, this is especially true with long-term relationships. For example, we've been integrated into ENG 122 and ENG 123 for decades; every adjunct, TA, and faculty member knows that if they teach one of these courses, they are

bringing students to the library. This is great, but because the integration is so well established to the point of being taken for granted, I am not always informed about changing leadership. I have to keep up with retirements, new jobs, and new faculty coming in to make sure that I know who is coordinating the composition program in any given year. The relationship I maintain with the Composition Coordinator is crucial to our sustained success.

Assessment

Assessment is foundational and essential since everything we do is integrated into other campus programs. The key to relationship building is to make sure that these stakeholders see the impact that information literacy has on their students' success. We have formal assessment processes for both the CLIP and the CCP.

Assessment of the Core Library Instruction Program

Each piece of the CLIP has a unique set of student learning outcomes:
CLIP 1 Student Learning Outcomes
- Students will be able to find a peer-reviewed article in Summon, the library's discovery layer.
- Students will be able to read a research study.
- Students will be able to identify appropriate evidence to support an argument.

CLIP 2 Student Learning Outcomes
- Students will be able to determine appropriate keywords for a topic.
- Students will be able to use Summon to find books and articles.

CLIP 3 Student Learning Outcomes
- Students will be able to determine if a source is relevant to a research topic.
- Student will be able to determine if a source is scholarly.
- Students will be able to discuss why it is important to use a bibliography during the research process.

Assessment of all CLIP sessions is integrated into the one-shot lesson plan. We collect data on each student learning outcome (SLO) during each session, although we do not analyze data for each SLO every semester. We select a SLO to focus on for an academic year, make improvements to the curriculum, and reassess. Assessment of CLIP is focused on improving the lesson plan and making adjustments to curriculum and outcomes. In addition to embedded assessment, we have used student surveys and focus groups to assess one-shot instruction indirectly.[7] We have also applied a rubric to CLIP 1 final papers as a direct method of assessing students.[8]

Assessment of the Credit Course Program

In 2014, we overhauled our credit course SLOs using the *Framework for Information Literacy for Higher Education* as our guide.[9] At that time we also decided that every 100-level course, regardless of population, would have the same core SLOs so that we could begin assessing learning across courses. These SLOs are
- Students will be able to develop a research process.
- Students will be able to demonstrate effective search strategies.

- Students will be able to evaluate information.
- Students will be able to develop an argument supported by evidence.

We assess our 100-level courses using signature assignments, which are collaboratively created assessments used to collect evidence for a specific learning outcome.[10] Faculty teaching the courses can use any kind of formative assessments, but they must use the signature assignments for summative assessment of each SLO. Each signature assignment is developed collaboratively, then piloted, improved, and finally implemented in each course. The Curriculum Committee analyzes the data and discusses needed improvements to the curriculum at a biannual assessment retreat held in May and December. See figure 38.1 for an example signature assignment.

The signature assignment for the SLO *Students will be able to develop a research process* is a concept map. Students map out a research process at the beginning of the semester and again at the end of the course. The purpose of the maps is to see change and growth in students' research process.

Pre-prompt:

Think about a time when you had to research something for school. How did you start your research process? Where did you go from there?

Map out the research process you personally follow from selecting a topic to turning in the final research project.

Post-prompt:

Take a few minutes to reflect on your research process. How has it changed based on the skills you've teamed in this course? How has it stayed the same?

The signature assignment for the SLO Students will be able to develop a research process is a mind map. Students map out a research process at the beginning of the semester and again at the end of the course. The purpose of the maps is to see change and growth in students' research process .

Figure 38.1
Sample signature assignment for the SLO "Students will be able to develop a research process."

Role of the One-Shot

In terms of teaching hours, one-shots constitute less than 50 percent of the department's teaching time; 56 percent of our time is spent teaching credit courses. When looking at student numbers, we see the most students in one-shots. While we reach fewer students in credit courses, we have more time with them and cover more in-depth topics, so the impact may be larger. That said, one-shot instruction is important for our program and for the institution. One-shots taught in the CLIP are the first introduction to an academic library for most of these students. We take this very seriously and work carefully to develop lesson plans that will support students in writing their first college research papers.

Pedagogical Highlights

Collaboration is a key philosophy in ILUS. There is no lesson plan that has not been brainstormed with and reviewed by multiple department members. Seeking and giving critical feedback is part of the culture of ILUS that makes the department successful. In monthly development meetings, we focus on expanding our knowledge of theory and pedagogy through discussion and reflection. Each month we have an assigned reading selected by different department members. For our discussion we each bring main take-aways or questions to start the conversation. We then relate the reading to our practice, which leads to reflections of our practice and ultimately improvement. We also challenge each other's ideas and perspectives and learn from each other through these meetings.

Administrative Highlights

There are two specific aspects of ILUS's instructional offerings that have guided the department to sustained success. The first is that we offer only credit courses integrated into established programs, which means not worrying about course enrollment issues. The second is that we teach a standardized one-shot curriculum in the CLIP. When I speak with people at conferences about this program and I tell them to standardize their one-shot curriculum, they balk! They tell me that the librarians at their library want to do their own thing. I assure them that librarians in ILUS still maintain autonomy in the classroom. I also emphasize that standardizing curriculum helps to foster collaboration and effective pedagogy because we are working together to discuss assessment results and develop the curriculum. If your aim is to grow a successful, large-scale program that can continue to grow without causing librarian burnout, the biggest piece of advice I can give is to standardize curriculum and develop and assess that curriculum as a team.

Information Literacy Coordinator Profile

I began working at UNC in 2006 as an assistant professor and instruction librarian. When I arrived, the department consisted of three full-time faculty and one staff member. We offered library tours and taught CLIP 2 and 3. We had one open enrollment section of LIB 150 each semester, and each spring we taught LIB 150 for our TRIO program. Audiology and speech language pathology was the only major requiring an LIB course at that time, but there was not an audiology-specific course or section. Since 2007, I've been working with campus partners to build the credit program; expansion of the program began with the addition of LIB 160 and then LIB 151 and 251. In 2014 I was appointed interim head of the department, and in 2015 I was appointed permanently to the position.

The role of Head of Information Literacy & Undergraduate Support is a formal role that is parallel to the department chair role on our campus, except that the position does not rotate. In this role I coordinate all of the department's strategic initiatives, lead the department annual goal setting, evaluate faculty in the annual review process, supervise a full-time staff member, oversee the classroom scheduling, set the teaching schedule,

oversee all assessment activities, and advocate for resources. Because this is a department head position and not a coordinator position, I also get to hire the faculty and staff in the department. While I do less one-shot teaching than other ILUS members, I have the same credit course load, which is typically three to four courses per person each academic year. The majority of my supervisory work is done through monthly department meetings, monthly one-on-one meetings, and teaching observations.

As the head of ILUS, I serve in two leadership positions in University Libraries. This position serves as chair of the Library Curriculum Committee overseeing curriculum development and assessment. I also serve on the Library Leadership Group along with seven other department heads and three deans. This group leads strategic planning for University Libraries.

What I Wish People Knew

An essential skill I had to develop quickly in this role is the ability to have difficult conversations. The major problem with learning this skill is that the only time you can practice is in the midst of a problem. I have a lot of difficult conversations, and they are all about different issues, such as instructor behavior in the classroom, position funding, perceived special treatment of other team members, and workload concerns. In each situation I've had to work with a different librarian, and I can say that there is not a one-way-fits-all approach to difficult conversations. You need to really know your team members as individuals to know how to approach a difficult topic. One way to build this knowledge about your team is to meet regularly. I've implemented bimonthly team meetings and monthly one-on-one meetings to make sure that I have face time with my team and that they have opportunities to meet as a group and also individually to discuss concerns. These meetings have provided each team member a candid forum to express their concerns. While addressing all their concerns may not be possible, it is important for the morale of the team that everyone's voice is heard.

I supervise faculty, which means along with helping new librarians do great work as liaisons and teachers, I also guide them as new faculty members through the annual faculty evaluation process and work with them to develop their service and scholarship. There is hidden labor in this work in terms of the amount of time I spend talking to new faculty about making choices related to service obligations and scholarship to ensure that they are successful in the evaluation, tenure, and promotion processes. This mentor role means that I must be open to anything from team members popping into my office to ask a quick question to engaged discussions regarding career decisions.

It may be surprising, but a significant amount of my time is spent on scheduling. I spend a lot of time working with our administrative staff member improving the scheduling system and regularly reviewing how requests come in and how people are using the request form in order to make the process as efficient as possible. Our most important relationships are with other campus schedulers who control the calendars for various labs on campus. Michener Library has two classrooms, and many times we need additional computer labs to meet instruction demands. It is important to have the right person in the role of library scheduler because this person will need to reach out to their colleagues throughout the academic year and work with them to ensure that we can do our work. If you and your scheduler do not work well together, it can mean disaster for your program

and also disaster for relationships you've built across campus. The scheduler is sometimes the only person a faculty member will interact with during the scheduling process, so hire well.

Most importantly, a team mentality is crucial to success, and I've worked to build a culture of collaboration in this program. It's important to position yourself not just as team leader, but as a team member. While you may mandate some things as part of your position, in general it is best to let everyone bring ideas to the table. An example of this is through annual goal setting. Every summer, ILUS faculty and staff bring forth ideas; these are discussed and decided on as a team. This year I worked with the department chair of LRS to develop a video peer observation process for subject liaisons. I did mandate this as department goal because I know it's important for professional growth. Once we decide on the annual goals, each ILUS member, including our staff member, takes the lead on a goal and oversees the goal for the year, bringing on other department members to help as needed. This provides leadership experience for all department members and helps maintain a healthy workload for everyone. As a team member, I also take the lead on one or more annual goals. It is important that I'm doing the work of the department and not just overseeing the work of others.

Notes

1. See "Federal TRIO Programs—Home Page," Office of Postsecondary Education, US Department of Education, accessed November 26, 2019, https://www2.ed.gov/about/offices/list/ope/trio/index.html.

2. Note that this is just one-shot data for CLIP 1, 2, and 3. If subject-specific one-shots are included for all of University Libraries, the total number of one-shots in an academic year is approximately 340 sessions reaching approximately 8,300 students.

3. Lyda Fontes McCartin,, Brian Iannacchione, and Mary K. Evans "Student Perceptions of a Required Information Literacy Course on Their Success in Research and Writing Intensive Criminal Justice Courses," *Journal of Academic Librarianship* 43, no. 3 (2017): 242–47.

4. IRB approval was not sought for this internal assessment survey. Thus, direct quotes from the data are not shared.

5. Yvonne Nalani Meulemans and Allison Carr, "Not at Your Service: Building Genuine Faculty-Librarian Partnerships," *Reference Services Review* 41, no. 1 (2013): 80–90.

6. Lyda Fontes McCartin and Rachel Dineen, *Toward a Critical-Inclusive Assessment Practice for Library Instruction* (Sacramento: Library Juice Press, 2018), 37–38.

7. Lyda Fontes McCartin, Brianne Markowski, and Stephanie Evers, "Closing the Loop: Using Direct and Indirect Assessment of Student Learning to Inform Library Instruction" (presentation, Librarians' Information Literacy Annual Conference, Liverpool, UK, April 2018), https://www.lilacconference.com/events/2018/closing-the-loop-using-direct-and-indirect-assessment-of-student-learning-to-inform-library-instruction; McCartin and Dineen, *Toward a Critical-Inclusive Assessment Practice*, 66.

8. Brianne Markowski, Lyda Fontes McCartin, and Stephanie Evers, "Meeting Students Where They Are: Using Rubric-Based Assessment to Inform Information Literacy Curriculum," *Communications in Information Literacy* 12, no. 2 (2019):128–49.

9. Association of College and Research Libraries, *Framework for Information Literacy for Higher Education* (Chicago: Association of College and Research Libraries, 2016). For an overview of this process, see Andrea Falcone and Lyda McCartin, "Be Critical, but Be Flexible," *College and Research Libraries News* 79, no. 1 (2018), https://crln.acrl.org/index.php/crlnews/article/view/16859/18479

10. Ruth E. Cain, "Signature Assignments: Definitions and Characteristics," University of Missouri–Kansas City, last modified May 2019, https://online.umkc.edu/wp-content/uploads/2018/08/Signature-Assignments.pdf

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