Rethinking the undergraduate curriculum: It takes a village

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Rethinking the Undergraduate Curriculum:
It takes a village...

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Association of Research Libraries
Membership Meeting
May 13, 2004
The Berkeley Campus Culture

- Research and graduate program pre-eminence
- Strong faculty governance
- Highly entrepreneurial culture
- Autonomous academic departments, schools, and colleges
- Decentralized “silos”
Berkeley Library Culture

- Library pre-eminence
- Collections-centered
- Value of subject specialization
- Library silo
Shifting Library Culture

Traditional Model

collections

- ILL
- document delivery
- reserves
- preservation
- circulation
- reference
Shifting Library Culture

New Model

User

- create
- consult
- instruct
- integrate
- measure/evaluate
- access
- identify collections

ARL/OCLC Strategic Issues Forum, Tempe, Arizona, 2000
Patty’s Version - Connection Development

Collections
- discover
- access
- create
- instruct
- consult
- integrate

User
Goals for Undergraduate Education

- Develop an integrated vision for undergraduate education
- Support a culture that values teaching as a core institutional value
- Leverage strength as a research university on behalf of undergraduates by promoting research-based learning and information literacy skills
- Utilize learning technologies effectively
- Promote more effective partnerships between faculty, GSIs, Library, and other academic units
Library Role in Undergraduate Education

- From “center of campus” to “center of student learning”
- Scale instruction by working with faculty
- Leverage resources and clout through campus collaboration
Undergraduate Education Challenges

- Research - teaching tension
- No general education curriculum
- RFP culture
- Fragmented infrastructure for academic support
- Limited resources
Challenges -- Library Perspective

- Students research skills on decline
- Use of collections on decline
- Google use is up, up, up
- Faculty assignments assume “research” skills
- Faculty ownership of information literacy
- Scaling instruction for so many large enrollment courses
- Need for campus collaboration
Elizabeth Honig
Mellon Library/Faculty Fellow for Undergraduate Research, June 2003
Effective, collaborative models of academic support on leading campuses urgently need to be developed and explored from a variety of perspectives...
Mellon Objectives

- To support a community of faculty serving as change agents for teaching within the academy
- To strengthen collaboration among campus partners in support of instructors and instruction
- To strengthen Fellows’ commitment to undergraduate research opportunities
- To increase the use and appreciation of libraries and library collections
- To assess the impact of undergraduate research assignments on student learning and faculty teaching
- To create a scalable and sustainable model for promoting changes in courses and curricula.
Strategies

• *Create a cohort of faculty change agents*

• *Create a campus collaboration of academic support partners*
Project Activities

• Summer Institute
• Curriculum planning
• Recruitment
• Academic-year implementation
• Long-term commitment
Evidence of Success
Objective 1 - To support a community of faculty serving as change agents for teaching within the academy.

Ingrid Seyer Ochi, Education
Mellon Library/Faculty Fellow for Undergraduate Research, June 2003
Objective 2 - To strengthen collaboration among campus partners in support of instructors and instruction
Objective 3 - To strengthen Fellows’ commitment to undergraduate research opportunities

Ingrid Seyer-Ochi, Education
Mellon Library/Faculty Fellow for Undergraduate Research, June 2003
Objective 4 - To increase the use and appreciation of libraries and library collections
Objective 5 - To assess the impact of undergraduate research assignments on student learning and faculty teaching.
Objective 5 - To assess the impact of undergraduate research assignments on student learning and faculty teaching

Sasha Doppelt
Undergraduate, American Studies, UC Berkeley
Objective 6- To create scalable and sustainable models for promoting change in courses and curricula

Ruth Tringham, Anthropology
Mellon Library/Faculty Fellow for Undergraduate Research, June 2003
Progress to Date

- Institute curriculum
- Evaluation framework
- Pilot courses
- Implementation teams
- Faculty change agents
- Council of Academic Partners
Challenges Ahead

- Moving beyond early adopters
- Encouraging departmental ownership
- Scaling the collaboration
- Securing long-term institutional support
It takes a village…

http://www.lib.berkeley.edu/MellonInstitute/
http://www.lib.berkeley.edu/Staff/MellonProject/