AN ABSTRACT OF THE DISSERTATION OF

Debra L. Gilchrist for the degree of Doctor of Philosophy in Education presented on April 24, 2007.

Title: Academic Libraries at the Center of Instructional Change: Faculty and Librarian Experience of Library Leadership in the Transformation of Teaching and Learning

Abstract approved: _____
                                        Darlene F. Russ-Eft

This phenomenological inquiry explored the experiences of library leaders and discipline faculty members engaging in a collaborative instructional change initiative focused on a process-based learning pedagogy and led by an academic library. The investigation's purpose was providing insight and understanding concerning the: (a) library's role in instructional leadership; (b) experience of librarians leading instructional change; (c) experience of faculty members as they design assignments and modify courses to include process-based learning; and (d) prospect of process-based learning as a learning centered curricular tool. Four research questions guided the inquiry: (1) What is the context of this library's instructional change initiative? (2) What are the library leaders' experiences of

their roles as initiative leaders? (3) What are the faculty members' experiences of their roles as initiative participants? (4) How do library leaders influence instructional change? The study focused on a university library that designed and implemented an undergraduate research-based learning initiative. Interviews with library leaders and faculty participants captured the essence and meaning of leading an initiative and transforming coursework within this context.

Phenomenological reduction revealed unique themes and meaning. The experience of library leadership of an instructional change initiative means: (a) leading invisibly and visibly, (b) creating a culture of collaboration, (c) advocating for teaching and learning, (d) transforming culture, (e) preparing for the future, and (f) persisting in personal learning and discovery. The experience as a faculty participant collaborating with a library to integrate resource-based learning assignments into courses means: (a) developing a teaching and learning community, (b) preparing students as scholars and citizens, (c) applying personal effort, (d) sustaining the model, (e) collaborating with librarians, (f) expressing creativity, and (g) accounting for cultural implications. From these experiences emerged questions for libraries to consider if engaging instructional change. Questions focus on the themes of: (a) focusing on student learning, (b) capitalizing on the academic library's strengths and unique gifts, (c) creating a teaching and learning community, (c) collaborating for long-term impact and added value, (d) designing for culture, context, and faculty needs, and (e) leading with a clear vision. Additional suggestions for libraries seeking to influence instruction are offered.

Academic Libraries at the Center of Instructional Change:
Faculty and Librarian Experience of Library Leadership in the Transformation of
Teaching and Learning

by
Debra L. Gilchrist

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APPROVED:

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Major Professor, representing Education

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Dean of the College of Education

_____

Dean of the Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

_____

Debra L. Gilchrist, Author

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My J street mates Jo and Cindy tolerated endless stacks of papers and books on every flat surface I could find and consistently crossed my name off the kaper chart so that I could write and read. Kathy, Cynthia, and Sharon shared their

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Donald and Esther Gilchrist

To Dad, for modeling curiosity and love of learning.

To Mom, for nurturing qualities that now guide me as a teacher and a leader.

Academic Libraries at the Center of Instructional Change:
Faculty and Librarian Experience of Library Leadership in the Transformation of
Teaching and Learning

CHAPTER 1

FOCUS AND SIGNIFICANCE

The academic library is often referred to as the "heart" of an institution, yet paradoxically, academic libraries are rarely viewed as full instructional partners. Only a small percentage of discipline faculty integrate instruction in library research methods into their courses or maximize the instructional opportunities embedded in the library's facilities and collections (Gonzales, 2001; Spence, 2004; Thomas, 1994; Von Isenburg, 2004). This situation persists in spite of the fact that the library's educational role, and specifically a library's instruction program, now forms a significant spoke, if not indeed the hub, of many college library missions (Bangert, 1997; Dewey, 2001; Hardesty, 2004; Jordan, 1997). While the library's role traditionally centers on the library building and the library collection, the mission of the academic library has evolved to embrace a broader educational responsibility. This wider mission emphasizes the library's contributions to student's academic success evidenced by the number of libraries that now include the phrase "learning library" in their formal mission statements (e.g., Arkansas State University; Carleton College; Earlham College; Pierce College; University of California, Berkeley; University of Wisconsin, Parkside; Wartburg College).

This transition to an educational mission has been a logical development, in that many of the prominent characteristics of academic libraries lend themselves naturally to that role. These same qualities also equip the library to stand powerfully at the center of campus-wide instructional change (Farber, 1999; Hardesty, 2004; Miller, 2002; Owusu-Ansah, 2001). These distinguishing features include a philosophy and tradition of collaboration, facilities designed to support a diversity of student needs and to engage students in a variety of ways, hours extending beyond many other campus programs, a strong interdisciplinary perspective, inter-institutional partnerships, and curriculum designed to reach all campus departments (Hill, 1980). These attributes provide the community college and university library the potential to cross institutional boundaries and part with traditions (i.e., discipline-centric instruction, one instructor per class, and instruction within set time periods) to embrace a strong educational role.

<div align="center">Focus and Significance</div>

Information literacy,[1] the curricular focus of the academic library, has been proposed as a pedagogical model for educational reform (Petrowski, 2000). This is because it provides opportunities for instructors to incorporate critical thinking and examination of multiple perspectives into course content as well as authentic, integrating pedagogies, such as process-based learning. Process-based learning includes pedagogical strategies that focus on cognitive actions and functions such as information processing, critical thinking, problem solving, research, self-assessment,

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[1] Information literacy is most commonly defined as the ability to access, evaluate, synthesize, and apply information, as well as value one's own questions in order to inform decisions and engage in a lifetime of learning (Association of College and Research Libraries, 2000).

and analysis (Parker & Rubin, 1996). Examples of process-based learning strategies are problem-based learning, project-based-learning, research/resource-based learning, and inquiry-based learning. These strategies contrast with teaching that emphasizes developing a knowledge foundation, typically termed content-based education (Parker & Rubin, 1996; Weimer, 2004). Rather than only imparting a base of knowledge, process-based education attempts to transform a student's worldview; from that worldview students can then form sound judgments (Pacific Crest, 2004). The thinking, decision-making, and methods that students put into constructing a course paper or project are assessed along with the product itself. Process-oriented pedagogies and information literacy work synergistically because the pedagogies require students to consult a wide variety of resources for ideas, perspectives, and answers. This in turn requires a strong set of skills in information evaluation and library research methods.

Learning is enhanced when faculty incorporate process pedagogies, transitioning from delivering content and managing student learning to instead using course content as a tool to teach process and facilitate a student's own learning (Merrill, 2002; Unwin & Caraher, 2000; Weimer, 2003, 2004; Wyller & Wyller, 2002). Educators advocate process pedagogies as more effective instructional techniques for modern learning because they engage the student with thought patterns, actions, and problem solving activities that emulate their application beyond the classroom (Cheney, 2004; Duch, Groh, & Allen, 2001; Mierson & Parikh, 2000; Pelikan, 2004; Snavely, 2004; Spence, 2004). Learning in this way

prepares the student in a more authentic manner to apply both the content and the process to the workplace or everyday decisions (Newman, 1996).

In examining the teaching roles for academic librarians, the literature has suggested that the new learning-centered focus of higher education offers librarians increased opportunities to play a forceful, dynamic role in collaboratively designing and developing learning strategies (Brewer, Hook, Simmons-Welburn, & Williams, 2004; Cheney, 2004; Walter, 2005). The fact that process-learning and learning-centered pedagogies directly correlate with the unique instructional strengths of the library provides an opportunity for academic libraries to assume instructional leadership roles at new and increased levels. With the overarching reach and interdisciplinary nature of library programs, the hours and structure of the library building, the instructional savvy of librarians, and the diverse types of information resources as framing and supportive elements, libraries are well positioned to exercise leadership and accomplish this transformation (Hill, 1980). Pedagogically, organizationally, philosophically, and physically libraries have the potential to bring to the instructional table many of the devices and skills necessary to assist an institution in adopting more of these recommended, mutually developed, and effective instructional strategies.

Purpose and Research Questions

The purpose of this study was to examine the experiences of librarians and discipline faculty who are collaboratively implementing an instructional change initiative focusing on a process-based learning pedagogy and led by an academic

library. The investigation provided insight and understanding about: (a) the library's role in instructional leadership; (b) the experience of librarians leading instructional change; (c) the experience of faculty members as they design assignments and modify courses to include process-based learning; and (d) the prospect of process-based learning as a learning-centered curricular tool. Four research questions guided this inquiry:

1. What is the context of this library's instructional change initiative?

2. What are the library leaders' experiences of their roles as initiative leaders?

3. What are the faculty members' experiences of their roles as initiative participants?

4. How do library leaders influence instructional change?

Significance

Four central reasons dictated the need for this study: (a) a needed transition in pedagogy, (b) the potential for the academic library to be an instructional leader, (c) the value of collaborative instructional design, and (d) my personal interest and desire to contribute original research on the topic.

Needed Transition in Pedagogy

First, a transition in pedagogy is needed. As learning forms the core of every college mission, improving learning and keeping instructional practice consistent with current research on student learning should be incorporated into a college's normal improvement process (Svinicki, 2002). However, "outdated structures,

practices, and reward systems frustrate higher education's ability to reap the benefits of new directions in student learning" (Walker & Entwistle, 1999, p. 312) (Knapper, 2004). Continually revising educational priorities to meet competitive and ever-changing workplace and societal demands means not only shifting curriculum, but also pedagogies.

Current research in learning indicates process-oriented pedagogies (as compared to content-oriented pedagogies) lead to more effective learning, yet content delivery remains the major instructional delivery mode of most college-level courses (Forest & Kinser 2002; Weimer, 2004). Pedagogical and didactic trends important to learning in the 21st century include the following premises: the student learns to learn; the learner is self-sufficient; the teacher is no longer the foremost source of knowledge; and students learn by experience, individualized pedagogy, and cooperative instruction (Obadia, 1996). Educators recognize process pedagogies as emerging pedagogies of significance because they align with many of these 21st century trends, allow for integrative modes of learning, and are considered more student focused than traditional content pedagogies (Boyer, 1998; Costa & Liebmann, 1997a; Weimer, 2004). Process instruction fits well into the learning paradigm (Barr & Tagg, 1995; Barr & Fear, 2005) and the learning college paradigm (O'Banion, 1997) by providing students with context to what they are learning, opportunities for practicing skills and knowledge as they learn, and the challenge of solving increasingly complex problems (Krakauer, 2005).

The movement toward outcomes-based education is another reason why pedagogical transitions are significant to higher education. Assessment efforts have traditionally focused on student's relaying what they know about a subject and less about demonstrating what they can do as a result of that knowledge. In contrast, outcomes assessment has motivated administrators and faculty to develop curriculum and to implement pedagogies based on the question "What do we want the student to be able to *do*, rather than *know?"* (Angelo, 1995; Stiehl & Lewchuck, 2002). Because knowing and doing (as opposed to only knowing) are inherent in process-based learning, this research can assist faculty in implementing outcomes assessment frameworks.

Library as Instructional Leader

A second significance of this study is that the library's role as an instructional leader has been under explored. Education leaders advocate teaching that is student-centered, outcomes-based, reflective of real-world experiences, and prepares students for lifelong learning (Angelo, 1998). These teaching strategies are all tenets of library-centric pedagogies (i.e., those pedagogies that integrate the library and the use of information extensively within a course), yet little attention has been given to the key role librarians can play in advancing learning in this manner. The mission of the academic library is transitioning from a service orientation to an active educational focus (Baker, 2000; Donnelly, 2000; Jordan, 1997; Snavely, 2000), yet past research has concentrated on the effectiveness of the library in that traditional service role, with less attention on its contributions toward student success. Indeed,

in all four of the above-cited studies on instructional change, there is no mention of the library as a prospective partner or leader in implementing these pedagogies.

Statistics reveal the short period of time required for information to double (Bainbridge, 2005), leaving no doubt that we are in an information society that students need to learn to navigate (Breivik, 1998; Johnston & Webber, 2005; Quarton, 2003; Rockman, 2004). Pedagogies that more accurately emulate the experiences that our students will likely encounter outside of the classroom such as keeping current in their profession, selecting high-level technical equipment, or evaluating political campaign literature provided faculty a path with which to prepare students for the workplace and their roles as lifelong learner and informed citizen (Wiggins, 1989). Accreditation standards now require faculty to incorporate learning resources into courses and programs, recognizing the importance of information retrieval abilities to college success and lifelong learning (Northwest Commission on Colleges and Universities, 2003).

Students and degree recipients five and 10 years after graduation agree that information retrieval was important to their success, stating that locating information needed to make decisions and solve problems ranks as the second most important item of their undergraduate education, preceded only by defining and solving problems (Fuller, 2003). This finding points to the significance of the library and to instruction in library research methods in undergraduate education. However, Fuller's study leaves a gap by not mentioning the library's role in the findings or its

potential leadership role in furthering student's ability to tie information use with decision-making and problem solving.

Several other studies present insight into the library as instructional leader. Hill (1980) and Petrowski (2000) both identified the library as the future leader of higher education reform but have not described an implementation path. Norris (1998) suggested that the key to transformation of the community college into the 21st century knowledge culture will require instructional leadership at all levels. Examining the potential of the library to provide such leadership will leverage the community college's ability to progress. Six emphases for the future paths of California academic libraries emerged through an analysis of their mission statements (Bangert, 2003), and while several focused on instruction and outcomes, none of these emphases included the library as an instructional leader. Two preeminent professional organizations for community college creative advancement, the League for Innovation in the Community College and the American Association of Community Colleges, have published significant works on establishing and sustaining the learning college (League for Innovation, 2005: McPhail, 2005) with little or no mention of the library's role, nor have they developed criteria for library excellence as they have for other areas of the college.

Advantages of Collaborative Instructional Design

The third basis of significance for this study was that collaborative instructional design which includes a librarian can potentially improve the curriculum, benefit student learning, and enhance partnerships between the library

and other campus units. While several studies have focused on teams comprised of instructional designers, a technologist, and a subject-matter expert (Drew & Vaughan, 2002; Eseryel & Ganeson, 2001; King, Octavio, & Vigallon, 2000), only a few appear to have incorporated a librarian as a team member (Cheney, 2004; Spence, 2004). The present research, with a focus on a team including a librarian's expertise and perspective, adds to the literature base and determine potential contributions and challenges.

Research in 2003 revealed librarian willingness to collaborate on instructional design and the reluctance of faculty to include librarians in that process (Ducas & Michaud-Oystryk, 2003). By highlighting the experience of faculty who are indeed collaborating with librarians, my study may encourage action by professors considering such an alliance or provide insight for librarians as to why faculty might feel reluctant to collaborate with them in this manner.

Guskin and Marcy (2002) believe that the most critical resource in an academic institution is not money but faculty time. They suggested that efficiently using faculty time to maximize student learning is a key to the future sustainability of higher education. Determining faculty experience with an instructional change initiative could provide information regarding the most efficient and effective ways to work with faculty in experimenting with new pedagogies or shed light on process-based learning's potential to capitalize on the valuable, limited asset of faculty time.

Traditionally, instructional design occurs at the departmental level, and it is still most common for each faculty member to teach a course independently (Palmer,

1998). This means that current academic structure and culture leaves team teaching as the exception, even though as part of the Learning College Project, the League for Innovation in the Community College (2001) cited "assigning responsibility for student learning to multifunctional teams rather than to individuals" (¶2) as one of the tenets of new architectural solutions for improving and expanding student learning. As strong as this recommendation is, the League presents no path or proposal for implementation. This research study provides a path to improving collaboration by describing incentives to group effort that will benefit learning.

Personal Interest and Desire to Contribute Original Research

The last and most personal reason supporting the significance of this study stems from my long professional interest in the library as a force for instructional change. This concept lies at the forefront of my publication and teaching history and my future plans for professional contribution. My career in higher education (both as a faculty member and an academic library administrator) has centered on the library's contribution to student success. I am intrigued that despite research on student learning indicating the advantages of process over content, few faculty use process pedagogies. Secondly, although resource/research-based learning (as one process-learning pedagogy) provides instructors opportunities to bring authentic lifelong learning techniques to the classroom, seldom do instructors look to the library team for leadership. I expect to provide considerable leadership on this topic in the future in the form of publication, conference addresses, and active engagement with change on my own campus.

Summary

The results and insights from this study may be meaningful to instructional leaders by potentially illuminating a course for increasing student learning and institutional effectiveness. This study provides insight and understanding about the academic library's role in instructional leadership, faculty members' willingness to adopt new pedagogies, and curriculum design efforts that benefit from a librarian's expertise. I hope that readers of this study will be encouraged to consider how they might assist a community college, liberal arts college, or university to capitalize on the library as an under-utilized instructional resource. I invite readers to consider how educators might transition from a traditional instructional model in order to use faculty time more efficiently and effectively for the benefit of student success. I hope it will be useful to academic librarians developing strategic plans, establishing priorities, and determining future roles.

Research in this area also adds to the literature base concerning process-based pedagogies, and particularly on the collaboration between librarians and discipline faculty using these teaching strategies. Developing understanding regarding library leadership in instructional change could contribute to the fields of librarianship and undergraduate education. If the topic were not researched, an opportunity to capitalize on the library as a transformative agent and lend a solution to significant higher education issues may be lost or delayed.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

Always design a thing by considering it in its next larger context.
                                        -Eliel Saarinen

This study focused on library leadership for instructional transformation using both a collaborative approach to that change and a process-based pedagogy as the focus for that change. To contextualize and frame this topic, I selected four areas of relevant literature to discuss as background for this study: (a) the evolving mission of the academic library; (b) process learning; (c) academic partnerships with librarians; and (d) leadership for instructional change. This chapter presents an in-depth review of the literature of these areas, drawing out the contributions and connections to my research study.

Relevant studies and information on this research topic emerged from my comprehensive review of the academic literature. I began with a thorough search of online databases (in order of importance to the research topic): ERIC, Library Literature, Dissertation Abstracts, Education Index, PsychInfo (Psychological Abstracts), Academic Search Premier, Article First, and Medline. After locating key articles, I utilized the bibliographies from those articles to locate other relevant sources.

Keywords and Boolean searches were different for each of four distinct literature review sections, and then varied slightly with each database.

Changing mission of the academic library search keywords included the following: mission and academic library, role and academic library, learning library, teaching library, library and leadership, library and change agent.

Process-based pedagogies search keywords consisted of: process pedagogy; process based learning; content based learning; resource based learning; research based learning; problem based learning; project based learning; authentic learning.

Collaborations with librarians search keywords included: library or librarians and partnerships; library or librarians and collaborations; library or librarians and team.

Leadership for instructional change search keywords I used were: instruction and change and leadership; instruction and transitions; teaching methods and change; instructional improvement and leadership; administrator's role and instructional improvement.

In addition to the periodical databases, I searched the Summit joint libraries catalog and the World Cat catalog for the authors that emerged through the initial journal article searches, the major authors mentioned within the article texts, and subject keyword terms similar to the journal keywords noted above. My final search was in Social Science Citation Index, locating current articles and research citing the work of the most significant authors. I gleaned all bibliographies for relevant citations for additional journals, websites, and books.

Evolving Educational Mission of the Academic Library

This section of the literature review investigates the past, present, and future roles of the academic library and librarians in terms of contributions to learning. From this section the reader will have context for the manifestation of the learning library, the influence of the paradigm on instruction, and the potential for academic libraries and librarians to further their role in instructional leadership.

The Learning Library

Historically, the academic library's mission and role has centered on collections that meet curricular and research needs, access to those collections, and "in-the-moment" information referral such as reference. While traditional statements identified the mission as a *service* or as *supporting* the instructional goals of the institution (Bangert, 1997), many libraries are re-focusing that role, and phrases such as *teaching library*, *learning library*, and *learner's library* appear increasingly in mission statements (Carleton College; Arkansas State University, Earlham College; Edison College [community college]; Hillsborough College [community college]; Pierce College [community college]; University of California, Berkeley; University of Wisconsin, Parkside; Wartburg College).

> A teaching library is more than a support unit for academic programs and research. It is a library that is actively and directly involved in advancing all aspects of the mission and instructions of higher education: teaching, research and community service. (Guskin, Stoffle, & Boisse, 1979, p. 283)

While library instruction, also termed library user education, has been a key activity for many academic libraries since the 1970's, transitioning to instruction within the paradigm of a learner's library extends that concept to incorporate a deeper philosophic and programmatic intention. This means a more direct, deliberate, and systematic connection to the curriculum by creating public learning environments in which communities of learners discover and construct knowledge (Donnelly, 2000; Snavely, 2000).

> Librarians collaborate with faculty and students in this library to improve the quality of learning. Faculty and librarians are designers of "deep" learning experiences that begin in the library space and extend into the campus and the world. The learner's library is a library for the future. (Wartburg College Library, n.d., ¶3)

Constructivist Foundation of the Learning Library

The "learning library" is a construct rooted in the social constructivist theories of Vygotsky (1978) who maintained learning occurs as a result of social interaction and that language development and culture cannot be separated from the individual as a learner. This theory further explained that the learner progresses through increasingly complex zones of development through the assistance of others who are more experienced or proficient and that real learning is situated only in specific cultural environments. The extension of this theory to the learning library, then, is through recognition that the library manifests its design and program on four linked elements based on communication and interactions among students, faculty, librarians, information resources, and curriculum. These included active programmatic partnerships, curricular

integration, sustained interactions among the constituent groups, and extension of influence in a "multiplier effect" (Simons, Young, & Gibson, 2000).

> Rather than an "add on" to the educational experience, the library, as an information resource and gateway, is a primary catalyst for cognitive, behavioral, and affective changes in students – as they interact with information resources as directed by faculty, as they complete assignments and study with peers, as they extend their knowledge at multiple levels, seeking connections and making meaning in more self-directed ways. The learning library…is therefore an agency of change in students' lives. (p. 124)

Simons, Young, and Gibson (2000) also called attention to how the learning library emulates the zone of proximal development that Vygotsky proposed by "scaffolding" the learning. This means that as the learner receives support from others, he or she progresses from a novice intellectual to embrace increasingly more sophisticated thinking and critical processes. The support for the progression comes from students collaborating with peers, faculty working with project groups or classes, or librarians instructing students individually at the reference desk or formally through course-integrated instruction. This type of collaboration results in students' moving through tiers of basic use and understanding of information, synthesizing concepts, developing unique ideas, incorporating sophisticated research strategies, and applying knowledge through wise, independent use of information. Consistent with Vygotsky's model, the individual scholar emphasized in a more traditional library model is not pushed aside but rather uses the library alongside students engaged in group study, active resource-based and inquiry-based projects, and collaborative development.

While libraries represent a natural forum for constructivist, and specifically social constructivist learning, faculty collaboration to implement the strategy is still limited (Gonzales, 2001; Hardesty, 2004; Spence, 2004; Thomas, 1994; Von Isenburg, 2004). Simons, Young, and Gibson (2000) laid out strong rationale, but the intent of their article was to approach only the theory, so they provided no elaboration on what students will or can do in these environments.

The theories of a second prominent theorist, Jean Lave, can be interwoven with Vygotsky's constructivist groundwork to provide further theoretical backdrop to the concept of the learning library. Lave's (1991) pedagogical theories of situated cognition and communities of practice are promulgated from Vygotsky's concept that higher order abilities develop as a result of social interaction. In the learning library, then, students gain those abilities outside of the classroom, "through a process of acculturation into communities of expertise located in real situations, not contrived, 'academic ones'" (Lave, p. 127). Carried into pedagogy, faculty engage students using problem-solving with cohort groups, learning communities where the library is a central fixture, intentionally creating a culture of inquiry, and taking advantage of the "messy reality" of information and conflicting ideas. This "situated learning" that she advocated melds the educational experience with the opportunities and expectations of the workplace or "real world" and align well with the concepts of the learning library and learner's library.

Integration of the Learning Library with the Institution and the Classroom

Characteristics of the learning library include outreach and programmatic

partnerships, curricular integration, interdisciplinarity, team teaching, diverse

learning environments, and pervasive interactions with academic constituencies

(Donnelly, 2000; Owusu-Ansah, 2004; Simons, et al., 2000; Snavely, 2000).

Together, these qualities create a "web of influence," elevating the visibility and

educational influence of the library. As a result of the library as a change agent,

the learning environment and culture are transformed, and academic success is

enhanced (Simons, et al., 2000).

Transitioning from an instruction paradigm to a learning paradigm

transforms the classroom (Barr & Tagg, 1995). Similarly, the shift from the

traditional library paradigm to the learning library paradigm changes the library in

significant ways.

> In a Learning Paradigm library, learning outcomes drive everything.
> All services and programs are planned to produce learning and to do
> it more efficiently over time....Tools assume their proper place as
> support materials to enhance learning. Libraries serve their clients
> more with "just in time" delivery of information than "just in case"
> ownership…the library's service role as information provider
> becomes ubiquitous, a "library without walls," and the library
> building becomes a learning laboratory. (Wartburg College Library,
> n.d., ¶3)

While library literature has addressed the move to a learning library, fewer

higher education leaders have incorporated the library in their discussions of the

learning college. Key scholars such as Diamond (2002), McPhail (2005),

O'Banion (1997, 1999), and Shulman (2000) make little or no mention of the

library or acknowledge the library's transition, role, or contributions that might

further institutional effort in maneuvering and becoming a learning college or

adopting the learning paradigm. The exceptions are Guskin and Marcy (2002,

2003) of the Project on the Future of Higher Education who outline the library's

role within the learning landscape, and Hill (1980) who looks to librarian

leadership as a key to educational transformation.

Library Mission and Instructional Leadership

Over the last decade, several authors have described their vision for the

academic library (Bailey-Hainer & Forsman, 2005; Crowley 2001; Grimes, 1998;

Hardesty, 2000b; Meringolo, 2006; Owusu-Ansah, 2004; Phipps & Maloney,

2005; Simmons-Welburn, 2004; Wilkinson, 2000). Instructional leadership was

revealed through their discussions of instructional technology, teaching and

learning, information systems development, scholarly communication, academic

partnerships, and digital resources. The two most recent research studies on

library mission (Bangert, 1997; Jordan, 1997) uncovered several themes about the

library's role with instructional leadership. Bangert examined the mission

statements of 58 California academic libraries in an effort to determine how

academic libraries describe their present and future contributions to college and

university education as expressed through their values, roles, and mission

statement language. The author's analysis of mission statement language revealed

several common phrases related to instructional leadership in more than 40% of

the statements. These included *supporting the curriculum, providing access,* and

improving institutional outcomes. College libraries noted *teaching of information*

skills as a common theme, while universities elevated *integrating print and electronic resources* as one of the top five stated purposes. She also found that 57% of university mission statements emphasized both *support of research* and the *support of curriculum*, while only 24% emphasized the more traditional role of *develops collections.* The author's summary analysis revealed a vision of libraries as *intellectual/knowledge centers,* as opposed to the term of *information centers,* indicating to her that the "academic library of the next century is imagined to play a role beyond the providing of information and resources" (Bangert, General Observations Section ¶2). Examining the mission statement language for vision, the author determined that libraries intended a greater connection to the larger academic community than they had in the past. With phrases such as *sociocultural responsiveness, empowering students for an information age*, and *producing leaders for the next century*, libraries demonstrated that they intended to move beyond collecting resources to more actively "shaping future generations of students" (p. 11).

In contrast, Jordan's (1997) dissertation on library mission focused on community colleges. Teaching emerged as a key element in these mission statements but was overwhelmingly phrased as *supporting* learning. Only one library out of 30 used the more direct phrase "to instruct" as a mission element. While activities did focus on instruction, engaging a leadership role was not explicitly stated.

Since these research studies, the teaching mission of the academic library has continued to evolve. The concept of the teaching library has been explored through diverse discussions including: the philosophical basis for the teaching library (Bahr, 2000; Farber, 1999; Owusu-Ansah, 2004; Walter, 2005) and an increased role due to the mounting need to evaluate information (Johnston & Webber, 2005; Quarton, 2003; Rockman, 2004). Discussions of teaching practices (Calister, 2003; Grassian & Kaplowitz, 2001; Hinchliffe & Woodard, 2001), learning styles (Gold, 2005; Halttunin, 2003; Hensley, 2003; Tao, 2005) and assessment (DeFranco & Bleiler, 2003; Gilchrist & Zald, in press; Lindauer, 2004; McMillan, 2005) reinforce the professional commitment of librarians to this task. Research and scholarly conversations concerning librarians and student engagement (Gibson, 2006; Kuh & Gonyea, 2003), attention to instructional development and improvement of librarians (Albrecht & Baron, 2002; Chapman, Pettway, & White, 2001; Walter, 2005), and program-level assessment of the instructional role (Association of College and Research Libraries, 2003; Flaspohler; 2003; Warner, 2003) established an even firmer philosophical framework. The increasing trend toward requiring teaching expertise in reference librarians positions is also an indication of the library's dedication to teaching and learning (Albrecht & Baron, 2002; Lynch & Smith, 2001).

Summary: Insights that Relate to this Study

The mission of the academic library is evolving to include a greater connection to the larger academic community and a more direct impact on student

learning, but the research falls short of describing specific implementations.

While many activities and resources of academic libraries may focus on

instruction, forging a leadership role is not readily visible in the mission

statement. Since my study intended to look at a library's manifestation of its

instructional mission, it was a natural extension of these studies where intentions

were expressed in library mission, roles, and values but few actions were

examined. Exploring the ultimate level of implementation of this mission, that of

leadership for the transformation of curriculum or institutional culture, will be of

value. The library's commitment to increasing the instructional role was evident

in the literature through discussions of learning styles, teaching practices,

assessment, and the philosophical definitions of the instructional role of the

academic library and the learning library.

   While many academic libraries have moved to embrace the collaborative

learning paradigm, discipline faculty were not assuming the model as

enthusiastically. Since my study sought to research a group of faculty who have

incorporated the library's perspective and were working with the library to fulfill

the learning mission, it could potentially add to the literature base.

   With constructivism forming the philosophical base of the learning library,

it was apparent that the library has the potential to be a change agent by

integrating the learning library concept deep into the institution. Now that the

concept of a learning library is becoming more prominent, it is timely for me to

look at the impact and implications of that transition through a research lens.

Process Learning

This section of the literature review considers the definition and use of process-based pedagogies in higher education. From this section the reader will have context regarding the rationale for process learning, examples of process pedagogies, and how specific process pedagogies are applied in practice.

Process learning pedagogies are generally defined as the diverse procedures which "surround the acquisition and utilization of knowledge;" (Parker & Rubin, 1996, p. 1) those approaches that "marry learning strategies to content…to help students acquire a repertoire of strategies, approaches, and techniques that can be used to master increasingly sophisticated content on their own" (Weimer, 2003, p. 50). Considered a learner-centered teaching technique, process learning engages students (Duch, Groh, & Allen, 2001; Pacific Crest, 2004; Weimer, 2003) and is consistent with the constructivist school of learning. This school claims that students are active participants in the learning process and the contextual basis of learning is a significant component of this philosophy (Driscoll, 2000). With this understanding, learning occurs through interaction with the environment, and what is learned and how it is learned cannot be viewed separately (Gijselears, 1996).

Process learning is commonly contrasted with content-based pedagogies that emphasize the mastery of information. Content pedagogies focus on the importance of a right answer and are considered to be teacher-centered since the teacher normally relays the information about what is known (Educational

Broadcasting Corporation, 2004). The chief reason faculty indicated that they do

not engage in process-based learning is that they cannot spare the time or else will

not be able to cover all of the material they deem important for the course

(Hardesty, 2004). "Faculty's strong content orientation finds expression in the

metaphor used to describe what faculty members do to course material: they

'cover' it; more is always better when it comes to content" (Weimer, 2003, p. 50).

However, most advocates of process did not dismiss content (Costa & Liebmann,

1997b; Parker & Rubin, 1996). Instead they advocated that content provides the

substance, with process providing the framework that can be carried forward by

the student and adapted to future learning experiences (Costa & Liebmann,

1997b; Weimer, 2003).

> Process…is, in fact, the highest form of content and the most
> appropriate base for curriculum change. It is in the teaching of
> process that we can best portray learning as a perpetual endeavor
> and not something which terminates with the end of school. Through
> process, we can employ knowledge not merely as a composite of
> information but as a *system* for learning. (Parker & Rubin, 1996,
> p.1)

In her phenomenological study, Waskow (2006) interviewed 12

community college faculty members as to their experience of learner-centeredness

and learner-centered applications in their classrooms. Faculty dismissed the term

"learner-centeredness" as an educational fad, even though learner-centered goals

were at the heart of their description of the meaning of education and they utilized

learner-centered methods to varying degrees in their classrooms. They were not

always sure how to transition to learner-centered pedagogies and indicated that

the modeling of content instruction from their own educational experience played a large role in their personal choice of teaching methods. Faculty reluctance to incorporate learner-centered pedagogies such as process-based learning may not be rooted as much on their own theories as on their lack of knowledge of what these techniques look like when applied in the classroom. This study had potential to present implementation possibilities with faculty, and also, to establish what that implementation means to them as a teacher.

Rationale for Process Learning

Several educators have advocated for faculty to shift from content and concentrate more on process in order to move toward larger learning goals. Weimer (2004) named the transition away from content as one of five key changes to practice that must occur for teaching to improve, stating that an emphasis on content "ignores a documented litany of negative impacts of this strategy on learning" (p. 51); Barr and Tagg (1995) identified "the mastery of functional, knowledge-based intellectual frameworks rather than the short-term retention of fractionated contextual cues" (p. 22) as one of the identifiers of a learning organization; employers want graduates not to know everything but to have the capacity to learn (Cheney, 2004; Pelikan, 2004; Snavely, 2004; Spence, 2004); and one of Merrill's (2002) four principles for strong instructional design is when learners are engaged in solving real-world problems. Quarton (2003) concluded that information literacy abilities are best developed with process-based learning strategies. The Boyer Commission recommended that process-

learning be integrated at the freshman level, providing a basis for future learning

(Boyer Commission on Educating Undergraduates in the Research University,

1998).

These statements and studies point to the advantages of process learning,

yet there appears to be little research studying system-wide paradigm shifts that

favor this approach, particularly those shifts that involved the academic library. If

the impact of this pedagogy is as sustaining as these researchers and philosophers

believe, then attention should be devoted to studying implementation of a

program where students have more than one random experience of process

learning and where faculty groups have identified teaching philosophies that

support this method.

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Process Pedagogies

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Process learning or process pedagogies are umbrella concepts that

encompass several more specific pedagogies. Four of these will be introduced in

this review: problem-based learning, inquiry-based learning, project-based

learning, and resource-based learning. While subtle in their difference, each takes

a slightly different approach to the process elements and was chosen as relevant to

this study due to the method's potential for collaboration with a library.

Problem-Based Learning

In problem-based learning, students evaluate their own prior knowledge of

an unfamiliar and intentional problem, identify gaps in their learning, formulate

hypotheses regarding the cause and solution, and determine what more needs to

be learned in order to rule out or confirm the hypotheses. The students then enter

a cycle where they seek out and evaluate appropriate information, discuss what

they have learned, and cooperatively determine the relevance of the information

to the problem and the hypotheses until they reach closure (Cisneros, 2003).

While a variety of models have emerged (Clark & Blake, 1997; Jonassen, 2002;

Nelson, 2002; Savery & Duffy), each emphasized the role of the learner as being

absorbed in real-world problems (Merrill, 2002) and exemplified constructivist

philosophy (Savery & Duffy, 1995). The most consistent and extensive

application of a process learning pedagogy has been medical education's adoption

of problem-based learning (Nelson, 2002).

Nelson's (2002) research supported problem-based learning as a viable

instructional delivery method for medical technicians, verifying "students

appeared to become independent learners working in teams to solve problems and

that the technique encourages students to apply their knowledge in a meaningful

way that can increased cognitive abilities" (p. 85). The study was limited by the

fact that the problem-based learning intervention was only one segment of one

course, contributing to research findings of unequal contributions by team

members and complications from student inexperience with the pedagogy.

Cisneros (2003) confirmed that problem-based learning improved pharmacy

student's self-directed learning abilities and that self-efficacy was a success

factor: "A student who believes that he/she has control over outcomes may work

harder to achieve a positive outcome" (p. 158). Land and Greene's (2000) study

suggested that scaffolding student learning in specific problem areas, specifically

evaluating information for relevance to hypotheses, avoids "topic drift" or

oversimplification and results in a more productive student experience with the

pedagogy. It would be enlightening to study faculty perspective in programs

where more of the courses were taught in this method and students gained more

sophisticated access and experience with this type of instruction.

A team comprised of a faculty member, librarian, and instructional

designer at Pennsylvania State University focused on problem-based learning for

a freshman seminar, because it presented an "opportunity for librarians and

instructors to collaborate on designing learning experiences that will allow

students to acquire information gathering skills as part of their subject

curriculum" (Cheney, 2004, p. 495). Collaborators described the experience as a

way to create innovations in learning (Cheney; Pelikan, 2004; Snaveley, 2004;

Spence, 2004) and forecasted that, "Librarians, if made an integral part of the

development process, can play a key role in helping students attain the skills

needed to be successful with [problem-based learning]" (Pelikan, p. 510).

Inquiry-Based Learning

As a derivative of problem-based learning, inquiry-based learning expands

beyond the examination of a problem to focus on a wider variety of questions; the

emphasis is on the student's questions rather than on a problem posed by the

instructor (Plowright & Watkins, 2004). This approach is considered more holistic

since students encounter all manner of inquiry, evaluating the strengths of a topic

not only its problems (Magnussen, Ishida, & Itano, 2000). Researchers suggested

that this approach helps students achieve "deeper learning" through increased

understanding of concepts and ability to see relationships (Magnussen, 2001),

cultivate transferable learning strategies (Hill & Hannafin, 2001), increase

confidence to question the validity of texts and to formulate and share their own

ideas with the broader audience (Brown, 2004), and manage their own learning

(Phoenix, 2002).

Resource or Research-Based Learning

Resource/Research-based learning can be described as an approach in

which the student learns from individual interaction with resources, library

research methods, and activities connected with the resources rather than from

class exposition (Beswick, 1977). Supporting it is the premise that students

learning to think and solve challenging problems, concerns, and dilemmas while

using individually acquired resources in the planned environment of the

classroom should be more prepared to examine issues and questions and apply

information outside of that environment (Breivik & Senn, 1994). Learning

resources are media, people, places, or ideas that have the potential to support

learning; information assets-data points that are organized by an individual to

convey a message (Allee, 1997). Expanding on problem-based learning,

resource/research learning could be focused on issues, theories, or designs and not

only problems driven by hypotheses. Students reuse assets (Beswick, 1977) and

recontextualize and reorganize them as knowledge (Hill & Hannafin, 2001).

While faculty have always used resources beyond textbooks, the use has most commonly been directed, focused, and limited in scope, such as handouts or reserve materials. In resource/research-based learning, meaning can be guided for direct understanding of specific points, or, more open when individual student construction of meaning is sought (Hill & Hannafin).

Project-Based Learning

In this process approach, learners not only generate questions and analyze information to solve an intentionally determined problem but also produce a final product or series of products that address the driving question or problem (Blumenfeld, et al., 1991). With this added element, learners experience organizing and integrating relevant information discovered in diverse artifacts into one final product (Land & Greene, 2000).

In a distance learning graduate business course that used project learning as the sole framework, faculty and students both affirmed that active participation in the learning process and experience with authentic problems significantly influenced the learning for most students (Tekinarslan, 2001). Cocco (2006) found that the collaboration inherent in project-based learning permitted non-hierarchical governance, inclusive participation, and a sense of community which promoted the enhancement of self-confidence, the ability to take risks, an understanding of group dynamics, and the ability to lead without authority for students in a community college applied technology program. A phenomenological study of adult community college students revealed project-

based learning practices offered students opportunities for developing and using high-level thinking, planning, organizing, problem-solving and presentation skills as well as responded to a wide-range of learning styles (Villeneuve, 2000).

Summary: Insights that Relate to this Study

Process pedagogies are learner-centered teaching approaches where students are active participants in the learning process. Examples include problem-based learning, inquiry-based learning, project-based learning, and resource/research-based learning. Transitioning from content-based pedagogies to process pedagogies is advocated because learning is promoted when students are engaged in practical problem solving. Process pedagogies provide a basis for future learning, improve critical thinking, and develop higher order abilities students can transfer to other environments. The research and advocacy for these pedagogies has been clearly and inspiringly articulated but authors stop short of identifying any undergraduate programs that are either research or resource/research-based or library-centric. Since the authors argue their value, it would be appropriate to focus a study on such a program.

The literature reveals an advantage for faculty to transition from content-focused to process-focused pedagogies; there is, however, less description of how the path to process pedagogies might be paved or what motivates faculty to pursue this approach. While the cited authors have provided recent and quite extensive attention to this topic, it has been discussed in the K-12 literature since the 1970's and most of the research is for this level. Less attention has been given

to the college, community college, or university setting or to the traditional

undergraduate student, and virtually none has examined extensive departmental or

institutional adoptions.

Most of the research that examines process techniques looks at methods

other than resource or research-based learning and few consider the library a

critical element in the learning process. There was also a lack of insight on

process pedagogies from the point of view or the experience of the faculty who

are attempting to integrate these techniques into their courses. There appears to be

a gap in understanding faculty experience of the use of process-based learning or

the meaning that experience might hold.

Academic Collaborations with Librarians

This section of the literature review explores the extent of academic

collaborations between librarians and other academic units. From this section the

reader will acquire perspective regarding the definition of collaboration, faculty

attitudes regarding collaboration and coordination with librarians, partnerships

focused on instructional technology, collaborative course and curriculum design,

and characteristics of successful collaboration.

Collaborations between librarians and individual academic faculty and

between libraries and campus departments are prevalent on college and university

campuses and have taken innumerable forms (Gallegos & Wight, 2000), including

alliances with assessment offices (Flynn, Gilchrist, & Olson, 2004), athletic

departments (University of Iowa, 2003), writing centers (St. Louis University,

2005), collection development and liaison programs (Yang, 2000), and teaching

and learning centers (Jacobson, 2001).

> Generally librarians encourage a culture of sharing, cooperation, and
> collaboration, for the ultimate purpose of assisting students in their
> educational pursuits. Part of what defines librarianship is 'reaching
> out' to library users (students, faculty, and others) to better serve
> them. (Christiansen, Stombler, & Thaxton, 2004, p. 118).

Since libraries operate from an interdisciplinary perspective, they can

broker and support the more decentralized areas of the academy, all the while

taking advantage of each group's sphere of influence and expertise (Schwartz,

1997). In addition to resources and know-how, the academic library also brings to

the partnership many specific elements that impact learning and can assist an

institution in transitioning to a learning culture (Dewey, 2004; Hill, 1980; Laverty

& Burton, 2003; Owusu-Ansah, 2004).

Defining Collaboration

Mattessich and Monsey (1992) defined collaboration as "a mutually

beneficial and well-designed relationship entered into by two or more

[individuals] or organizations to achieve common goals" (p. 7) and offered that it

has three guiding principles: purposefully achieving common goals, supporting a

well-designed structure, and being mutually beneficial. Bennis and Biederman

(1997) defined collaboration as "relationships that provide opportunities for

mutual benefit and results beyond what any single organization or sector could

realize alone" (p. 200). They declared that the age of the empowered individual

has ended and agreed that what matters now are the "collaborative advantage" and

the assembling of powerful teams. Both of these definitions emphasized the theme

of relationship.

In their approach to librarian/faculty collaboration, Ward and Raspa

(2000) added the element of listening as an essential component to these

definitions. "Collaborations share the give-and-take listening that creates the bond

of belonging to a learning community. It is a more holistic experience in which

we are committed to the enterprise, the relationship, and the process" (p. 5). They

assert that listening is particularly important in an academic arena since learning

is at the heart of the college and university mission.

Cook's (2000) review of literature on this topic differentiated between

librarian/faculty collaborations, coordination, and networking, and defined

collaboration as the most structured and networking as the least structured.

Networking concerns "exchanging information for mutual benefit…[for instance]

attending a workshop sponsored by a campus professional development

committee on teaching students to think critically…and sharing and receiving

ideas" (p. 26). Coordination extends beyond networking by implying that "two

parties will actually work toward a solution to a common problem" (p. 27). A

librarian and a faculty member might coordinate on an instructional session where

the librarian who attended the workshop on critical thinking would present a

session to the faculty member's students. "Both these colleagues are working

toward the same goal, to help students think critically, but each is working

independently to a degree" (p. 27). Collaboration furthers and deepens this

relationship by:

> [A]dding a structure that ensures a desired alliance actually meets its
> goal…[such as] the librarian and the classroom faculty member
> [deciding] to work together to create a series of assignments for a
> course to teach critical thinking skills (p. 27).

These assignments would be cooperatively designed, integrated into the

coursework, and evaluated for effectiveness in meeting the original goal of

increasing the student's critical thinking ability. For this study, the definitions

outlined by Cook will be accepted as working definitions of the terms networking,

coordination, and collaboration.

Since this research study sought to examine the experience of formal and

structured alliances between faculty and librarians, this literature review focused

chiefly on collaborations. While the literature offers many descriptions of

effective instructional collaborations with librarians (Lambert, 2003; Rockman,

2002; Sanborn, 2005), most of the research illustrated efforts that would be

considered coordination by the stated definitions. I chose to focus on the literature

describing faculty/librarian collaboration, with the literature related to

coordination and networking providing context where relevant. These terms will

be used only when the account in the literature is consistent with my working

definition of collaboration. If the terms collaboration, coordination, or networking

are used by the author of an article or a study but the project does not, in my

opinion, fall within the adopted meanings of the term, the appropriate term will be

substituted. If none of these terms are appropriate, an alternative term such as a partnership or alliance will be used.

Collaborating with Library Instruction

Library instruction has formed the foundation of the majority of faculty and librarian collaboration and coordination (Jeffries, 2000; Rockman, 2002; Sanborn, 2005). Most often, librarians are invited to teach selected sections within a credit course of which they are not the professor of record in an effort to instruct students in the research methods that will lead to the successful completion of an assignment or course outcomes. Librarians bring the expertise in research methods, resources, and the pedagogy of research together with the discipline knowledge, pedagogical knowledge, and intentional learning goals of the faculty member in order to assure students develop the strategies, critical thinking, and abilities that the course requires (Breivik & McDermond, 2004; Brown & Krumholz, 2002; Lampert, 2003; Macklin & Fosmire, 2004; Owusu-Ansah, 2004). These could be classified as coordination or as collaboration depending on the extent of the planning, cooperation, integration, and listening.

From the library perspective, information literacy (previously defined on p. 2) is the curricular focus of these coordination and collaboration efforts (Gullikson, 2006; Iannuzzi, 1998). Information literacy identifies research abilities and outcomes for students, but inherent in the definition is that the teaching of these abilities will be a campus-wide effort not a library effort (Association of College and Research Libraries, 2000). Through effective

collaboration between discipline faculty and library faculty, efforts focusing on

developing college students' information and research skills need to center in the

classroom (Breivik, 2005).

> Instead of creating new courses based on an entirely new concept,
> the current classes faculty teach can become starting points for
> creating a more structured information literacy initiative, one in
> which information literacy strategies are incorporated within courses
> in the major fields of study. (Middle States, 2003, p. 17)

The drafting of the Information Literacy Competency Standards for

Higher Education, initiated by the Association of College and Research Libraries,

was an intentional collaboration that included a diverse constituency in the

development process, and the Higher Education Association (in October 1999)

and the Council of Independent Colleges (in February 2004) have subsequently

endorsed these standards. Several research studies have demonstrated the impact

of collaboration and coordination-based library instruction in achieving

information literacy—student's ability to dissect a research question, critically

evaluate and apply information, and establish effective search strategies (Bodi,

1995; Brown & Krumholz; 2002; Glendale College Library, 2002; Kunkel,

Weaver, & Cook, 1996). The approach of information literacy has generated more

effective collaborations between faculty and librarians than were generated via

bibliographic instruction (Breivik & McDermond, 2004; Lambert, 2003; Macklin

& Fosmire, 2004; Owusu-Ansah, 2004).

Many studies describe individual librarian-faculty collaborations

(Buchanan, DeAnne, & Jones, 2002; Christianson, 2004; Fiegen, Cherry, &

Watson, 2002; Ford & Williams, 2002; Ragains, 2001; Thaxton, Faccioli, &

Mosby, 2004). Typical is the research of Brown, a librarian, and Krumholz, a

biologist (2002), who collaborated on a project to teach and assess specific

information literacy abilities to students in a geomicrobiology course that

included both undergraduate and graduate students. They selected specific

information literacy abilities relevant to the course and the level of the students,

designed and delivered the instruction to support the learning, and developed

integrated assessments (those that fluidly meshed with the course assignment) that

directly measured the outcomes. In addition, they developed and administered a

pretest and posttest to assess student progress. Their collaboration resulted in

further discussions for refining and tailoring the outcomes even more specifically

to the course. They believed that the collaboration presented a good design for

incorporating information literacy into science curriculum:

> This type of research promoting information literacy is critical to
> [fostering] the [skills] of students who, ultimately, will become
> critical thinkers and lifelong learners and thereby well equipped to
> success in the workforce and contribute positively to society. (p.
> 121)

Their research would have been enhanced by including a discussion of their own

experiences as collaborators and what that experience meant to them.

Faculty Attitudes Regarding Collaboration and Coordination with Librarians

Discipline faculty attitudes about library instruction collaboration and

coordination with librarians vary widely and have throughout time. Although

considered by librarians the most effective manner with which to achieve

students' information literacy (Iannuzzi, 1998; Ward & Raspa, 2000; Rader, 2004; Winner, 1998), discipline faculty have not viewed the collaborative efforts as enthusiastically and the onus has been on the librarian to initiate the collaboration (Cardwell, 2001; Chistie, Glover, & Westwood, 2000; Given & Julien, 2005). "Many professional and scholarly articles…explore the increasing importance of having key outsiders 'buy-in' to the importance of information literacy instruction as one core component to the success of these endeavors" (Given & Julien, 2005).

While library instruction has been a mainstay of library activity, studies in the 1980's and 1990's revealed a large gap in understanding between discipline faculty and librarians as to the appropriateness of library instruction and whose job it was to educate students in library research methods (Biggs, 1981; Hardesty, 1991). With the exception of Earlham College, which exemplified librarian-faculty collaboration, Hardesty found that authors revealed no:

> [E]xcitement or enthusiasm, sense of imagination or creativity, or even a strong sense of purpose or accomplishment from faculty members about the library's involvement in their teaching…. The thought that intensive, inspired, and imaginative use of the library should be part of undergraduate education is not part of faculty culture. (p. 127)

Later studies found that those attitudes were still prevalent but also were evolving. Younger faculty members were less likely to feel that the curriculum was too full to include research instruction and that the lower the faculty member's rank, the more likely he or she was to have received library research instruction as a student (Maynard, 1990; Thomas, 1994). Consistent with this

finding, younger lecturers as compared with full professors were more likely to believe their students need formal instruction (Maynard, 1990). The frequency with which faculty members conducted their own library research related positively with their attitudes toward the need for their students to receive instruction (Cannon, 1994; Gonzales, 2001).

A key factor in the extent and number of these instructional collaborations is tied to the traditional structures of higher education where learning time is fixed, but learning outcomes vary from student to student. Those faculty who choose to forgo teaching library research methods or teach them on their own and elect not to collaborate with the library for course integrated or related instruction attribute it to the pressure of limited class time weighed against the large amount of disciplinary content. A large majority of faculty did not use library instruction or assign library-intensive work as methods to help students develop research abilities (Feldman & Sciammarella, 2000). One of the most interesting revelations was that a majority of faculty members who express support for library and librarian collaboration have not taken any steps to initiate it (Ashton-Pritting, 2003; Gonzales, 2001; Feldman & Sciammarella, 2000). Reasons included not knowing it was available or how to contact a librarian to establish this type of collaboration, as well as the most common reason of needing class time to cover essential disciplinary content. The recommendations in both of these studies were that librarians do more to promote collaborative opportunities and to be more deliberate in initiating them. Eighty-four percent of faculty members at Dalhousie

University (Nova Scotia) believed that information literacy or research abilities should be requirements for undergraduate education but did not express any opinion about how to realize that requirement (Nowakowski, 1993).

Discipline faculty and librarians often have different perspectives on the librarian's role. Community college discipline faculty at the City University of New York differed widely in their views of their instructional collaborations and coordinations but felt that most of those differences could be bridged with increased communication. Librarians were quick to make assumptions about what faculty would or could do, and discipline faculty thought they understood more about library use and resources than they actually did (Feldman & Sciammarella, 2000).

Ducas and Michaud-Oystryk's (2004) survey of library faculty at the University of Manitoba sought to determine the extent and impact of collaborations and coordinations between library faculty and disciplinary faculty in five areas: teaching/instruction, information services, information technology, research, and collections. The researchers correlated these data with a similar survey of the disciplinary faculty completed in 2000 in order to determine the degree of similarity of opinion in both the type and the quality of the partnerships. They measured both the extent and the impact of collaboration and coordination between these two groups of faculty and found that these experiences were varied in form and deemed effective by both constituencies in teaching/ instruction and three of the other areas. The authors concluded that the potential for future

coordination and collaboration in traditional and innovative roles was welcome
and necessary from both sides. Although they asked faculty how satisfied they
were with the coordination and collaboration in which they had engaged, they did
not ascertain the number or extent of the coordination or collaboration each had
experienced, meaning that some results could have been based on one brief
networking alliance and others on extensive or multiple collaborations.

Discipline faculty who were supporters and users of library instruction or
who have had successful instructional collaborations with librarians displayed a
more positive attitude about their experiences. These faculty indicated respect for
the expertise of the librarian, advantage to student work, appreciation for the
contributions of the librarian in an ever-changing world of research, and an
advantage of teaching information literacy as a mechanism for improving critical
thinking and analysis skills of their students (Manuel, Beck, & Molloy, 2005). A
2001 survey of faculty at Montana State University revealed that 92% of
respondents agreed incoming freshmen do not possess the necessary skills to use a
research library, and 100% thought that all students should be taught information
literacy skills (Kempcke, 2002). Consistent with other studies, there was wide
disagreement among these faculty as to how information literacy should be
taught. While over 150 colleges and universities have implemented requirements
for information literacy (California State University, 2005; Sontagg, 2001), it is
unclear if these requirements will be realized through collaborations or through
individual classroom or library efforts. McGuinness (2006) found that faculty

believe students acquire these skills through a variety of methods when they have

the drive to do so. It would be interesting to examine this misunderstanding or

role discrepancy between librarians and faculty and see if this occurs in

collaboration focused on course design or assignment design.

While there have been several publications by librarian/faculty teams in

journals outside of the discipline of library and information science (Davis,

Brady, & Boehmke, 1994; Powell & Case-Smith, 2003; Smith & Chang, 2005),

few faculty have offered individual articles or opinions on collaborations with

librarians (Spence, 2004). One author has reasoned that discussions about

collaborating with librarians appear to be concentrated in the library literature

because the desire for librarians to teach is viewed as a competition for tight

resources instead of a desire to help transition the institution into a new way of

working (Smith, 1997).

The impact of change in higher education will greatly impact

collaborations because that change is creating a shift in academic culture. An

increase in interdisciplinary studies, collaborative scholarship and co-authorship

of journal articles, emphasis on learning, validation of faculty pursuing the

scholarship of teaching, and the prominence of learning outcomes will all shift the

discussions and the types of collaborative opportunities. Kempcke (2002) argued

stridently that most collaborative efforts by librarians have ignored the critical

element of academic culture and especially these new cultural elements. The

majority of research on faculty attitudes about librarian collaboration that is

considered standard in the field was done before these cultural elements came into

play.

> For transformation of academy culture to occur, librarians as
> academic principals must accept the leadership challenge to cultivate
> a climate for cultural change and demonstrate their professional and
> educational expertise through increased involvement in the campus
> community.…The problem remains that almost all articles focus on
> the campus faculty as being removed from the culture of the faculty
> librarian. (p. 531)

While all types of collaboration with faculty members are important efforts, it is

not sufficient for librarians to rest there. "We must continually earn our respect in

the campus community by being accomplished teachers and creditable scholars"

(p. 546).

Partnerships Focused on Instructional Technology

As higher education's consideration of technology as a classroom tool

increased throughout the 1990's, computing centers, formally focused only on

support for the infrastructure of the institution, shifted their energy and

philosophy to be more student and faculty-centered, and many colleges and

universities chose to merge the library and the computing center. Instead of these

mergers creating partnerships, networking and administrative efficiencies were

accomplished, and the end result was most often two separate units merely

reporting to the same administrator (Hardesty, 2000a). The debate and

administrative transitions regarding the relationship of these two units continued

into the 1990's when the interface of technology and library was broadened even

further with discussions of whether computer literacy should be a graduation

requirement and if computer literacy was a part of or separate from information literacy (Hardesty, 2000a).

Partnerships between librarians and instructional technologists have since focused on improving student classroom experience with information and on increasing support for faculty classroom endeavors. Invited teams of faculty, librarians, students, and instructional technologists from 10 universities started their collaboration with a joint conference aimed at rethinking and changing their roles (Boissele, Fuss, Mestre, & Zinn, 2004). While each of the teams took their partnerships in different directions, incorporating technology into the curricula was a common theme. Supporting faculty through increased understanding of their course outcomes, instructing faculty in the use of technology to increase their comfort level and integration into the course, providing direct trouble-shooting support, and integrating additional information literacy instruction into the courses were key outcomes. Sharing of information between librarians and technology specialists, meeting face-to-face, and informal activities led to higher level and more formalized partnerships between the two departments.

Ashton-Pritting (2003) examined the perceptions of librarians, discipline faculty, and technology center personnel at Colchester University regarding the interpersonal and inter-organizational challenges for a connection aimed at improving teaching and learning. Rather than focusing on the success or details of the specific project, the dissertation focused on the variables of the Interorganizational Arrangement Model (time, difficulty, single organizational

role, and impetus for collective action) as they related to the design and process of the partnership. Emerging from this research was the incongruence between traditional organizational structures and innovative endeavors. If indeed librarians and technology personnel are to fully embrace an active teaching and learning role, then reorganization must accompany the transition in order to devote necessary time and energy to the task. Otherwise staffs are left struggling to fit in key change initiatives with current responsibilities and within antiquated systems, thereby limiting the impact of the coordination or networking and the innovation that was originally sought. While each unit understood on some level they were to network or connect, formalizing the relationship, committing resources, and communicating at all levels might have helped the constituencies view each other as full partners, rather than as "clients or external constituents that they serve" (Ashton-Pritting, 2003, p. 214). Appropriate organizational infrastructure contributes to the paradigm shift for which innovative initiatives are striving (O'Dell & Grayson, 1998).

Collaborative Course and Curriculum Design

Collaboratively determining information skills that students should possess or formal college-wide abilities related to information literacy are additional types of collaborative efforts by faculty and librarians. These discussions have served to "create a foundation on which to integrate information skills into the curriculum and establish a system for collaboration" (Macklin & Fosmire, 2004, p. 48), as well as develop formal curricular outcomes for

information literacy that can be assessed across the curriculum. The major benefit

is increased integration of information skills in the context of assignments and

course work, which in turn provides for increased understanding and greater

potential for students to recognize inquiry as central to continued learning (Flynn,

Gilchrist, & Olson, 2004).

Team design refers to the approach in which different stakeholders take an

active role throughout the process (Cook, 2000; Eseryel & Ganeson, 2001). While

most faculty conduct course planning as a solo effort the collaborative approach

enriches both student and teacher learning. As teachers develop, the team

specifically helps faculty become more aware of their conceptions of teaching

(Drew & Vaughan, 2002). It is in this conscious design of courses where the

deepest learning and the most opportunity for change occurs (Knight & Trowler,

2000; Prosser & Trigwell, 1999; Walker & Entwistle, 1999).

A team of library faculty, discipline faculty, instructional design

specialists, and technical support personnel at Pennsylvania State University

collaboratively designed a distance-learning course, "Learning Strategies for the

Information Age" (Harvey & Dewald, 1997). Teams discovered that

collaboratively designing the learning outcomes, course content, teaching

strategies, and media strategies led to both a more cost effective as well as a more

sophisticated design than could have been developed by individuals. "Team

members continued to share information, presentation, and evaluation modules

throughout the course" (p. 2) and determined that their collaboration had "created

a more learner-centered instructional mode" (p. 3). Since valuing partnerships is not new to libraries, informal relationships that exist outside of instruction will serve to facilitate new teaching endeavors.

Characteristics of Successful Collaborations

Successful collaborations reflect several key attributes. The Chief Executive Officer of the Maricopa Community College system identified collaboration as a central underpinning to a learning organization and a key element in the system's transition to a learner-centered institution (Elsner, 1997). He maintained that collaborations are more successful than individual efforts, because they were "1) more effective in achieving focused results; 2) touch the smaller units of organizations; and 3) the hierarchical 'top down' approach has proven to be less effective in responding to the complex changes facing modern society" (p. 187).

Ward and Raspa (2000) found five qualities that are required for collaborations to be successful: (a) having passion for the project, (b) being able and willing to persist in the face of opposition, (c) engaging the enterprise playfully and deeply, (d) maintaining focus on the project so all participants contribute fully their ideas and energies, and (e) committing to an atmosphere of openness. A survey of faculty and librarians on the subject of their collaboration (Jeffries, 2000) revealed several key success factors that extend Ward and Raspa's recommendations to a more specific level. These included placing the student at the center of the conversation so that academic success is a focus; taking an

individualized approach to the collaborative project so that the goals and interests

of each party come equally to the conversation; determining project boundaries so

that both parties know what elements are and are not within the realm of the

collaboration; and agreeing at the forefront that it is a project in which all parties

are, and can remain, equally engaged.

Summary: Insights that Relate to this Study

Collaboration, coordination, and networking are inherent within the

culture of librarianship. With information literacy as the focus, instructional

partnerships have chiefly fallen in the coordination realm, with a smaller number

of efforts defined as more extensive and structured collaborations. The high

number of articles on this topic indicates that librarians place high value on

faculty-librarian efforts, yet since only a small portion are co-authored by a

librarian and discipline faculty, and even a smaller handful individually authored

by discipline faculty, it can be assumed that discipline faculty do not attach as

much merit on collaborations with librarians. The ratio of articles on the topic of

librarian-faculty collaboration published in journals outside of library and

information science compared to those within is quite low. Collaborations have

been effective and have increased the critical thinking and lifelong learning

abilities of students but are still uncommon and singular rather than departmental

or programmatic efforts. Creative use of the library within a course is not a part of

faculty tradition, and even though younger faculty may help to transition that, the

dominant mores are still rooted in autonomy. I am drawn to consider the

experience of faculty who, through their collaborative actions, might provide insight regarding the value in these efforts, pursuing the collaboration due to transcending the cultural barrier, not being aware of it, or never accepting it.

Since faculty and librarians disagree or are confused about the responsibility of the academic librarian and also hold different conceptions of each other's roles, eliciting the experiences of individuals involved in a collaborative effort could provide perspective and understanding for each group. Collaboration appears to have ties to both student learning and academic change. If librarians are to assist their campuses in moving toward learning-centered institutions, then collaboration with faculty will be an important venture and a critical skill to hone.

<div align="center">Leadership for Instructional Change</div>

This section of the literature review considers the role of the higher education leader in instruction change. From this section the reader will have insight as to factors influencing instructional change, and the leaders' role in facilitating that change.

Colleges and universities are dynamic institutions, constantly greeting new students, developing new curricula, fostering new partnerships, examining new community roles, and embarking on new challenges. Since teaching is at the core of the higher education mission, and "one of the most promising ways to improve learning is to improve teaching" (Angelo, 1995, p. 7), pedagogical change is one of most significant innovations that can be manifested. This section of the

literature review will offer the reader an understanding of the role of the leader as it applies to curricular and instructional change. Exploring what professional organizational, campus organizational, or individual leadership elements came into play in those transitions, and what specifically led faculty members to accept or institute new teaching methods or philosophies may point to leadership features worth examining by a library taking on this role.

Factors Influencing Change

Change in higher education has been relatively slow compared to the amount of literature and effort expended on the subject and has not resulted in long-term improvement in student learning (Ewell, 1997; Guskin & Marcy, 2002; O'Banion, 1997). Any one or a combination of the following factors could explain this phenomenon:

1. Change has been implemented without a true understanding of learning (Ewell, 1997; Weimer, 1997).

2. Initiatives have not been comprehensive (Ewell, 1997; Shulman, 2000).

3. Models for change have emphasized, "changing what the teacher does, rather than understanding and changing what the students do" (Biggs, 1999, p. 74).

4. "Change efforts have not acknowledged or addressed the legitimate reasons faculty have for resisting change [such as] undermining of scholarship and academic freedom" (Angelo, 2001, p. 98).

5. Reward and internal systems have not shifted to support the change (Knapper 2004).

6. Academic change efforts in the U.S. are too often peripheral to the institution's core strategic plans, and therefore unsupported or under supported by top management (Angelo, 2001).

Several transformational factors emerge through the literature to guide instructional leaders looking to move beyond these issues and influence change. These include the learning paradigm, academic culture, outcomes assessment, and the scholarship of teaching and learning.

The Learning Paradigm

One of the fundamental paradigm shifts in higher education has been from a focus on teaching and instruction to a focus on learning (Barr & Fear, 2005; Barr & Tagg, 1995). A college governed by the learning paradigm is one that conducts an organized and systematic effort to:

> Create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems…and to create a series of ever more powerful learning environments. (Barr & Tagg, p. 15)

When institutions adopt a learning paradigm they will be identified by the degree of learning that is produced, not by numbers of graduates, enrollees, or credit units generated, because the focus is more clearly on the student (Ewell, 1997). To "produce" more learning "means promoting more, deeper, and better learning with the resources available…and that we develop clear goals, criteria,

and standards for learning production, as well as means to assess and measure outputs" (Angelo, 2001, p. 102). For faculty, enabling deep learning means engaging and transforming the student on multiple levels--emotionally, spiritually, and cognitively--and seeking to continually improve the capacity to stimulate this type of learning in students and in themselves (Fear et al., 2003).

An institution has a greater likelihood of acculturating a change to the learning paradigm by adhering to two of the characteristics that the League for Innovation attributed to a learning college: a "faculty whose primary responsibility is the design of learning methods and environments with less emphasis on the traditional responsibility of instruction especially in the form of lecturing" and when the "organizational climate… fosters the belief that student learning is the central objective of all employees of a college,"(Schuyler, 1998, p. 4). To capitalize on this progression, instructional leaders should "implement a vision for the whole of the system," set the agenda for individuals to be "driven by a mission or purpose instead of a role identity" (p. 23), and help faculty take responsibility for student learning. Investigating what types of pedagogies or instructional techniques more successfully produce deep learning would add to this literature base.

Academic Culture

Academic culture can be one of the largest incentives and disincentives to instructional change (Knapper, 2004). This culture can be defined as:

> The characteristic ways of thinking, behaving, and organizing
> ourselves that give shape and integrity to our institutions….The

> unified inheritance of customs, values, and mores that shape our visions of the future as scholars and as institutions-the intellectual heritage that informs how we work and makes us part of a global community of learners. (National Association of State Universities and Land-Grant Colleges, 2000, p. 19)

Resistance is a natural part of academic culture and change, because it threatens power, self-interest, and ingrained traditions (Trader-Leigh, 2002). Impediments to embracing and respecting new higher education trends such as the learning paradigm and the scholarship of teaching and learning are tied to the reward system of academic culture (Knapper, 2004). Faculty often feel pressured by time and have been socialized to value professional autonomy and academic freedom. Changes in the curriculum can take away much of the significance of an individual's life work (Hardesty, 1995). "The faculty member who confines himself to the troika of lecture, textbook, and assigned readings has tradition and experience to assure his success" (Hardesty, p. 350) in meeting student expectations, while the faculty member who engages in more creative endeavors and takes risks in the classroom is gambling with student perceptions of his or her teaching.

Cultural aspects of change are often overlooked in systemic change initiatives because of the time that it takes to unveil the values, beliefs, and assumptions of the institution's members and to engage in dialogue that leads to reflective, deep-level learning (Awbrey, 2005). One research study suggested that academic culture turns complex in the face of change with two distinct sub-cultures emerging, one that is oppositional and the other supportive of change

(Serow, Van Dyk, McComb, & Harrold, 2002). Interestingly, both groups firmly believed that teaching is their primary and key role, but the oppositional group maintained more loyalty to the culture of their discipline than the institution. Leaders might do more to understand and work within both cultures, clarifying their intentions and facing difficult issues publicly rather than circumventing a large group of faculty.

Administrators must embark on meaningful change in order for it to be lasting. This means that instructional leaders must choose initiatives that transition the values, beliefs, and actions of faculty and not merely the formal documents (Awbrey, 2005; Ruiz; 1999) and recognize and work with hidden value systems, not just the espoused ones (Awbrey, 2005; Serow, Van Dyk, McComb, & Harrold, 2002).

If faculty members are to progress to the "next level" of teaching, then there must be incentives that are built into the culture of the institution. It can be fostered by the instructional administrator by showcasing and giving recognition to the individuals manifesting the change, and making room for faculty's pedagogical transitions to "count" as scholarly activity. It could also be accomplished by building in spaces and time for faculty to come together in reflective practice, and sponsoring exciting, active in-service programs that engage the faculty and allow the time for them to think and make the changes as part of the program, rather than trying to make it happen later on their own (Palmer, 2001).

Stronger improvement occurs when professional development activities are owned and driven by the faculty. Teaching and Learning Centers can aid that development and have the added benefit of facilitating a faculty subculture around learning (Francis, 2002; Rouseff-Baker, 2002). Building "communities of practice" means faculty feel safe in removing their teaching concerns from the privacy of their own classroom to a more public arena of collegial discussion and problem solving (Palmer, 1998). Using assessment data such as surveys of student engagement and program assessments of student learning serves as an impetus for conversations about learning and moves the discussion from an administrative initiative to creating a campus culture of change based on high-quality information (Kezar, 2002).

Scholarship of Teaching and Learning

Boyer's *Scholarship Reconsidered* (1990) gave birth to the scholarship of teaching and learning model by expanding the concept of scholarship to include teaching. Scholarship of teaching and learning requires a systematic process of inquiry into one's own teaching practices and student learning (Cross & Steadman, 1996; Kreber & Cranton, 2000). While there is lack of clarity of what the term really means (Kreber, 2002; Nicholls, 2004), it is generally accepted to include critical reflection on teaching, peer review and critique, and an inquiry ethic (Kreber, 2002). It is a stable initiative within higher education that "elevates teaching as an activity central to the academy…a rallying cry for major reform of the academy…and a movement that can transform the nature of American society

toward our ideals of equality and justice" (Atkinson, 2001). Collaborative campus discussion about the meaning of this scholarship for a particular college would assist faculty and instructional leaders in designing expectations and in communicating about professional development.

Koch et al. (2002) participated in a collaborative approach to the development of the scholarship of teaching and learning for new faculty that could serve as a model for other institutions. The Scholars Program for Junior Faculty at Kent State University (Ohio) provided professional development of tenure-track faculty in their first five years of teaching in higher education. "Goals of the year-long program are to: (a) enhance [student] learning; (b) improve the participants' teaching and learning; and (c) build a community of teaching scholars at the local, statewide, and national levels" (p. 85). Participants indicated several facets of the program were critical to their success, including mentorship from senior faculty, freedom to fail so that risk taking and learning could be optimized, and specific and narrowly defined changes and goals and expectations.

Suggestions for instructional leaders emerged from Cottrell & Jones's (2003) study of faculty engaged in course redesign within a scholarship for teaching and learning framework. Faculty were motivated to change when resources accompany a change initiative, and when there were opportunities for faculty to share teaching experiences and work together on ways to improve the classroom. For teaching and learning to become scholarship it must educate faculty (Shulman, 2000); providing forums and opportunities for public review,

critical evaluation, and fostering intellectual community would support this

endeavor. The tenets inherent in the scholarship of teaching and learning (vision,

design, interactions, outcomes, and analysis) naturally serve as a framework for

design and support of campus efforts and initiatives (Cottrell & Jones, 2003).

Outcomes Assessment

The outcomes model asks higher educators at all levels of an institution to

establish learning goals or outcomes, design instructional experiences that directly

meet them, and, in an integrated manner, make changes based on information

from summative and formative student learning assessments of the outcomes.

"Central to assessment is the belief that our assumptions about learning outcomes

should be empirically tested and that our claims should be based in evidence"

(Angelo, 2001, p. 103). Several researchers supported this by affirming that

student learning outcomes are best improved when faculty development is

focused on learner-centered teaching strategies (Bowden, 1988; Drew &

Vaughan, 2002; Ramsden, 1994).

A study of faculty involved in a change initiative (Cottrell & Jones, 2003)

revealed that the intentionally designed assessments within courses provided the

most reinforcement for transformation, because faculty could directly observe the

results and impact of the changes they had made. Rouseff-Baker (2002) also

found that professional development on assessment was influential in shifting

individual faculty attitude about change and once that personal shift occurs there

is greater potential to impact colleagues and increase the likelihood of an

institutional shift.

Leaders of change initiatives must also work beyond the faculty and

change the structures that support learning, such as rethinking faculty workload,

reward systems, and policies (McDaniel, Felder, Gordon, Hrutka, & Quinn,

2000). Re-definition of all roles and restructuring of all systems to focus on

outcomes should be a part of the process (Guskin & Marcy, 2002). Clearly

defining the outcomes process as the overarching method that the institution will

be working within gives faculty a secure framework within which to maneuver

and grow. This means setting a process in place that bridges the gap between the

past methods and the newer outcomes methods, establishing a clear path with

diverse learning opportunities, calling on faculty leaders to co-develop and

facilitate the course of action, and gradually implementing changes (Angelo,

1995).

The Leaders' Role in Facilitating Change

For transformation to endure, the entire structure of the educational

experience must be altered.

> The measurement of units of learning based on knowledge instead
> of time spent in class, [and the reconceptualization] away from
> issues of resources and reputation and toward issues of student
> success must occur for real instructional change to be manifested.
> (Schuyler, 1998, p. 2)

A major cultural shift requires steadfast leadership so that the faculty believes and trusts the vision rather than passing it off as a temporary whim of an administrator or a politician.

An instructional innovation cycle (Kurzet, 1997) reveals the administrator's role in both leading and managing the change. Effective administrators "anticipate new directions, plan continuously for instructional innovation, encourage faculty to stay current, and provide resources for innovative projects" (p. 126). Administrator traits such as integrity, fairness, and competence are critical elements in moving beyond the status quo. Instability and unpredictability are two surprising factors discovered to be important to the change process (Watwood, 1997). Factors generally believed to be unsettling appeared to help set the tone that change and constant refreshment is the norm. This means there should be no such thing as "done" when it comes to instruction or curriculum (Stiehl & Lewchuck, 2005). In studying the successful change process at one community college, Frank and Rocks (1996) developed a Model for Managing Organizational Change, identifying the elements of conceptualization, communication, commitment, and control systems as foundational.

Angelo (1998) offered guidelines for leaders developing productive and scholarly learning communities that are relevant to the change process. These included building shared trust by lowering social and interpersonal barriers to change; building shared motivation by collectively determining goals worth

working toward and problems worth solving; building a shared language by

developing a collective understanding of new concepts needed for transformation;

designing backward from the standard vision and working forward to determine

outcomes, strategies, and activities; and thinking and acting systematically.

Leaders are admonished to be cautious about planning change efforts that are not

carefully considered since change takes energy, time, and resources and new ideas

are in constant competition for attention and support.

Understanding and Incorporating Faculty Perspectives

The literature that highlights faculty perceptions on transformation

provides additional insight for leaders seeking enduring change. Olzacki (2001)

and Zmetana (2002) are resolute that institutional changes need to include faculty

perspective because administrators have different values and lack knowledge of

what faculty do. Asking faculty what they needed and directly responding to those

needs proved critical (Zmetana, 2002); faculty who responded to the initiative

from their own position and perspective were motivated to pursue a self-directed

avenue of interest (Rouseff-Baker, 2002). "It's hard to accept what we don't

understand" (Zmetana, 2002, p. 126). Administrative leaders should be

motivators, facilitators, and advocates for faculty (Olzacki, 2001), while

establishing the vision, and employing idealized influence, intellectual

stimulation, and individualized consideration in the planning and execution of

activities (Watwood, 1997). Change leaders must "move beyond the standard of

support that targets the most-common denominator-'reasonable faculty'-to levels

of support that sustain the enthusiasm of faculty who do not like risks,

complexity, ambiguity, or failure" (Buckley, 2002, p. 34). Without external

mandates instructional change initiatives face resistance (O'Banion, 1997;

Olzacki, 2001).

> Changing practice is a formative process; it requires engagement
> and recurrent development cycles in which innovative products and
> pedagogies are fashioned, used, and refined….Changing faculty
> behavior requires transformative faculty development experiences.
> (Buckley, p. 32)

Further research could examine what a transformative experience is from the

faculty perspective, depict the meaning or essence of that experience for a group

of faculty, and elicit the factors that defined it as transformative.

When change initiatives are successful, faculty take on informal leadership

roles to acculturate the transformation.

> Research suggests that formal leadership supplies the energy,
> commitment, and foresight required to develop momentum; on the
> other hand, informal leaders have the ability to keep that momentum
> going and to help groups stay on track….Together, the combination
> is a powerful influence in collaborative activities. (Rouseff-Baker,
> 2002, p. 39)

The leader's attitudes and actions have to be visible to the faculty on a

daily basis before faculty see integrity in the mission and respond with

commitment (Watwood, 1997). Since faculty members generally respond to

"systems and support services that are dedicated to managing change and

monitoring progress in the change process" (Watwood, p. 8), resources must be

available to the faculty in the form of teaching and learning centers, classroom

technology support, on-campus seminars, technology practice rooms, instructional

designers, stipends for substantial curricular overhauls, and travel funds. Providing faculty with the private, supportive space to complain, struggle together, and ask questions of each other will bring their efforts and their problems out into the light rather than keeping them in the private, unaided zone of the classroom. Further research that investigates campus change strategies where there is significant professional development and support for the transformation would provide additional insight.

Kouzes and Posner (2000) suggested that people are more likely to follow a leader if they have confidence that they fully understand the intentions of the leader and the initiative itself. They suggested focusing on key categories that could contribute to enhancing the change environment, including learning from mistakes and successes, imagining ideal scenarios, attracting people to common purposes, promoting cooperative goals and mutual trust, sharing power and information, setting examples, building commitments for action, linking rewards with performance, and celebrating accomplishments.

Summary: Insights that Relate to this Study

While change has been a constant in higher education, it has not impacted learning in deep and meaningful ways. Four areas hold significant influence or have the potential to alter that pattern and succeed with major transformation. These include the learning paradigm, academic culture, the scholarship of teaching and learning, and outcomes assessment. Since this study deals with a

pedagogy that is considered a learning pedagogy, it may hold potential to affect the deep learning the literature reveals as lacking.

For change to endure, the entire structure of the educational experience must be altered so that all of our conversations and efforts focus on student success. Higher education faculty members are resolute that institutional change efforts need to include their perspectives sufficiently. Instructional administrators must not only anticipate new direction but also provide the support and resources for innovation projects. What might be significant to investigate is a move toward internal quality and effectiveness, where the institutional curiosity and goal of improvement would drive the assessment instead of external dynamics or administrators. What might compel faculty to institute change without auxiliary pressure? Much of this literature discusses the administration as the "other" in the design for change, and there is no mention of instructional programs or departments initiating a campus-wide or broadly based collaborative design initiative. It would add to the understanding of this topic to investigate what other units, departments, or teams would contribute to fulfilling lasting change on a campus. There is room in the literature for the insights my study might contribute by exploring the experience of library leaders implementing an instructional change initiative and any deeper meaning that might hold for them.

<div align="center">Summary of the Review of Literature</div>

This literature review provided a broad background to the information on library mission and role, process learning, academic partnerships with librarians,

and leadership for instructional change and places my research in context. It also reveals opportunity for my study to contribute to the base of literature, apparent through several emergent themes: (a) While many academic libraries have moved to embrace the learning paradigm and are looking to play a stronger role in instruction, discipline faculty are not choosing to partner with the library due mostly to lack of time and pressure to cover relevant content; (b) Process learning has been identified as one way to improve student learning since it manifests deeper and more transferable learning yet most faculty choose lecture mode over more participative forms of inquiry; (c) The library's physical characteristics and philosophical underpinnings that support process learning and the library's overall potential as an instructional leader are not dominant themes in the literature or predominant actions taken by libraries; (d) There is a need for higher-education leaders to collaborate with faculty in transitioning instruction toward student-centered pedagogies and renew the support systems, reward structures, and culture of academic life; and (e) The understanding of the experience, and the meaning of the experience, of library leadership for instructional change or faculty-librarian collaboration for instructional change appears absent.

This study provided insight as to why individual faculty members have chosen to respond to one academic library's act of instructional leadership. Most of the research that examined process techniques looked at methods other than resource or research-based learning, and none considered the library a critical element in the learning process. To understand faculty-librarian collaboration for

instructional change and a library's leadership in that effort, this study needed to

ask these individuals directly about their experience and what it meant to them to

lead, participate, and collaborate. Earlier research lacks the phenomenological

lens. If an academic library is to branch out and successfully initiate an element of

instructional change, faculty and library leaders need to be understood;

meaningful understanding of the constituents will assist in the success of any

change initiative (Senge, 1990). These personal stories and any themes that

emerged can deepen our understanding of this process and may assist libraries to

enhance student learning and engagement as well as fulfill the mission of a library

to be a learners' or learning library. Chapter three described the specific method

that frames this study in order to achieve this goal as well as an overview of the

theories that guided the inquiry.

CHAPTER 3

PHENOMENOLOGICAL METHOD AND THE
DESIGN OF THE STUDY

Back to the things themselves.
-Edmund Husserl

This phenomenological inquiry examined the experiences of library

leaders and discipline faculty members who engaged a collaborative instructional

change initiative led by an academic library and focused on a process-based

learning pedagogy. The purpose of this study was providing insight into the role

of the academic library in instructional change and leadership, faculty experiences

in collaborating with librarians and other academic partners in implementing

process-based learning pedagogy, and the librarians' experiences in leading an

instructional change initiative. I wanted to produce a better understanding of what

it was like-the meaning and essence- for these two groups of individuals engaging

in an instructional change effort. The goal for this research was eliciting the

significance of this experience from their perspectives.

Since my own perceptions and experiences influenced the choice of a

research design, the questions I asked, and all aspects of this study, this chapter

first addresses my research perspectives, followed by the methods used and the

rationale for their use, the nature of the information, the selection of a study site

and study participants, and information collection and analysis procedures.

Personal Research Perspective

In preparing to engage this research, I reflected on my own epistemology; examining my own values and beliefs and surfacing personal biases, assumptions, and perspectives with potential for influencing the study would help me with remaining true to the voices and experiences of the study participants. My understanding of libraries, teaching, and learning comes from a 23-year career as a librarian, seven as a faculty member, and the last 16 years as Dean of Libraries and Media Services at a community college. The values inherent in the library profession align with both my global view and my philosophy of education; I believe in the power of information and of libraries to change lives.

My professional contributions focus on integrating the library into the educational structure of the college/university. I endeavor to capitalize on the library's strength as a learning space, thereby preparing students to be lifelong learners. I am striving for every student to achieve a level of information literacy, valuing their own questions in order to be active, responsible learners and citizens.

My values are drawn principally from female-centered environments. Through diverse formative experiences as a child and young adult I learned to value the concepts of self-determination and brainstorming, consensus and group work, the environment, the unique voice and power of women, everyone as a leader, and the importance of hearing all voices. I have carried all of these principles into adulthood and adapted them into frameworks for my personal and

professional work. What naturally follows from those formative experiences is that I place great importance on relationship, individual perspectives, and process. I accept systems theory's assertion that the natural world is a viable, living system with components giving and taking from each other and that a phenomenon is best understood within a larger context. Consequently, the research paradigm I most connect with and that is consistent with my worldview is interpretative, acknowledging that everyone has their own truth and each deserves their own voice to be heard and their own experience to be reflected. My deepest learning from the research I have read or engaged with has come from the personal connection I make with the study.

<div align="center">Interpretative Research Methodology</div>

Interpretative research takes a naturalistic approach in that researchers "study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1998, p. 3). The method helps to bring to light the sense people derive from a situation or the understanding of a process by asking key and important questions (Merriam, 2002). The foundational concept is that each individual socially constructs meaning during interaction with the world. While quantitative researchers may study a fixed world, interpretative researchers accept that within that world, "multiple constructions and interpretations of reality…are in flux and…change over time,…[and] are interested in understanding what those interpretations are at a particular point in time and in a particular context"

(Merriam, 2002, p. 4). As a constructivist, I am constantly revising my view of the world as I engage new experiences resulting in new knowledge and perspective. I believe that each one of the educators I interviewed for this study held a different experience of this project based on their background and sense of the world and that each perspective was valuable.

I selected an interpretative design since I am attempting to understand the experiences of educators (faculty members and librarians) who are engaged in a collaborative process-based learning project, bringing to light their unique perspectives with respect to: (a) the origin of the project; (b) the experience of library leaders as they design and lead the project; and (c) the experience of faculty members as they participate in and contribute to a library initiated project.

Phenomenology

Two of the five major research traditions within interpretative research are case study and phenomenology. The critical qualifiers for case study are that it considers a long-term analysis of a "case" or event within a closed or bounded system (Merriam, 1991). The structure for the research is addressing a problem, the context, the issues, and the lessons learned (Creswell, 1998). Since this research focused on just one program, it matched that criterion and established case study as a potentially viable investigative method. However, the research questions posed for this study concerned the *experience* of the participants, not the examination of the event itself. That qualifier is unique to phenomenology, establishing it as the ideal method for this dissertation.

As one research tradition within the broad framework of interpretative inquiry, phenomenology is largely defined as the description of things as one experiences them, or of one's experiences of things (Hammond, Howarth, & Keat, 1991). Phenomenology's grounding is in questions which give meaning a direction and focus, and in themes which sustain an inquiry, awakening further interest and concern, and accounting for an individual's direct involvement with whatever is being experienced (Moustakas, 1994). Phenomenologists take an experiential view toward understanding such phenomena, highlighting human experience as not only valid, but of great importance to understanding human existence.

Considered to have originated with German philosopher Edmund Husserl's publication of *Logistical Investigations* (1900, 1901), phenomenology's concepts sprang from his response to positivism's hold on all forms of human inquiry. He desired to return to the true mission of philosophy by "establishing a basis for knowledge which would not only answer the philosophical challenges of skepticism (sic) and relativism, but also serve as a foundation for any positive science claiming the status of objective truth" (Small, 2001, p. xiii).

Phenomenology seeks to find meaning in the everyday experience by asking the critical question "What is this or that kind of experience like?" (Van Manen, 1990, p. 9). The study of these phenomena intends to return to and re-examine taken-for-granted experiences to perhaps uncover new or forgotten meanings (Laverty, 2003). In phenomenology, these experiences result in what

Husserl termed "intentionality" where being conscious means we direct our

thoughts toward things or objects in the world that give the experiences meaning.

Clues about this intentionality are given in the derivation of the word

"phenomenology," a compound of the Greek words *phainomenon* and *logos*. "It

signifies the activity of giving an account, giving a logos, of various phenomena,

of the various ways in which things can appear" (Sokolowski, 2000, p. 13).

Through the concept of intentionality, Husserl argued that all phenomena

can be explored since all thinking, imagining, perceiving, remembering, is

thinking about *something*; our consciousness is not locked within itself

(Sokolowski, 2000). The task of phenomenology, then, is exploring the

experiences from the awareness of the individual, thereby eliciting their meaning.

The meaning "is actually located in the individual's inner life….The researcher's

task is to understand reality as it is, actively and consciously created by subjects,

not as pure entity that exists 'out there'" (Becker, 1992, p. 5). If we are conscious,

then we are somehow keenly aware of how we are interacting with the world, and

the awareness implies that we have some indication of how we are interpreting an

interaction. The outcome of this study was to extract meaning for these educators

embarking on one project at one point in time; a discovery of their consciousness

of the phenomenon of library leadership for instructional change. The significance

of this research would be revealed through my listening and relating to the

participants and accurately describing and interpreting their stories (Strasser,

1963).

Phenomenology is based on two major premises. First that experience is a reliable, fertile source of information and central to our knowledge of what it means to be human. Experience is "the source of all knowing and the basis of behavior. Experience, what we are aware of at any time, is the foundation of our knowledge of ourselves, of other people, and the world in general" (Becker, 1992, p. 11). Second, by analyzing how "taken for granted" events occur in our daily lives, we can discover things not possible to know in any other way. Examining everyday common experiences are a way to learn about ourselves and gaining key insights about the nature of an event (Becker, 1992).

Hermeneutic Phenomenology

More specifically, I propose a hermeneutic phenomenological approach, with the goal of not only describing, understanding, comparing, and explaining the experiences of these educators but also interpreting the experiences. Hermeneutic phenomenology developed from the thinking of Martin Heidegger (1889-1976) who shared a philosophical base with Husserl but was credited with maturing phenomenology and moving it into a realm of much greater significance. Both were committed to phenomenology as the research method which could best elicit meaning, but Husserl took an epistemological approach focusing on the nature of knowledge, and Heidegger took an ontological approach placing an emphasis on the nature of existence and how humans relate to the world (Cohen & Omery, 1994; Dowling, 2004; Koch, 1995). Heidegger "replaced the epistemological relationship of subject and object with the ontological 'being-

in-the-world,'" or *Dasein* (Thomas, Bracken, & Leudar, 2004, p. 16). *Dasein*

*"*includes awareness of one's being, belonging to the world, availability and use

of the world, and relating with others" (Fleming, Gaidys, & Robb, 2003, p. 115).

Human existence, *Dasein*, is not a thing that can be scientifically analyzed.

Dasein is self-interpreting, defining its own understanding of existence

(Moustakas, 1994).

Expressing this difference brought Heidegger to hermeneutic

phenomenology or interpretative phenomenology as a "method of interpretation

that directs the investigator to [that] *Being* (presence in the world)" (Dowling,

2004, p. 32). Hermeneutics means interpretation; ancient Greek scholars used

hermeneutics to interpret messages from the gods for the common people

(Cotterell, 1982). Heidegger posits that understanding and interpreting constitute

our foundational mode of existing; to exist is to find meaning (Koch, 1995). The

foundational principles of this research study were in a hermeneutic analysis of

the participants; my role as researcher, then, was as an interpreter of the

phenomenon as lived by them.

A second major difference in the Heideggerian and the Husserlian

approaches was the conception of the two philosophers toward "bracketing," the

setting aside of the researcher's pre-knowledge of a subject. Whereas Husserl

advocated that the researcher bracket all preconceived knowledge so that the

'true' experience or phenomena would emerge, Heidegger valued the knowledge

and purported that only through one's pre-understanding is understanding indeed

possible. Gadamer (1900-2002) extended Heidegger's work to affirm that the

concept of prejudice does not have negative connotation, believing that, "If one

does not recognize one's preunderstandings, there is a risk that one will fail to

understand or will misjudge meaning" (Fleming, Gaidys, & Robb, 2003, p. 115).

Historical awareness aids knowledge and understanding. Consciousness and

history cannot be separated, and indeed consciousness is formed by the interplay

of our historical and direct experiences (Fleming, Gaidys, & Robb, 2003).

Gadamer and Heidegger both argued that isolating the information that Husserl

thought prejudiced the meaning actually leads toward increased understanding

and meaning:

> When we say bracketing is accomplished, what exactly is put within
> brackets? It is of course not the preunderstanding. In that case
> meaning and essence would also disappear. What we put within
> brackets is our judgements [sic] about the factual, about what is the
> case, in order to become open to [their] experience and to the
> understandable meaning implicit in the experience. (Lindseth &
> Norberg, 2004, p. 148)

Hermeneutic phenomenology is concerned with lived experience and the

interpretation of that experience. The world of lived experience "is both the

source and the object of phenomenological research" (Van Manen & Levering,

1996, p. 53). Its search is for that which helps to reveal the essence of the being

that is human (Van Manen, 1990). The essence of hermeneutics is the

understanding and interpreting that makes the understanding even possible. From

Heidegger's perspective, understanding is no longer conceived of as a way of

knowing but as a mode of being, as a fundamental characteristic of our being in the world (Koch, 1995).

Interpretative research using hermeneutic phenomenology is rooted in dialogue as opposed to description (Koch, 1995). The process is circular rather than linear and therefore dynamic, moving between the parts and the whole in order to be sure the meaning is fully grasped (Becker, 1992). By engaging in a circular process of dialogue and understanding between the text, the researcher's understanding, the interviewee, and the literature, understanding can be reached. "Understanding is always an interpretation" (Van Manen, 1990, p. 180). Heidegger referred to this process as the hermeneutic circle, of continually returning to the text, to the stories, to the experience in order for it to be fully understood. Readers are also invited to participate in a hermeneutical study, entering into the hermeneutical circle by moving between the text, the analysis, and the themes that emerge from the analysis. Each individual is challenged to interpret for her or himself, thereby actually becoming part of the validation process. "In letting the data speak to them, readers engage in a conversation that ultimately asks each reader if the interpretations presented are convincing" (Rather 1992). The hermeneutic interview provides an opportunity for such an exchange.

Applications of Hermeneutic Principles

Principles consistent with Heidegger's interpretation of phenomenology were utilized in this study. Epoche (bracketing) was accomplished not by

suspending all knowledge or pre-understandings of library leadership for instructional change, but instead by refraining from judging or concluding so as to hear authentically the voices of these participants. What interviewees said was not right or wrong. Using my knowledge as a way to frame questions and dialogue with the interviewee and the text elicited the deepest meaning; maintaining consciousness of my own assumptions about the library's role in instructional change was key to getting to the heart of the phenomena and allowing the real essence and the common themes relevant to these participants to emerge (Sokolowski, 2000).

My intent with this research is not in generalizing the participant's experiences or the meaning of those experiences to other contexts, but instead deepening my and the reader's insight to an individualized degree and allowing the reader to determine the personal value (Polkinghorne, 1989). I hope the edification will provide those interested in this research with an increased connection to the role of the library in instructional change and of the role of faculty in implementing process-based learning assignments. This research study shines light on a unique project. It gives voice to individual experiences, provides the reader with an understanding of what they might encounter if they were to embark on a similar project, offers insight into the experience of another (i.e., librarians insight into the work of faculty, faculty members insight into the work of project leaders), or simply provides a vicarious experience for an interested individual (Creswell, 1998). The intent is captured well by Polkinghorne who

desires the reader of the research study to pronounce, "I understand better what it is like for someone to experience that" (1983, p. 36).

Site Selection

The site for this study was University of the East, a pseudonym for a research university in the eastern United States. This site was selected for the study since it matched all four of the key criteria that I established as ideal for the investigation: (1) a community college or university that has transformed or is attempting to transform undergraduate teaching/learning in a collaborative manner; (2) the campus library served as a major influence in the transformation; (3) the collaborative curriculum or assignment design process included a librarian; and (4) process-based learning played a role in the transformative process. In order to identify the site, I sent two queries to a national library listserv that focuses on instructional issues (ILI-L, sponsored by the Association of College and Research Libraries Instruction Section) asking individuals to respond if their library was providing campus wide leadership for instructional change. I received nine responses. Several of these institutions were engaging in the teaching of information literacy in unique ways or individual faculty were collaborating with the library to teach using a process-learning pedagogy, meaning that they met one or two of the criteria. University of the East was the only institution that met all four standards and was therefore chosen as the study site. I contacted the director of the project and discussed my research proposal, and since she expressed preliminary interest, we met in person a few months later to clarify details,

timeline, and expectations of both parties. On my behalf, she sought approval

from the project steering committee that granted their permission and support for

me to conduct the study. I was granted approval from the Oregon State University

Human Subjects Review Board to carry out this research within the prescribed

ethical research parameters; University of the East's Human Subjects Review

Board granted me an exemption from their oversight.

Study Participants

True to phenomenology, the focus of this research was on individuals who

have experienced the phenomenon. Study participants were a purposive sample of

librarians who serve as project leaders and faculty members who were active

participants in the project and willing to share their perspectives. My overall goal

for this dissertation was "information richness" (Patton, 1990). Acknowledging

that the richness derives from the participants, I incorporated strategies that would

help obtain that quality. The project director offered to participate, providing the

names of the other two principal library project leaders who were also willing

participants.

I elected to focus on the first of four faculty cohorts since they had the

longest experience with the project and could perhaps provide the deepest level of

reflection, had the most opportunity to participate in the project activities, and had

more chance to attempt and refine their classroom assignment. The project

director informed the 14 members of cohort one about my research study and

asked for volunteers to participate. She forwarded to me the names of nine

respondents for further follow-up. Adding complexity to the selection of

participants was the fact that a University of the East internal researcher was

engaged in a separate evaluation project that involved faculty interviews. Some of

the faculty in cohort one chose to speak with both of us, and some preferred one

research project to the other. In the end, five faculty members agreed to take part

in my study. I contacted them via e-mail, inviting their participation and attaching

a full project description (See Appendix A) and a consent form (See Appendix B).

As the researcher, I recognize I am also a key component of the study

(Van Manen, 1990). In addition to acknowledging my implicit assumptions (noted

earlier in this chapter), I maintained a journal throughout the project, documenting

my feelings and impressions, making note of the interview surroundings, and

taking time to make my assumptions explicit; this was important because the

interpretations of the information would naturally be in terms of my language and

experience.

Information Collection: Participant Interviews

In phenomenological research, the goal of collecting information is asking

questions eliciting the "nature of this phenomenon…as an essentially human

experience" (Van Manen, 1990, p. 62). My information collection process was

designed to capture the first person account of the "everyday experiences" of each

faculty member and leader as they engaged in the development of the library-

initiated process-based learning project, "the complex world of lived experience

from the point of view of those who live it" (Schwandt, 1998, p. 221). I

interviewed three library project leaders and five faculty participants over a three

week time period, seeking the "rich description" that would provide substance and

best reveal their experiences. Each interview was tape recorded, lasting a

minimum of 90 minutes and extending as long as two hours. Each of the

librarians was interviewed twice; an initial group interview lasting two hours

discussing the history and development of the project and subsequent individual

interviews capturing their unique experience. Each faculty member was

interviewed individually one time. I also observed a 90-minute project steering

committee meeting and read all available steering committee meeting minutes,

published articles authored by faculty participants or library leaders related to

their participation in this initiative, and classroom research assignments offered

by faculty members during their interviews. For each of the first three research

questions, I examined separate sets of interviews and documents. For the fourth

question I considered all of the interviews and documents as well as the emergent

themes. Table 1 provides a summary of the information collection and analysis

procedures as they relate to each of the research inquiries including the type of

information that most thoroughly addressed each research question, the analytic

strategy I employed to address that query, and the individual research outcome. I

established a list of questions (See Appendix C) for each of the interview groups

to guide, but not set, the interview process. These questions provided a smooth

opening to the interview but allowed for other questions to unfold naturally.

Table 1. Information Analysis and Collection Procedures

Research Question	Information Collection	Analytic strategy	Research Outcome
What is the context of this instructional change initiative?	Review of steering committee minutes, web page, and other related materials. In-depth interviews with library leaders who were chiefly responsible for the program's origination. Published literature and program documents. Field notes. Journal entries.	Thematic analysis through the phenomenological reduction approach.	Understanding of the program's development from the initial stages. Relationships and linkages of the faculty members need or desire for instructional change or implementation of new pedagogy to the library's role or skill in fulfilling that need for change. Participant verification of their experience
What are the library leaders' experiences of their role as initiative leaders?	In-depth interviews with each librarian-leader. Field notes. Journal entries.	Thematic analysis through the phenomenological reduction approach.	Understanding the experience of project leadership. Meaning of the project to the role of the academic library and leadership. Participant verification of their experience.

Table 1. Information Analysis and Collection Procedures (Continued)

What are the faculty members' experiences of their role as initiative participants?	In-depth interviews with each team member. Field notes. Journal entries.	Thematic analysis through the phenomenological reduction approach.	Understanding the perceptions of individual faculty participants of this experience. Meaning of the essential structure of the experience. Participant verification of their experience.
How do library leaders influence instructional change?	In-depth interviews with library leaders and discipline faculty. Published literature and program documents. Field notes. Journal Entries. Themes developed from initial reduction.	Analysis of the themes revealed in the initial reductions.	Understanding the thematic relationships and what they mean for future actions of libraries and librarians. Insights concerning these experiences in relation to library leadership and instructional change. Participants and researcher verification.

While each of these questions were addressed to some degree during the interview, not all were addressed uniformly and other aspects of their experience that I did not anticipate were drawn into the discussion as appropriate.

Faculty and librarian participants were interviewed on their home campus in a private conference room, their private office, or in one case, a quiet corner of an outdoor café; the setting was the choice of the interviewees. Each participant agreed to the tape recording of the entire interview. To prepare for the discussion, I asked participants to reflect on the experience, focus on their story of this process, and recall examples that would elucidate their experience or its meaning. As an interpretive inquirer, my job was to listen, ask, record, and examine (Schwandt, 1998), suspending any preconceived judgments so as to protect against a priori decisions about their story (Creswell, 1998). Posing meaningful questions based on my knowledge and experiences with the phenomena aided my understanding and helped the interviewee toward a richer elucidation of their own experience (Fleming, Gaidys, & Robb, 2003). During the interviews, I remained open, curious, and sensitive to each individual's unique viewpoint. Maintaining a journal of my impressions, experiences, reactions, and thoughts helped me remain keenly aware of my own responses. Journaling served in maximizing the voices of the interviewees while simultaneously assisting me in understanding how my personal feelings and experiences were affecting the research. I integrated the understanding and insight I gained from the journal into the study as explanations for my interpretations.

Each participant chose a pseudonym, or I selected one for those that did not voice a preference. This pseudonym was used in all of my personal notes and on the tape label to assure confidentiality. I shared the transcription task with a professional transcriptionist.

Phenomenological Information Analysis

The primary task of phenomenology is to give the reader a better understanding of the "essential, invariant structure (or essence) of the experience" in order to elicit shared meanings (Creswell, 1998, p. 55). As the researcher, my task was finding threads and patterns through the analysis of direct statements and themes, thoroughly extracting or wringing out all possible meanings (Moustakas, 1994). The information analysis phase of this study was a process of phenomenological reduction, of generating common patterns and themes, bringing the unique experience of these educators to the surface. The analysis involved describing the experiences, mining the significant statements, determining the meaning of those statements, drawing out the uniqueness and insights, and allowing the themes to emerge (Creswell, 1998). While themes offer "control and order to our research and writing…thematic understanding is not a rule-bound process but a free act of 'seeing' meaning" (Van Manen, 1990, p. 79). I took Van Manen's counsel that phenomenological themes are the "structures of experience" (p. 79) and "our concern is to discover aspects or qualities that make a phenomenon what it is and without which the phenomenon could not be what it is" (p. 107).

I chose to present the interview information (Chapter four) by theme, described by Van Manen (1990) as an element that occurs frequently in the text that allows for recovering the ideas that are "embodied and dramatized in the evolving meanings and imagery of the work" (p. 87). By describing the ideas and experiences relayed by these faculty and librarians as themes, I was hoping I would gain a clearer understanding of the essence of this instructional experience. The thematic analysis organizes the data into manageable units, allowing patterns, concepts, or themes to emerge. The roots of my analysis were in the interview process itself. As patterns were revealed, I would intentionally raise them in subsequent interviews, allowing each participant to provide their perspective if relevant for him or her. While I used an established set of questions to guide the interviews (See Appendix C), I followed the lead of the interviewee in all of the conversations, allowing priorities and concerns to surface.

Participant Verification

Following the reduction process, I provided each participant with the full selection of the quotations and the interpretation I developed from their interview. Remaining true to the hermeneutic circle means intentionally incorporating feedback and discussion into the research process, so I integrated all of their initial comments, sent the text a second time and continued to revise the text until they were satisfied I had fully and accurately captured their experience and its meaning.

I engaged in several conversations with all three of the library leaders regarding their quotations and my interpretations, strengthening my confidence that I had interpreted the data correctly. They confirmed the themes with comments such as: "I like the themes you have identified and think they work well" (Kate); Your chapter does an excellent job of capturing the primary themes…I have no additional themes to add" (Cleo); and "The themes look good" (Rose). All three librarians added clarity by changing individual words and phrases in several of their direct quotations. In addition, they advised how I might clarify their intended meaning in several sections of the draft. I incorporated all of their recommendations and returned the drafts a second time, this time receiving their full endorsement.

I repeated this same process with the faculty members, returning the themes and the text and requesting their assistance in verifying my interpretation. Four of the five faculty responded, substantiating the themes with phrases such as "All the themes you've cited resonate with me" (Chad) and this "is an insightful interpretation of the [Initiative] and experience. You've elicited germane themes and articulated them well. On the one hand it seems you were there with us; on the other, you treat the material with the enough distance to draw meaningful conclusions" (Clarice). Two of the four faculty changed words within quotations for clarity. One indicated that another faculty member's comments did not correspond with his experience. We agreed not to change the text, however, since the overall theme did resonate with him and because his experience was reflected

alongside of the other faculty member under that same theme. Another faculty member deleted one quotation that she felt was out of context. Due to the fact that only four of the five faculty members responded, the faculty themes have not been verified as fully as the library leader themes.

Strategies to Ensure Trustworthiness and Integrity

Phenomenological hermeneutics avoids method for method's sake with no step-by-step routine or specific analytic requirements, but it does call on the researcher to act reflectively, diligently, and consistently. Research guidelines discussed in the literature include: commitment to an abiding concern, an oriented stance toward the question, investigation of the experience as it is lived, description of the phenomenon through writing and rewriting, and consideration of parts and whole (Cohen, 2001).

> Being trustworthy as an interpretative researcher means at the least that the processes of the research are carried out fairly, and that the products represent as closely as possible the experiences of the people who are studied. The entire endeavor must be grounded in ethical principles about how information is collected and analyzed, how one's own assumptions and conclusions are checked, how participants are involved and how results are communicated. Trustworthiness…is a belief system that shapes the procedures in process. (Ely, 1991, p. 437)

By accepting Ely's challenge, I fully understood that I was engaging in a very rigorous process for which I must exercise great care and act with integrity. As the interpreter, principal responsibility for the manuscript rested with me.

The basic question regarding trustworthiness in naturalistic inquiry is: "How can an inquirer persuade his or her audiences that the findings of an inquiry

are worth paying attention to, worth taking account of?" (Lincoln and Guba, 1985, p. 301). Lincoln and Guba (1985) have argued that the criteria suitable for measures of truth in quantitative research (i.e., validity and reliability) are unsuitable for judging research that is conducted in a naturalistic paradigm. Instead, they propose four "trustworthiness" criteria: credibility, dependability, confirmability, and transferability. While the information analysis section of this chapter includes strategies that demonstrate these elements, my specific approach to these four criteria follows.

Credibility. Lincoln and Guba (1985) recommend a variety of strategies for improving the likelihood that findings and interpretations produced through naturalistic inquiry methods will be credible. My goal was to ensure that the story and perspectives of all participants has been truthfully told. Including direct quotations from the transcriptions assisted the interviewees, and will assist the reader to confirm or have confidence in the study. I employed member checking by asking participants to verify the themes and my interpretations. Meeting Lincoln and Guba's suggestion of sufficient time in the field as a measure of credibility, I spent 14 days at the institution in order to have opportunity for in-depth participant interviews and time for attending team meetings and engaging some of the culture (e.g., I spent time in the undergraduate library and in several of the specialized libraries watching and listening to students and ate meals in campus venues). A variety of information sources were employed in order to

construct plausible explanations including interviews, artifacts, and personal field notes and journals.

Dependability. This refers to the adherence to internal process. For this study, information collection methods and analysis methods have been explicitly described in this chapter, the themes and constructs have been confirmed by the participants, and my perspectives were openly discussed through both the research disclosure document and a personal journal.

Confirmability. While interpretative research generally assumes that the researcher brings their own unique perspective to the design of the study, confirmability considers the extent to which others who read the research results can confirm or corroborate the characteristics. During the interview, I periodically summarized information, clarifying my understanding of what participants were expressing, and providing them with the opportunity to affirm or correct my perception. Following the reduction, I engaged the hermeneutic circle by returning the quotations and analysis to the interviewees, asking them to comment on my interpretation and correct any misinterpretations.

Transferability. Transferability considers the degree of application of one context to another, which for this study is effectively the responsibility of those who wish to make such a comparison. Naturalistic inquiry depends on a specific context and on a presentation of "solid descriptive information" or "thick description" (Patton, 1990). My role, per Lincoln and Guba's recommendations,

was offering enough information through "rich, ample description" so that informed judgments and comparisons could be made.

Additional Criteria: While these criteria for trustworthiness have been standards in the field since they were first proposed in 1985, discussions about quality and criteria for quality in interpretative research have continued and new criteria have come to light (Elliott, Fischer, & Rennie, 1999; Lincoln, 1995). Termed emergent criteria, these can best be characterized as relational, "research grounded in the recognition and valuing of connectedness between researcher and researched" (Lincoln, 1995, p. 287). Concepts of "community and neighborliness may be the most compelling metaphors for these emergent forms of inquiry and quality in inquiry" (Lincoln, p. 287). In extending those qualities to my research study, I worked to build rapport with each of the interviewees and demonstrate that I valued their work and their community; I operated out of respect for them as the experts rather than branding myself as an outside authority.

Ethical Considerations

Careful consideration was given to the protection of human subjects throughout this research. Approval from the Oregon State University Human Subjects Review Board and the University of the East's Library Initiative Steering Committee was granted prior to the beginning of the study. All research participants were volunteers who signed informed consent documents (See Appendix B) outlining the purpose of the research before proceeding with the interviews. I exercised great care with the tapes and transcripts by keeping them

in a locked cabinet in my home and identifying participants only by their pseudonym on all materials. The Oregon State University Human Subjects policy was strictly adhered to throughout all phases of the study.

Summary

A qualitative approach for this study was chosen because of my belief that that human experience is rich and complex, and research approaches need to be holistic and subjective. Phenomenology was selected as the specific method because it best responds to the research questions. It was used in this study as the path toward understanding the experience of three librarians and five faculty undertaking an instructional change initiative. Phenomenological research requires patience, care, and diligence to employ since it is not a predetermined procedure with specific steps. Since the principal research instrument in interpretative inquiry is the researcher, it was important that I outline the individual processes and rationale I used to move through the investigation. These processes contributed to the richness of the information I acquired and the themes that emerged as a result of participant interviews. In the next chapter I present the themes and essences that emerged as a result of employing this phenomenological research strategy.

CHAPTER 4

PRESENTATION OF THE INTERVIEW THEMES

Hence the delight felt by early tourists when after days of rough and dangerous travel they came to a lively city they had never seen before. Every scene, every encounter every landscape, taught them something.
- David Jackson, as told by Clarice

This chapter presents the voices and themes from the interviews with the three Initiative leaders using the pseudonyms Cleo, Rose, and Kate and the five discipline faculty members using the pseudonyms Evan, Clarice, Jan, Chad, and Hank. These interviews were designed to gain a deeper understanding of the lived experience of these educators engaging in an instructional change process. I prepared the text of this chapter after a thorough immersion with the interview transcripts and completing a careful reduction of each set of interviews. The chapter is divided into three sections with each section addressing one of the research questions:

Section 1: Context of the Study responds to research question one,

What is the context for this instructional change initiative?

Section 2: Library Leader Themes responds to research question two,

What are the library leaders' experiences of their roles as

initiative leaders?

Section 3: Faculty Participant Themes responds to research question three,

What are the faculty members' experiences of their roles as

initiative participants?

Chapter five will focus on the fourth research question, "How do library leaders influence instructional change," and my reflection on the meaning of the interview themes in light of the literature and in terms of the implications of this study.

I organized this chapter by theme. While each theme does not hold an equal level of priority or significance for each study participant, nor the same precise interpretation, the theme is common to all of their experiences. Reading and listening to each interview transcript several times allowed for further defining and refining of the themes and for recognizing nuances. The order of the presentation of the themes is entirely my design. Several of the quotations I cited are intertwined with more than one theme, suggesting that their experiences and ideas are not entirely separate from one another.

Section 1: Context of the Study

University of the East, a major research university in the eastern portion of the United States, enrolls more than 20,000 undergraduate and 10,000 graduate students. The library's comprehensive collections, including numerous specialized collections, are housed throughout the campus. Undergraduates are served through a library designed and dedicated to their unique needs. A viable instruction program assists faculty, staff, and students in using print and digital resources and designing research strategies and processes.

In 2001, a major foundation in the United States contacted University of the East and several other major universities, inviting them to apply for funding

designed to support innovative programs that would focus on the value of

scholarly resources for research and teaching in higher education. The agency

expressed particular interest in receiving proposals that addressed the library's

potential for a role in that transformation. University of the East responded to the

challenge and was awarded an initial two-year grant in 2000. The information in

this section was obtained from the project's grant application and published

documents and through a two-hour interview with the three principal project

leaders.

The project, which I will call the Undergraduate Research-Based Learning

Initiative (the "Initiative"), was chiefly the concept of one higher-level library

administrator who proposed it to senior level library and university officials as

one way to respond to the granting agency. This idea built on the strategic plan for

the library to be more integrated into the instructional process. With buy-in at the

senior level, she drafted the grant application. The university received a grant of

$138,000 in 2002, renewing in 2004 for an additional three years in the amount of

$749,000. After receiving the initial grant, the library administrators invited

strategic campus academic partners to participate in the initiative: the office of

undergraduate education, the instructional technology center, the teaching

innovation center, the department that guides graduate teaching assistants in their

teaching development, and the center responsible for oversight of courses across

the campus that meet the single campus-wide breadth requirement. Since not all

of these partners shared in the drafting of the original grant, the first year required

time and effort for negotiating roles and working relationships. A grant steering committee comprised of 10 individuals representing the partnering units provided oversight for the grant in addition to approving participant selection and resource expenditures.

Emphasis of the Grant

The Initiative encouraged the university faculty to explore creative and effective ways of increasing students' research potential by integrating instruction in library research and critical thinking into the classroom. To accomplish this goal, the faculty redesigned courses in a variety of disciplines to incorporate research-based learning components.

The implementation plan for the grant was designed intentionally to enhance the collaboration among academic support units. Prior to the Initiative, faculty who wanted to initiate instructional change or enhance their courses made individual contacts with each of the appropriate academic support units (e.g., the library, the teaching and learning center, media services). Even though the faculty member was working on a single project that employed the expertise of several of these academic support units, the staff from these units never worked on the project together; the faculty member had to independently integrate the information from each unit, often receiving conflicting advice (Figure 1). The goal of the Initiative was integrating the assistance provided to the faculty member by forming a Support Team comprised of representatives from each of these units. When the unit representatives were together, approaches could be

discussed that considered the competing issues, and suggestions addressing the course more holistically could be offered. This collective endeavor was acknowledging and addressing the complexity and multiple dimensions of the faculty member's project. The new design (Figure 2) was anticipated to increase the likelihood a faculty member would take advantage of and benefit from the services and expertise offered by the academic support units, increasing the likelihood they would infuse new methods into their courses.

The Initiative increased opportunities for all undergraduates experiencing the adventure of investigating and discovering by engaging in the research process and using the university library's collections as their source of inquiry. The grant designers believed that directing greater attention toward developing students' abilities to thrive in a research-based learning environment would facilitate the transformation of undergraduate education. Institutional support would assist by positioning and developing these skills in meaningful ways within the curriculum. The university's strategic approach to transforming the undergraduate curriculum included the following aspects:

- providing a series of research experiences at various stages of students' academic careers;
- aiming for students to increase the contact with librarians and more logically embed instruction in library research methods into courses rather than leave it to students to attend one-time and non-contextual orientations;
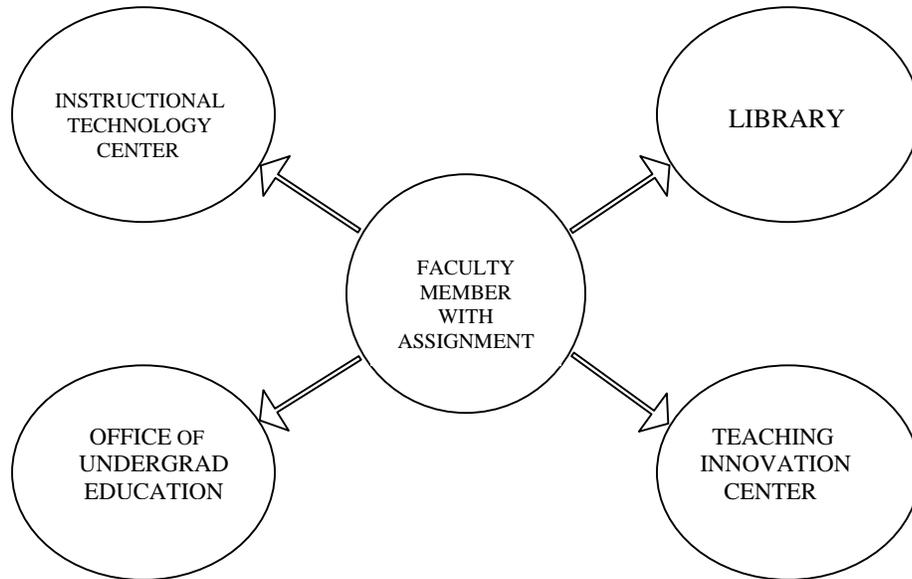
Figure 1. Independent Faculty Consultation Model.
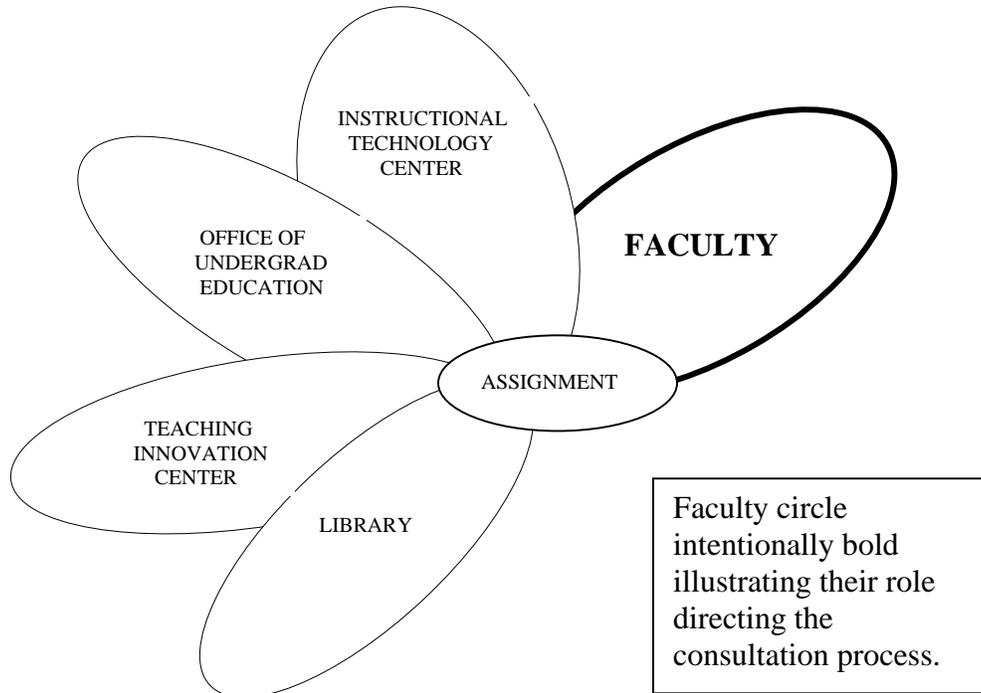
Figure 2. Support Team Faculty Consultation Model.

- initiating conversations with deans and department chairs to identify key

  courses that could serve as models and instructors who could serve as

  change agents;

- embedding research-based learning approaches in an array of courses,

  such as required courses and/or breadth requirements;

- creating an environment that enables instructors to rethink and redesign

  courses in a supportive peer environment, informed by expertise from

  academic support units;

- ensuring librarians are engaged in the development of the curriculum,

  research assignments, and support for student learning in advance of the

  term in which a given course is taught;

- enhancing coordination among campus staff with expertise in teaching,

  library collections, information literacy, educational technology, and

  assessment, all in support of instructors and instruction;

- creating an incentive structure that rewards innovative and effective

  teaching; and

- using the products of exceptional student work to inspire other students

  and elicit ongoing support.

Participants

An average of 14 faculty from a wide variety of disciplines participated in

each of the four years of the grant; approximately 60 faculty will complete the

program over the course of the Initiative. Interested faculty members responded to

an all-campus call by completing an application. Some of the faculty were

targeted for participation because they met specific thrusts of the grant (e.g., in

2006 priority was given to faculty who teach large-enrollment, lower-division and

service courses, and courses required for a major, particularly those with the

potential to reach the largest numbers of students and to have the greatest impact

on campus curricula), but approximately 75% applied under their own initiative.

Participating faculty were required to attend an intensive summer seminar,

contribute to public forums related to the project, complete a revised student

research assignment in consultation with an instructional Support Team

comprised of the project's academic partners (see page 90) and to participate in

evaluating the experience.

Each faculty participant received a $2,000 stipend with an opportunity of

accessing auxiliary monies funding further support and curricular resources. The

auxiliary funding included up to $2,000 for acquiring or digitizing course

materials and up to $1,000 for contracting or purchasing of educational

technology services. Furthermore, program participants could apply to the grant

steering committee for innovation funding supporting practices, projects, or

events that furthered the program goals. Innovation dollars were awarded in

support of scaleable and sustainable changes to the curriculum; these included

such activities as (a) supporting departmental implementation; (b) developing

teaching tools that incorporated information competencies, research skills, and the

use of campus information resources as integral components; and (c) assessing the impact of research assignments on student learning and faculty teaching.

Summer Seminar

The two-week summer seminar formed the nucleus of the Initiative's activities. This intensive session presented a structured curriculum facilitated by representatives from all of the academic partners. The faculty cohort had an opportunity to develop skills in new areas and discuss a range of topics related to developing effective undergraduate research-based assignments. They also started to develop or improve a research assignment for their own course(s) that would more fully challenge undergraduates to use the campus library's print and digital resources as well as engage in the process of scholarly discovery. The seminar included topics such as: the role and elements of syllabi, processes for connecting students to library resources, approaches to crafting research-based learning assignments, methods for using instructional technologies, assessment of the research process, and tactics for personalizing large enrollment courses.

Support Models

A team of specialists (the Support Team) from each of the academic partner units contributed to each faculty member's efforts during the summer seminar and beyond. These consultants assisted in areas such as designing pedagogy, working with graduate teaching assistants, incorporating educational technology, designing assignments with library resources, and integrating information literacy. The Support Teams collaborated with the faculty to develop

an implementation plan for each course a faculty member was transforming. The roles of Support Team members included collaborating with the faculty and other team members on course planning, design, and development; communicating with other team members regarding interactions with faculty; and keeping responses to cohort members open-ended to allow for other points of views and approaches. Table 2 depicts the roles and relationships of the individuals and units who were part of the Initiative.

Continuing Activities

The steering committee designed follow-up activities, continuing participant engagement beyond their cohort year. During 2003-2004, participants attended a series of monthly lunches. Beginning in 2004 the initiative leaders hosted semi-annual late afternoon salons for the faculty and the campus academic partners. Different faculty participants who were responsible for framing a series of questions for discussion around a topic of interest to the group facilitated these salons. Examples of salon topics included: (a) a presentation by two social science faculty on different approaches to teaching the same course and a discussion on strategies for advancing research opportunities in undergraduate coursework, ideas for engaging students and securing student commitment to the learning goals of the course, and approaches to methods of enticing students to engage in the course beyond grades and requirements; and (b) two faculty from different departments discussing why they decided to make changes to their large

Table 2. Roles of Initiative Principals

Principals	Role
Principal Investigators	University officials with formal responsibility to the granting agency.
Library and Library Leaders	Develop initial concept and initiate grant. Draft and implement overall Initiative design and outcomes. Invite academic partners to collaborate. Provide principle responsibility and leadership. Train librarians serving on Support Teams. Chair the Steering Committee. Report results. Maintain overall accountability.
Academic Partners	Membership: Office of Undergraduate Education, Instructional Technology Center, Teaching Innovations Center, Department that guides graduate teaching assistants in their development, and the Center responsible for oversight of courses across the campus that meet the single campus-wide breadth requirement.
Support Teams	Comprised of individuals from each of the academic partner units. Collaboratively assist and support faculty in assignment design and course transformation.
Steering Committee	Comprised of leaders from each of the academic partner units. Sanction Initiative direction and activities. Select participants. Approve expenditures.
Faculty	Apply to Initiative. Attend summer seminar. Transform course(s) to include resource/research-based learning. Collaborate with Support Teams. Assess students and evaluate Initiative. Educate campus constituents through publications and presentations.

enrollment, lower division courses, how they taught these courses differently as a result of having attended the program, and lessons learned following their course re-design. Some salon topics were specifically planned in response to faculty participant request.

Summary

The University of the East library designed and received grant funding for the Undergraduate Research-Based Learning Initiative (the "Initiative") with the goal of increasing undergraduate's exploration of the research process and using the university library's collections as their source of inquiry. By integrating instruction in library research and critical thinking into the classroom, the Initiative encouraged the university faculty to explore creative and effective ways of engaging students and increasing student research potential. The faculty embedded research-based learning components into courses in a variety of disciplines to accomplish this goal. The library collaborated with strategic academic partners on the implementation of the Initiative. Participating faculty were required to attend an intensive summer seminar that focused on research-based learning and pedagogical and curricular change, to contribute to public forums related to the project, and to complete a revised student research assignment in consultation with an instructional Support Team comprised of the project's academic partners. Faculty received a stipend and auxiliary funding to support the course transformation.

Section 2: Library Leader Interview Themes

This section presents the themes that emerged as a result of the reduction of the interviews with the three Initiative leaders. Their stories invited six themes:

1. Leading Invisibly and Visibly

2. Creating a Culture of Collaboration

3. Advocating for Teaching/Learning

4. Transforming Culture

5. Preparing for the Future

6. Persisting in Personal Learning and Discovery

Each theme and any corresponding sub-themes will be discussed individually. While the themes present unifying factors of the project leaders' experiences, the librarian's individual experiences were very personal and not always identical adding a multidimensional factor to each of the themes. I will begin the analysis section by briefly introducing the three leaders. Cleo, Rose, and Kate are academic librarians at University of the East. They are in various stages of their careers and range from a few years to 25 years of employment at the institution. With backgrounds in library reference and instruction, they are all interested in furthering the instructional mission of the academic library. All three are actively engaged in professional activities on a state or national level.

Theme One: Leading Visibly and Invisibly

All three of these librarians recognized leadership as a principal component of their experience. There were intricacies in leading a complex project comprising multiple layers of administration, training, culture, budgets, responsibility, reportage, agendas to satisfy, and personalities to balance. They frequently negotiated new ground, relying on their previously acquired skills to carry them through the process. "I have a strong operations background…so I was accustomed to working out timelines and task lists…and whatever [it takes] to get projects done" (Cleo). Leadership for a project such as this requires:

> People who are translators, [who can build] bridges between the different groups, and have a strong enough vision to get something going, to keep it going, and to keep [other] people seeing themselves involved in it….It's trying to create something that's big enough for everyone to have a piece of, to contribute to, and partake in, but that's clear enough that you get somewhere. (Kate)

Apparent in their experience was the juxtaposition of leadership activities that were visible to their constituents and leadership activities that remained invisible and behind the scenes. Each type of leadership played a role in their approach to this initiative.

Invisibility

Leadership is most often regarded as a conspicuous endeavor. For Kate, Cleo, and Rose considerable behind-the-scenes activity, intentional and unintentional, advanced the project. While the library leaders had principal responsibility for the grant initiative, they intentionally placed collaboration

before library-promotion by avoiding the label of "library" project. They were

initially conflicted as to whether this was the best tactic, since the project

provided an opportunity to highlight the value of a librarian's skills and

perspectives as well as the library's collections that would be more accepted by

the library staff if the library was prominent. In the end they determined that

underplaying the leadership of the library embodied the values inherent in the

project to enable them to achieve their goals. The library figured prominently in

the Initiative, just not put forward as its overriding or singular focus.

Relinquishing ownership was reasoned to be a superior mode of library promotion

than was singularly holding onto the project:

> As a leader of a project which aims to address significant challenges
> confronting undergraduate education and information literacy skills
> at a research university, it is imperative that I ensure that all the
> relevant people and units are represented rather than represent the
> library exclusively. For our campus to embrace the process and
> outcomes of this initiative, it couldn't be seen only as a library
> project. (Kate)

An added sense of invisibility in the assignment development process with

faculty arose due to the fact that librarians and other implementation team

members would collaborate on the creation of the course, but the faculty member

would retain "ownership" of the material, having the final say on how the

materials would be used. "It becomes the faculty's intellectual property. We don't

necessarily get a lot of credit for the work we do…. It's a lot of effort to arrive at

a point where the product can be carried forward by someone else" (Rose).

Their relationship with the campus academic partners also imbued a sense of invisibility. While the design of the Initiative was collaborative, ensuring progress was primarily the responsibility of the project leaders. Initially not all partners engaged at an equal level, requiring Kate, Cleo, and Rose to maneuver behind the scenes and assist with initiative elements that were beyond their original obligation. This was in part due to some campus partners not assigning the same sense of priority to this project, and in part because many responsibilities and tasks which were not assigned, and sometimes not anticipated, emerged with the progress of the Initiative. The three took the lead with those elements to keep the project moving forward; they were "envisioning what needed to happen without having the benefit of models from similar institutions and without a prior collaborative endeavor on our campus to build upon" (Kate).

An even deeper layer of invisibility rested in the private moments of their reflections as leaders. A personal aspect to the leadership comes forth in the way all three of these women care about the project and labor to think through concepts before openly sharing their ideas. They individually pondered the day-to-day challenges and decisions, took them home unconsciously and consciously, and contemplated solutions on the bus ride to and from work. "There are many layers to this project. Often crucial components fall into place through informal discussions and outside of public forums. No one sees these parts; it is not part of a shared experience" (Kate). Cleo felt compelled to reveal only the project's best

light when speaking publicly. She looked at this research study as an opportunity

to explain more fully the nature of her experience:

> You're the only person I've candidly talked with about this project
> …. I've never revealed how rocky and "unmanageable" some
> aspects seemed to be at times … That said, I really think that if
> others are going to learn from our experience we need to share all
> aspects of it … as a profession, we really don't do that enough. You
> always hear about how successful projects are, but you don't
> necessarily hear about the challenges;… the full story.

A primary goal of the Initiative was empowering others to continue to

design assignments and courses using research-based learning without the

extensive support structures provided during the term of the grant. In order to

sustain this model beyond the grant, the support would need to be scaled back to a

level that relied on the independence and implementation skills of the faculty. So

a sense of invisibility emerged as inherent in this positive result: They guided the

initiative during the grant but would not be the individuals sustaining it and would

not always be on the frontline keeping it alive. Cleo expressed that the real impact

might not come from the faculty participants designing the best assignments but

"through the power of personal influence of the [faculty,] that is to say that they

may end up producing a series of graduate students that 'get it' and [incorporate

research-based learning in their own courses in the future.]" They were not

resentful of the invisibility. They did mourn the loss of some of the elements but

recognized that relinquishing is a natural part of a collaborative endeavor.

Visibility

A major campus award for teaching and learning as well as a national library award for instructional innovation brought prestige to the campus and to the library, offering an opportunity for promotion of the Initiative and for satisfying the internal stakeholders. The awards were a positive message to the entire campus that, "teaching and learning are important to us even as a research institution" (Kate). These project leaders, a senior level campus administrator, and faculty members were invited to present their experience at several national conferences. They were proud of the program's influence on national agendas since it was modeling a new type of campus leadership for organizations such as the Association of Research Libraries. Kate, Cleo, and Rose were "on the hook" for the public success or failure of the project. They understood that while the grant itself named senior-level administrators as the principal investigators and the activities of the project were a collaborative effort, the overall execution and outcome would rest on their shoulders. With that came pressure for Kate: "In many ways [we] couldn't afford to fail. With this type of endeavor, if you fail you are unlikely to get another chance… so there's a little tension for me." "We asked the faculty to commit to certain things but they weren't really accountable beyond a certain point, and the people who were most accountable for the success of the project were in the library" (Rose).

Educating others about the Initiative is another way that the project is visible to an external audience. The Undergraduate Research-Based Learning

Initiative website, available to the public, offers information about the Initiative

and links to videos and articles produced by participants and the leaders, faculty

assignments, grant materials, and project participant rosters. A researcher has

been retained as part of the grant to evaluate its impact and achievement and all

evaluation materials will become part of that public record, meaning their effort

will be highly visible and open to scrutiny and comment.

Summary

Directing a complex campus-wide project holds elements of both visibility

and invisibility for leaders. Visibility was apparent through the high profile nature

of the grant, awards, honors, presentation, and publications. An Initiative website

publicized results to a national community. While one would expect visibility to

be the overriding feature, the more subtle aspects of leadership and relinquishing

control and ownership of a project were deemed to be the more beneficial avenues

toward success of the Initiative since it elevated the project from a library-based

initiative to a campus-wide initiative. This helped to achieve the collaboration

they sought as one of the ultimate goals.

Theme Two: Creating a Culture of Collaboration

This initiative brought diverse groups to the table in a shared effort to

transform instruction. While Cleo, Kate, and Rose's interactions were with

different project partners, collaboration was common to all three of the leaders'

stories. Initially, the large monetary award that accompanied the grant and the

library's solid reputation in its traditional campus role attracted the planning

partners. "[E]ven though the library's involvement in this type of teaching and learning was new to [these potential partners], they were willing to collaborate because…of the library's reputation and their awareness that the library [was already] strong in the areas of collections and resources" (Rose). Collaboration was at the heart of the project's success and one of the criteria that they chose to judge its accomplishment; by capitalizing on shared values they could achieve more than the library alone could offer to faculty:

> I hope there was recognition that the library couldn't do this alone. And that, really, there *is* a campus infrastructure already in place which -- if the pieces were pulled together at a central point of contact -- could very effectively support any faculty wanting to undertake this sort of an effort. While the expertise was already available on the campus, for faculty to make use of it would require incredible initiative and persistence on their part to make it come together for themselves. (Cleo)

The project design was a means for the library to work outside of its own historical interests while embracing new ideas and concepts for the good of the whole campus enterprise, making it about the faculty needs instead of their own unit. "It was indirectly demonstrating the library's participation, interest, and knowledge without hammering it in such a blunt way" (Kate).

Due to the nature of how this opportunity came to the library, and by extension to the campus overall, "…the proposal was written before the partners were even invited to contribute anything….That set a tone that was very difficult to overcome" (Cleo). It created an air of cooperation rather than collaboration at the beginning evidenced by struggles to define each contributor's roles within the

overall framework and some resistance to the relinquishment of control. The

partners had to grow into their new alliance:

> From the start, it was a very user-centric, faculty-centered point of
> view that all partners brought to the table … but everyone had a
> different idea of what collaboration involves. For some of the
> partners it was something like, "I come in, I do my thing, but I
> function autonomously … just tell me [my part,] … I'll plug it into
> the curriculum, let's not worry about anything else." Other people
> felt more like, "Hey, if this curriculum is going to hang together and
> make sense to the faculty, and if we're going to avoid duplicating
> one another's content and methods, we really need to have an
> understanding at the outset of what each and every one of us is
> going to be doing."… I actually believe collaboration takes much
> more time than cooperation.… I think initially there was a fair
> amount of cooperation but not necessarily collaboration. (Cleo)

Many of these partners operate on self-supporting budgets so while the

lure of auxiliary funds might have been the initial attraction, Cleo, Kate, and Rose

have to keep them at the table by selling the project's goals. The "promise of

augmenting their operating budgets had a major influence [in their initial]

participation" (Cleo) but there would not be true collaboration unless there was

buy-in to the project itself.

Successfully conducting the first summer seminar seemed to help shift the

process toward collaboration. Seeing a tangible result helped "partners… [make]

an actual commitment as opposed to 'I'm coming to the table because I'm getting

money'" (Cleo). It also helped create shared understanding of what each could

contribute. They spoke of the first two-week summer seminar creating momentum

for their work as they "began to develop an understanding of what each person

could bring to the table and what our relative strengths and weaknesses were"
(Cleo).

"It has been an opportunity unlike any other that could have come because
of the engagement with campus partners, faculty, and with our own library; unlike
anything that would happen through pulling people together from a meeting"
(Kate). "It's been very exciting for me …because it's sort of breaking ground for
the campus. It's allowed me to reach out and work with a lot of campus partners
that I probably would not have known or had contact with [otherwise]" (Cleo). "It
has for me, personally, created an amazing relationship with various people
around campus whom I'm not sure I'd even have met, [and] if I did I just don't
think that we would have been able to address the kind of challenges that we
overcame together" (Kate).

"[We had to] listen carefully to what people are bringing forward … and
try to find a way to match those with your own agenda...to tie it together" (Kate).
The collaborative enterprise has:

> Also been frustrating at times because to perform my job
> successfully, I am reliant on so many others -- including faculty and
> project partners -- to deliver products and to meet deadlines. Some
> people are quite good at responding to requests … other people less
> so, so I suppose the negative side of this interdependency is how that
> affects the accomplishment of my work … People are just incredibly
> stretched and have many responsibilities and demands on their time.
> I don't think the non-response is a result of unwillingness. (Cleo)

Collaboration with Faculty

Mutual trust and respect for their expertise were qualities of collaboration

that emerged from the assignment and course design process with faculty. The

process became enjoyable and most effective with authentic give and take. Rose

spoke of one faculty member who was willing to not only meet with her Support

Team, but also value their ideas and contributions:

> It was satisfying to see her give the full effort to not just accepting
> the idea but embedding it into the class. It's an assignment, it has
> points, we provide feedback, and it's required. It was satisfying to
> see her take it and eventually become independent with it. We
> looked at the results together…. [It was a message to the students]
> and to the graduate instructors that it's part of the class, it's not the
> library assignment; it's not the librarians coming in and telling you
> how to do your research. We [collectively as educators on this
> campus] have certain criteria for the sources you use, and this is part
> of the class, to meet those. (Rose)

Rose used honesty as an additional criterion to measure the degree of

collaboration that had been achieved. She viewed it as positive that some faculty

expressed uncertainty about the ideas of information literacy standards or

assessment, "because if people are skeptical, it's better to air it out and discuss it

and come to a shared…[understanding] of the meaning of these ideas in our

learning environment."

Future Alliances

Rose, Cleo, and Kate all expressed a heartfelt desire to create a culture of

collaboration extending beyond the scope and timeframe of the project. Kate

believes that for "almost any campus initiative that's about teaching and learning

[the library is now] going to be invited to be a part of it because of the trust that was created and the new vision of the library as a partner in teaching and learning." Invitations to participate in new initiatives are positive reinforcement that the project went well. "We get invited to the table [as peers…] on a lot of different projects we might not have before" (Rose).

> It has had outcomes in other ways, for example, a professor…got a large grant to rethink an undergraduate course…. [A senior level campus administrator] contacted me and said "…we really have to get him to be a partner with the library." When we all met, we offered…[to] create an implementation team to work with him much like we have for the [project participants]. I was heartened that the [administrator] was indicating that she felt that this approach works well enough that she is willing to endorse it and encourage other instructors on campus to utilize it. (Kate)

The leaders believe the collaborative culture will be one of the sustainable results of the project. "I don't intend to ever let up on it, like constant water on a stone" (Kate).

Summary

Library leadership for the Initiative is an experience of fostering collaboration. Inviting academic partners to join the effort capitalized on shared values and brought more to the faculty than was possible for the library alone to manifest. Initially moving from cooperation to collaboration required energy and strategy, especially because the partners were not added until after the project was funded. Leaders were vigilant in their desire to establish a "culture of collaboration" which has reaped rewards. The library is now invited to participate in other endeavors not available to them prior to the Initiative.

Theme Three: Advocating for Teaching and Learning

Teaching and learning as the heart of the project was a recurring theme for these leaders. The Initiative responded to the campus academic strategic plan that placed greater focus on undergraduate teaching and learning and demonstrated the library's centrality to that enterprise. Care for undergraduates, improving student work, and personal learning emerged as sub-themes.

Care for Undergraduates

Library leaders were definitely concerned with the general lack of status and respect granted to undergraduates by the university community at-large. More than once they referred to the campus as having "distain" for undergraduates and indicated that a small number of people carry the load of support for this key group of students. The project, intentionally designed to improve the undergraduate experience, naturally attracted faculty who were interested in developing the undergraduate experience. "These participating faculty were hyper-aware of their role in helping students learn while other [faculty] are more aware of covering the material or teaching a certain course a certain semester and the emphasis isn't framed around the students' experience" (Kate). The more senior tenured faculty who participated in the project intrigued the leaders since their tenure and professional stature actually offered faculty the freedom to focus on undergraduates instead of research. "They aren't feeling threatened about their expertise and their publishing record at that point" (Kate). Cleo, Rose, and Kate understood that these faculty members had a desire to view their students through

a more holistic lens, to play an active role in creating an improved baccalaureate

experience for them.

Kate, Cleo, and Rose all understood the program's potential to reach out to

undergraduates and expressed it as a shared a vision for student experience at

their institution:

> My dream would be that we actually become a learning-centric
> campus; that we organize ourselves around the needs of the students.
> ... To me that's the point of a university, and it's these
> undergraduate students who so often seem to be the least valued
> members of the campus community. Given our existing hierarchy,
> they're the ones who are most often left at the back of the line. My
> dream would be that they be moved front and center. (Cleo)

Improving Student Work

"What drew the participants was a genuine affection and concern for their

students and a desire to know that [student] learning [was optimized]" (Cleo). "To

me, it's all about the student, and the faculty are the vehicle through which you

influence the lives and experiences of students" (Cleo). They mentioned that

faculty will be more prepared to assist students as a result of the project based on

an increased understanding of what their students know or don't know about

research, or can or cannot do. They believed that, before the project, faculty had

"misread [student] skill level with respect to doing research [and had not] thought

a lot about whether their students were capable of taking the assignment as

written and doing something with it" (Cleo). Faculty expressed to them how much

extra work was required to design the improved assignments but followed that

with phrases such as "I'll never go back to the old way again" (Cleo). All three

leaders mentioned the term "scaffolding," evidence that faculty would teach and

assess research more incrementally, including the research process in the

assessment, not only the final research paper or project.

> We saw that the end result would be better when it was designed
> with intermediate stages…. In reviewing…student work you could
> see the learning taking place, see them engaging with the materials
> in the way we hoped they would. (Rose)

Cleo mentioned faculty now including learning outcomes in assignments while

Rose discussed how much each leader strived to understand each faculty

member's course goals in order to design an assignment that would optimize

student learning. While some faculty were urged to attend the Initiative in order to

address departmental interests, the large majority of faculty applied on their own

initiative, coming to the project to devote energy to an aspect of their teaching

they wanted to change or improve and grateful for the focused opportunity. All

three leaders told stories about student learning; Kate's was typical:

> One of the students we interviewed was in an American studies class
> that I had taught prior to this project. At the end of the session, she
> came up to me saying, "Wow, I'm a senior and I don't know any of
> this stuff—what can I do?" I gave her the schedule for the library's
> drop-in classes and talked about which she might choose to attend
> and why. Through her interview clip, I learned that she went to
> many of those classes, saying "It was all really wonderful—I just
> wish I'd had it as a freshman." It was this perfect little summary of
> someone who saw for herself that this combination of knowledge
> and skills would be valuable not just for one course, but transferable
> to other situations as well. It was personally important for me as it
> was a small but clear indication that I had had a positive impact.

Summary

Leadership for the Initiative was an experience of focusing on student learning. This emphasis accentuated the common bond among the academic partners, the library, and the faculty. With this venture, campus colleagues visualized the library's instructional role more clearly. Library leaders and faculty were drawn to the Initiative because of their deep commitment to undergraduates and enhancing their educational experience.

Theme Four: Transforming Culture

The concept of culture, the behaviors and beliefs characteristic of a particular group that are passed on to each subsequent generation (Gould, 1964), wove through the interviews and held significant meaning for the project leaders. Library and campus cultures challenge the change process at University of the East by supporting what is known and what is comfortable, whether it's beneficial or not.

Library Culture

Kate, Rose, and Cleo, the leaders for this endeavor, were not the only librarians engaged in the Initiative. Approximately 30 librarians from various campus libraries participated by serving on the implementation teams that assisted faculty in developing the course assignments, teaching the library research methods components of courses, and evaluating portions of the students work.

While Rose, Cleo, and Kate resolutely valued the Initiative, not all of their librarian colleagues agreed. Many of the librarians at University of the East

preferred to focus their attention on traditional and established library functions in lieu of forging a prominent instructional role. "There are certain things that are ingrained in, are particular to, a library culture that make it harder to change…. Maybe people aren't as open to change in some areas as we ask them to be" (Rose). "There's a lot of trying to deal with the culture within the library… where people were comfortable in their particular...role and way of working… and how hard it was to deal with breaking out of that even if it was you yourself that was supposed to do it" (Rose). "We have very much a split or divided staff…in respect to what it is we're here to do…and [for many librarians] it's very second[ary] this whole area of instruction [and] working with the faculty on issues of teaching" (Cleo). "There's a very small group pulling the load and articulating why the library's educational role is valuable – it's not just a fad and it's not beneath you [to do this work]" (Kate). They wondered if part of the challenge was that the organization was not culturally prepared for the Initiative:

> There were a number of people who had some background in [teaching and learning] and were willing to commit a lot of time to this project. And outside of that group there were a lot of other librarians who are very smart and good at their jobs and able to adapt but I don't know that the organization was ready….I don't know what the impact was outside of the core group. I think everyone got something out of it but there was a lot of variation in what it was. (Rose)

The tension between the importance of a tradition of excellence tugs against the natural tendency and need for change. Established library culture created leadership challenges and lost opportunities for these leaders:

> We bring young, motivated, talented, intelligent people onto the staff and then try to mold them. Instead of saying "here is one of the most valuable assets we have and we need to learn from them," we more typically respond with "We couldn't possibly do that here because we have a tradition of XYZ, and once you've been around you'll understand why it is we do it the way we do it." I think that happens in many different ways all across campus and within the library, and I think it's very detrimental as we work toward a richer understanding of the library's and librarians' roles. (Cleo)

All three leaders endeavored to be conscious of their own role in both maintaining and furthering the cultural status quo by examining their personal actions. They were confident that progress with this initiative and future initiatives would come as new employees were hired, senior library administrators retained this project as a priority, and support structures were in place to sustain change. Promising their support to librarians who worked on the project reassured these individuals that their personal investment in developing this new skill set would not go unnoticed, unrewarded, or unfulfilled. Librarians needed these leaders and library management to sanction the work and support their efforts. "What I didn't expect to come out so strongly [from the library staff] was, 'Well of course we're interested in this, but we're not going to put time into it unless the administration really makes clear that this is important, and conveys their commitment to others" (Kate). As leaders, they also needed to balance how much to push an individual toward fully integrating a personal teaching and learning philosophy into her work and when to be happy with any progress individual librarians made in the area of teaching and learning.

> I care most about librarians broadening and deepening their understanding of how they can contribute to curricular and programmatic initiatives. Some people will never reach the bar that I'd hope we'd get to but I am encouraged with the fact that they worked in close conversation with faculty to discuss how research assignments would compliment the course, how they might contribute to an online learning environment, or change how they approach teaching a class in general. (Kate)

Campus Culture

University of the East, a major research university, directs the reward system toward individual research achievements; these leaders interviewed had to give deep consideration to the cultural implications of initiating a program focused on shared teaching and learning. They had to give as much attention to transitioning the culture as they did to the tangible work of transitioning assignments and courses. "The system rewards [faculty and librarians] for being experts" (Cleo), which means team teaching and collaboration are not as valued.

> I don't think this campus has any tradition whatsoever of the library staff working with the faculty...in the way we've been working with them; …with the actual nuts and bolts of how they design a course and how they offer a class and the types of assignments that they give. (Cleo)

The culture of the institution primarily held librarians in a role as gatekeepers of the collection, and the faculty, not the librarian, initiated any classroom instruction. The focus on research meant that faculty who wanted to devote time to a project on teaching and learning might be neglecting studies or experiments that would augment her status or count toward tenure or promotion. Based on their interaction with new faculty and younger faculty, Kate, Rose, and Cleo have

determined that these teachers are more interested in maintaining a balance

between research and teaching. They believe that there is potential for these

faculty to significantly influence the culture so that the scholarship of teaching

and learning would be equally valued in their tenure process. In their opinion, this

trend bodes well for projects such as this one and for undergraduate students in

general.

> Everybody is so focused on keeping all the systems going that no
> one seems to step back and say, "Maybe we just need a different
> system, maybe we don't need to keep doing it this way." Here's my
> dream: someone in a leadership position on the campus says, "You
> know, I want this to become a student-centric or a learning-centric
> campus and I want us to reorganize around that principle." That
> would be fabulous, but I think the systems and the divisions and the
> units are so entrenched in maintaining stasis; … we are a huge
> bureaucracy after all .... It's hard to introduce any kind of
> revolutionary change in that kind of environment especially when
> we don't think we have any outside competition or pressures. (Cleo)

It was challenging for them to face the cultural hurdles, requiring vigilance

and persistence tempered with a sense of humor and reasonable goals. Their

commitment to changing the culture in a direction that was positive for students,

faculty, and the campus carried them forward.

Summary

Leadership for the initiative was an experience of recognizing and

transforming culture. Library leaders' role encompassed acknowledging, as well

as working to progress, library culture and institutional culture. Instructional

transformation competed with research for faculty attention and institutional

value, and with the collection for primary emphasis of the librarians. Campus

librarians not initially involved with the Initiative were not convinced of its

viability, and not all librarians involved were equally prepared for the new

responsibilities. Campus culture rewards faculty for research more than teaching,

meaning faculty participants were balancing the benefits of improving the

classroom experience with long term recognition and security.

Theme Five: Preparing for the Future

Several ground-breaking tenets of this project served to advance a part of

the organization or to develop further an established philosophy. Three sub-

themes were common to Cleo, Rose, and Kate's experience in this realm: (a) the

changing role of the academic library and librarian, (b) developing individual

faculty, and (c) building models for instructional support.

Changing Role of the Academic Library and Librarian

> I think [the originator of the grant] had the foresight to recognize
> that over time the library is going to have to redefine its contribution
> to the educational enterprise. I do think we have succeeded in
> having the library viewed in a different light and as the center of
> some expertise with respect to student learning…[and] as a vital
> contributor [in place of] its more traditional … warehousing role.
> Not only do we have broad and deep collections, but we also have
> people on board to help faculty connect students with those
> materials through curriculum and assignment redesign. (Cleo)

While many of the librarians were interested in participating in the

Initiative, the leaders thought it a detriment that the librarians possessed varying

levels of expertise with teaching, assignment design, and pedagogy when it began.

They agreed that those without extensive instructional experience were not well

supported during the first year of the grant; librarians new to instructional design

and assessment of student learning could have benefited from additional

preparation:

> I actually think most of the librarians involved in the first year had
> no idea what they were supposed to be doing. There were only a
> couple of [training] workshops offered. The first was on the
> [national information literacy] standards, which were only a couple
> of years old then and I think a lot of the librarians were unfamiliar
> with them at that point. The second workshop had something to do
> with taking assignments and breaking them down and trying to
> identify learning outcomes and activities that could support the
> outcomes, something like that. We're talking about maybe at the
> most three hours of training. So I don't think that the first cohort of
> librarians was particularly well prepared at all. (Cleo)

They learned from this first year experience, thus enhancing the training in

year two of the project to include additional topics which increased the success

rate of the librarians. The third year brought an even higher level of satisfaction

with a model that they agree works to everyone's advantage:

> [W]e hit upon the idea of focusing the expertise in a few people and
> having those people work with more than one [faculty member] and
> that's the model that proved to be most successful…. They were
> also self-selected; they stepped forward as opposed to [the first
> group that was] strongly encouraged to [participate]. [We] met on a
> twice a semester basis…to talk through what was going on:
> problems and counter points. So there was more ongoing support
> over the year than there had been in previous years. (Cleo)

It was important to Rose, Cleo, and Kate that faculty understood the role

that the library and librarians could play in undergraduate education. They could

sense the moment when faculty attitudes appeared to shift. "It's hard to believe

this was three years ago because I remember so clearly—I can picture [one

faculty member] saying incredulously, 'This is really interesting. Could I ask the librarian to do this? She *does* this?'" (Kate).

The fact that different librarians with varying sets of skills worked with the faculty provided inconsistent experiences for these instructors. The faculty participants developed greater appreciation and respect for the teaching and learning expertise of individual librarians, but perhaps not librarians as a whole. "You couldn't ask just any librarian on this campus to draft you a rubric. [The faculty] have come to trust that certain individuals have certain knowledge but I'm not sure they're seeing that as librarian knowledge" (Rose). The three leaders expressed concern as to how they could best train and develop the librarians who were working on the implementation teams in order to prepare them adequately to work with faculty in order to deliver consistent support to all faculty participants.

> It's true that we're saying librarians will provide certain expertise but also that some librarians weren't prepared to do this….This is what I meant about being a step ahead; we're making a lot of promises and … not [everyone is] prepared to deliver on them. That is the hard part for me—if I promise that someone's going to do something it darn well better be the quality I expect. And now I've got all these people trying to do it, but not prepared. But [the faculty member] at least has the sense now that [the library would assist her]. It makes you realize that we have a lot of work to do and each step takes time. (Kate)

They learned of the richness of their impact through a series of videotapes about the project and were surprised at how much faculty perceptions had shifted as a result of their experience with the project. When asked about whether they believe the faculty had different conceptions of the role of the library in

instructional transformation as a result of their experience with the project, Kate

responded: "I'd probably have told you no. But there's this video clip [of one of

the faculty] who talks about how she had always perceived librarians as

gatekeepers, only knowledgeable about the collection and how she has radically

transformed her view." All three mentioned the requests that have come from

faculty for the project leaders to write letters for faculty tenure packets, surprised

and pleased to have been recognized by these individuals as important

contributors to the instructional processes.

Changing the views of both librarians and faculty about the instructional

role of the library means that there is potential for different types of engagement

with the campus constituents. Rose, Cleo, and Kate mentioned the opportunities

for grants, curriculum design, participation in faculty forums, and continued

engagement in course and assignment design, all of which held new potential.

Developing Individual Faculty

The three leaders felt that developing the skills and perspectives of

individual faculty members was a key factor in the sustainability of this project.

Rose remembered an experience with a faculty member she was working with on

the assessment of student learning:

> I wanted them to articulate some goals and outcomes related to the
> research skills they developed through the project,… creat[e] an
> assignment that evidenced the learning they were looking for...[and]
> articulate some criteria for evaluating the students'
> performance….[I]t was about them coming to those ideas. It
> wouldn't be helpful for me to make their assignment for them. I was
> hoping to come up with some new strategies to bring people along,

> …it was about making them want to be able to do particular things
> and being ready and able to do them. (Rose)

Project leaders hoped faculty would embrace the philosophies of

resource/research-based learning as well as embed the concepts into their courses.

As a result they designed workshops during the summer seminar in which faculty

could develop integrated research assignments in a supported environment.

Project leaders provided faculty with models for scaffolding the assignment in a

manner that elucidated the stages of the library research design process for

students. Cleo, Rose, and Kate believed this type of assignment revision or design

was new to faculty and not something they would have naturally done on their

own without the support of the project.

> By the end [faculty] could see what it meant to bring focus to the
> research process and not just the products of research. I think we
> could talk a lot about that in the Summer Seminar, but until it was
> implemented in the context of their own assignment, [and] they
> came up with an assignment customized for their particular needs I
> don't think it was meaningful for them. [Faculty] give me a lot of
> credit for supporting and helping them, but at the same time it's
> about their becoming independent, moving on with their teaching, so
> I don't feel that [getting acknowledgement] is a huge part of what's
> important for me. (Rose).

The faculty participants progressed at different rates, coming to different

outcomes. In the minds of the leaders, some of the differentiation developed

because faculty members were "unwilling to accept accepted good practices such

as articulating basic ideas about assignment goals or providing support to students

during [the research process]" (Rose). That might be personality-based, or

because their personal teaching style was not conducive to these practices.

Successful collaborations with faculty were very satisfying:

> What made it work was a lot of meetings, drafts, and willingness on [the faculty member's] part to take [assignments]…to a point where they were complete….She was willing to rely on other's expertise and run with other people's ideas…. [W]hen the collaboration went really well there was a lot of work that goes into designing the assignment…. There was a lot of preparing documents, lists of proposed outcomes, draft rubrics, and analyses of the assignment that had to be done….. A lot of work that in a way isn't traditional library work but…is parallel…because it's enabling the faculty member to point where they are prepared to run with the assignment. Some faculty members are not as receptive to this level of collaboration, and the limitation of the project was that it was up to the individual faculty member how far we were going to take their assignment and how much work we were going to do on their course. If they were unwilling to devote a lot of time to it or work with us there was only so much we could do. So at times it was frustrating. (Rose)

They faced difficult decisions about how to assist these faculty without overstepping boundaries. "It's a fine line to say I'm not going to influence the content of your course...I'm going to speak to your pedagogical approaches and talk about *how* to teach. But they can't really be divorced" (Kate). The learning, by necessity, was a two-way street; in order to assist faculty in becoming independent, librarians had to learn about the course content as much as faculty had to learn about embedding the research process.

> You can't really assess information literacy unless you're discussing the whole course, and everything students are learning. How do you separate that [students] found the resource…[from whether] they actually chose good sources? Well, you have to know the [discipline] content to know the sources are good. And then even more than choosing those sources, [students] pull from them,

utilizing good arguments that make sense…You can't do that or assess that unless you have a pretty clear sense of content. (Kate)

Building Models for Instructional Support

Kate, Rose, and Cleo each expressed that a major goal for this project involved building sustainable models that would support faculty who wanted to incorporate research-based learning into their courses beyond the timeframe of the grant. "[T]he charge was to make this more scalable and sustainable…and I think it has to mean that if there's continuing support it's [manageable and] something that we could really provide on an ongoing basis. So the idea that [faculty] are taking ownership… indicates success" (Rose). One of the models they believe will be sustained is assignment consultation, because there is now "more of a shared understanding of what it constitutes and what it means. [It's not merely] the placement of a library session or talking about resources [but] how students experience an assignment" (Rose). Faculty have increased their comfort level with librarians expertise in these areas and the depth of experience they can bring to the assignment design process.

> [I learned a great deal] having to work outside of the librarian's usual purview… developing models that individual faculty were comfortable with…and researching a lot of different models to be able to propose a variety of options that people could agree to for their own teaching. So I learned a lot about how to bring an individual faculty member through that process and also what kinds of models are effective. (Rose)

Rose expressed less confidence that the models of assessment of student learning of the research process would be sustained:

> Faculty have a high degree of autonomy, and assessment is
> generally at the discretion of each faculty member, so they asked,
> "What is that information for? What will it be used for?" [Although
> assessment is viewed skeptically], I think we were able to develop
> [effective] models and faculty and administrators have confidence in
> the work we did. But beyond the transformation that took place in
> the practice of some individual faculty members, I'm not sure how
> that will carry forward beyond the Initiative. (Rose)

It was significant for these leaders that so many faculty chose to

participate in the Initiative, that they continue to contact librarians and other

partners for support for the course they enhanced in the summer seminar, and that

they added research-based learning assignments to several of their other courses.

The fact that faculty participants innovated their classroom assignments

independent of the implementation team was satisfying evidence for the leaders

that faculty had internalized the research-based learning design principles.

Scaffolding of the research process by building in small, deliberate steps

created a clear, intentional path for students who were learning research methods.

By breaking down the research process, faculty and librarians could focus

students on the nuances and unique strategies connected to each step. Focusing

student attention on the research process meant that students were more aware of

their own thought process and critical thinking. Rather than thinking of research

as one entity, they were learning the individual strategies that each layer of the

process required. As Rose said, "It was a way to support students through the

process as they develop independence, a way to develop some intermediate stages

that are a little more rigid and have…more instructional support built in before setting them loose into totally freeform research."

Summary

Leading this Initiative was an experience in equipping the library, the faculty, and the students for the future. They endeavored to use the Initiative for changing the role of the academic library and librarian, ensuring the library was more nimble and in a stronger position to accommodate needs of 21st century learners and future administrative expectations. Developing individual faculty meant providing them with the skills of incorporating research-based learning so that the tenets of the Initiative would be secured after it was completed. Developing models for instructional support was an effort to scaffold the research process, building in more instructional bridges for students as they learned to conduct research and calling students' attention to the processes and strategies they used to progress toward the final research paper or project.

Changing the views of both librarians and faculty about the instructional role of the library means that there is potential for different types of engagement with all campus constituents. Keys to sustainability are faculty independence with research-based learning, and focusing librarian expertise in a few individuals who are highly skilled and support several faculty. Collaborating with assignment design is an effective model. Students and faculty both benefit from a focus on the research process rather than product and from assignments that emphasize student experience.

Theme Six: Persistence in Personal Learning and Discovery

These librarians were learning as they went, encountering both smooth and rocky pathways on their journey through this initiative. They were exploring new ideas, inventing new processes, and shaping new directions by learning to work with faculty to develop assessment instruments, determining the role and optimizing the specializations of each campus partner, and developing faculty in their understanding and application of research-based learning. Phrases such as "moving in that direction" and "continuing to progress" were indications that their thinking and the design of the project were evolving. There was a clear vision for the project but not all of the details of how they would accomplish it were apparent; they persisted in innovating and did not give up when the first idea did not fully take shape or result in the right answer. The day-to-day path was more difficult to see than the yearly achievements because, "you can take stock …after a year or two…and look to see what had impact, what was worthwhile, what had meaning" (Kate). They were planning as they went based on what they were learning and "envisioning what needed to happen without having the benefit of models from similar institutions and without a prior collaborative endeavor on our campus to build upon" (Cleo).

Rose had principal responsibility for helping faculty assess student learning. Since it was new to her she had to blaze her own trail. "I learned by doing…[as to] how to develop assessment at the level of an assignment that brings focus to the research process but really has to be for the assignment as a

whole." She repeatedly used the phrase "moving forward" to express her day-to-day endeavors, indicating she was making progress but knew she was not at her final destination. The assessment design process was iterative; there "wasn't a particular structure or criteria for what assignments would look like," but she and the faculty members would know an effective assignment when they landed upon it. They were creating the path to assessment.

The leaders discussed additional directions the Initiative might take as a result of their actions or as a result of the actions of faculty participants. Were faculty now empowered to advance the research-based learning concept down a different path within the institution? They wondered if the Initiative had created any momentum and if, "colleagues of faculty that have gone through the program, and their department chairs, have felt [any impact]" (Kate). They had enough confidence in their vision and in the basic theme of the Initiative to allow it to change. "However far we've been able to come along, I don't think necessarily that that's where we'll end up;" (Cleo) the organization and the Initiative are evolving.

Personal Learning

These leaders shared with me their deep caring about this project and for the faculty and undergraduates the project touched. They used words such as "energizing" and "enlightening" to characterize their experience. All agreed that they were constantly learning about leadership and themselves. "It was a situation that allowed me to learn a great deal, and I happen to value experiences like that.

It's all about the learning" (Cleo). At times they lacked confidence that all of their administrators' expectations could be met but continued to dedicate their hearts and minds. If any component went unfulfilled they wanted to accept full responsibility.

Each one did not consistently hold a complete picture of how she would fulfill her responsibilities but possessed a core confidence in the group's leadership; that confidence enabled their progress down a road that was not always illuminated. Cleo, Rose, and Kate relayed how they reached beyond their comfort level in attempts to achieve a positive end, facilitated meetings with high-level administrators, expressed concern or direct disagreement with someone in authority, or were frequently thrust into situations that they had not previously encountered. "I knew there were conflicts between some partners so I developed very good relationships with [them] individually so I could serve as a mediator in the group" (Kate). They appreciated the trust placed in them to lead this project. "The [senior level university administrators] seemed to have unlimited confidence in whatever I was going to do…[which] was empowering…and I think we have met their expectations" (Kate).

Cleo, Kate, and Rose respected the creativity, vision, personal power, and charisma of the administrator who conceived of the grant's tenets and the role those qualities played in successfully launching the project. They gave examples of how, by watching that individual in action, they came to realize the value of those qualities and skills within any leader's repertoire. However, they also

observed how that leader's over-possessiveness served to weaken the project by personally taking on that work rather than trusting their facilitation abilities and the collaborative process to generate the best outcome from the group.

Exploring New Ideas

The library leaders viewed this experience as an opportunity to be "on the edge," and appreciated the "amount of exploration of new ideas that could happen" within such a venture (Rose). The initiative might have progressed further if some of these new ideas had been explored earlier or if the library had elected to prioritize teaching and learning endeavors even earlier than it did. "It would be so much easier to [successfully implement] this type of initiative elsewhere where there was a longer history of selectors [and] bibliographers envisioning their role as not only collecting valuable published materials but equally as crucial figures connecting users to the collection. If that had happened here previously, I think we'd be in a different place now" (Kate). By rejecting old ideas, some of the exploration of new ideas evolved. "I think there's a groundswell out there about being dissatisfied with [traditional] library instruction as an approach to developing information literacy in students….[Because of that dissatisfaction] there was a small group of people who were willing to try totally different ideas" (Rose).

Other new territory was not as pleasant to negotiate, such as determining who owned the intellectual property rights for each component of the course assignment. "It's nice to share ownership, but when it comes to the practice of

really getting into these new areas, I feel there are a lot of challenges that we are not yet prepared to address" (Rose).

Summary

Leadership for this instructional initiative was an experience in persistence and exploring new terrain. It meant forging new territory, exploring new ideas, taking risks, living on the edge, and learning along with the growth of the Initiative. Their design or planning was often only one or two steps ahead in the sequence of the project due to unforeseen circumstances or their desire to retool a previously planned program based on new learning or feedback from constituents. They had to trust the skills they had developed from prior experiences as well as trust each other.

Summary of Section Two

This section illuminated the phenomenon of leadership for instructional change, providing insight into the essence and meaning of this experience from the perspective of these three participants. The experience of library leadership for this instructional change initiative is one of: (a) leading invisibly and visibly, (b) creating a culture of collaboration, (c) advocating for teaching and learning, (d) transforming culture, (e) preparing for the future, and (f) persisting in personal learning and discovery.

Section 3: Themes from Interviews with Faculty Participants

In this section I present the analysis of the interviews with the five faculty members who elected to participate in the Initiative in 2003. From the conversations, seven major themes emerged:

1. Developing A Teaching and Learning Community

2. Preparing Students as Scholars and Citizens

3. Applying Personal Effort

4. Sustaining the Model

5. Collaborating with Librarians

6. Expressing Creativity

7. Accounting for Cultural Implications

Each theme and corresponding sub-themes will be discussed individually. While the themes unify the experiences of these faculty members, individual experiences were very personal and not always identical, which adds a multidimensional factor to each of the themes. I will begin the analysis by briefly introducing the five faculty members. All are tenure track or lecture appointment faculty at University of the East who, along with nine other colleagues, participated in the Initiative beginning in the summer of 2003. The full cohort was invited to participate in this study but only these faculty elected to do so. They all agreed that, in addition to the lure of the content of the Initiative, the stipend and access to the auxiliary funds significantly influenced their desire to participate; it compensated their time investment.

Hank, an Assistant Professor in the Humanities teaching at the University of the East since 2001, is interested in his students establishing a relationship with books and not solely using databases. He has learned and discovered information that has enhanced his own research from the iterative process of browsing in the stacks and wants to communicate the value of that process. He has a great appreciation for librarians and the collections at the university; he regularly engages with both.

Jan is an Assistant Professor in a professional school who is in the tenure process. Over the past decade she has taught internationally and at a local high school. She valued teaching and learning before coming to the university. Being very interested in improving her pedagogical practice naturally attracted her to this undergraduate research project. Jan draws a relationship between strong information skills and good decision making so she regularly collaborates with the librarians in her discipline.

Chad, a lecturer in a professional school, has experience teaching in several other countries. He hopes for more consistent instruction of research skills, strategies, and processes during lower division courses so that faculty can rely on students having a basic level of research ability before their junior year since he teaches an upper level course.

Clarice, a lecturer in a professional program, enjoys the interaction between the visual and the verbal making the Initiative a good application of her abilities. Her interests in providing students with unique experiences that will help

them to not only acquire a set of facts or skills, but also learn about themselves

from the experience, matched the goal of the Initiative. She believes the research

process to be a very personal and important journey.

Evan, a full professor in the sciences, is a popular teacher who has

received a distinguished teaching award. His concern involves all avenues of

undergraduate education. He sets high standards for his students, hoping to

communicate the value of accessing and evaluating information to facilitate their

use of primary sources in the sciences so they can move beyond reviews and

interpretations in order to come to their own conclusions.

Theme One: Developing a Teaching and Learning Community

How the Initiative established a community focused on teaching and

learning provide the most consistent and unifying theme for these five

professors:

> It connected me to a community of people, librarians, fellow faculty
> members…[and] to a community of practice around teaching, and a
> way of thinking about my teaching, and working on my teaching…
> which I think is kind of the ideal of [this initiative]. It's not so much
> that I think of some things because of being a [participant], but just
> as someone who teaches undergrads here. This is what I do. I knew
> that I was interested in trying to revise my course and improve it so
> that I was helping my students ask questions better…. It was also at
> a point, very honestly, where, in [my department] and in a place
> where what gets you tenure is publishing; there are not that many
> people who care a whole lot about practice and pedagogy. And if
> they do, it's not valued within our tenure system so I was
> desperately looking for colleagues and people who thought the way
> I did and could be that community….I was looking all over the place
> and [the Initiative] showed up. I was really lucky;...and it did turn
> out to be just unbelievable. (Jan)

The theme of building community around teaching and learning held four

dimensions: (a) Belonging to a university-wide initiative, (b) participating in

a community focused on the scholarship of teaching and learning, (c)

supporting individual instructional endeavors, and (d) creating individual

bonds.

Belonging To a University-Wide Initiative

These participants' experience provides evidence that their interest in

teaching and learning drew them to the Initiative, while its design fostered

camaraderie and spirit around issues that were central to their beliefs. Their

common interest in teaching meant they formed an alliance which was unusual

within their institutional culture:

> [This university] is so compartmentalized, particularly for those in
> the Letters and Sciences. [My department] is like an island unto
> itself. The most important thing for me was to hear what people in
> other parts of the university had to say, not just about library
> research for undergraduates, but really what their students are
> like…[My participation] showed I was eager to become part of the
> university as a whole rather than stay in my own niche. (Chad)

These faculty explained that they probably would not have come together

as a result of day-to-day circumstances, so the Initiative provided opportunity to

connect them in new circles. For several of the adjunct faculty, the Initiative

extended beyond a connection to serving as a home within the university's broad

umbrella:

> Because [the project] was about research, and research being…the
> reason for, the business of the university, we were connected with
> the primary [institutional] goal so that conferred a lot of legitimacy

on what we were doing. We weren't just lecturing on a topic we had professional experience in. Now we were connected to the driving force of the university and that felt very important – it was like being with the CEO because we were mainstreamed into the main subject of what was supposed to happen here. (Clarice)

The atmosphere they collectively created fostered the sense of belonging. They used words such as accepted, listened to, and honored when they spoke of their time together. As a lecturer, it was particularly meaningful for Clarice:

One of the things that is important is that I was one of several who came to the project as a lecturer and not a part of the senate faculty. One of the greatest parts of this experience was that I felt integrated into the campus academic community. I felt more integrated among [project participants] sometimes than I did in my own department where it's clear to everyone that you're a lecturer and your status is really different. But in the [Initiative] there were young professors, full professors, lecturers -- people from all different official ranks. But [there] we were closely knit and completely respected members of the campus faculty and that was really wonderful because I belonged here. (Clarice)

When asked for an example of what she had experienced that confirmed this for her, she explained: "There was no distinction made in titles - - it wasn't a big thing – I didn't call them Professor. Everyone's comments, experience, contributions, were treated equally. Everyone was invited to give their perspective."

A Collective Scholarship of Teaching and Learning

The Initiative allowed faculty participants to focus on conversations related to the scholarship of teaching and learning. Scholarship of teaching and learning is a systematic process of inquiry into one's own teaching practices and student learning (Cross & Steadman, 1996; Kreber & Cranton, 2000) and

generally includes critical reflection on teaching, peer review and critique, and an

inquiry ethic (Kreber, 2002).

> I thought the experience for me was very positive because I enjoy
> talking about teaching with other people. We had a group of about
> 15 people from all disciplines—I was the only [one from my
> discipline]…. I've always enjoyed talking about teaching, learning
> from them, [hearing] what they do….[I've learned from other
> faculty] by listening….We all get very involved in what we're doing
> and don't think. This was the most positive thing – interacting with
> the other faculty; finding out more about the resources on campus.
> (Evan)

The project modeled the kind of meaningful experience around teaching

and learning lacking within their home departments or programs. "To me at the

end of my first year [at this university, the experience] was a breath of fresh air;

this is the way it is supposed to work. This is what a community of scholars is all

about" (Chad). "It was the kind of intellectual refreshment that I needed"

(Clarice). While the design and day-to-day activities of the Initiative intentionally

fostered collaboration and interaction, the participants themselves played a

significant role in developing this learning community:

> The collegiality among the group was very strong, and I don't think
> I was the only one thinking it was interesting stuff and "That person
> has a lot to say." Also just hearing different kinds of experiences and
> what some of these people were doing; a lot of creativity; the latest
> teaching. That was very nice. (Evan)

It also provided an opportunity to be candid. Trust and vulnerability were part of

their experience. When discussing her colleagues, Clarice was aware that:

> They cared about the students having a positive experience, about
> the students learning how to do [research], about forwarding the
> research mission. They cared about keeping [instruction] interesting

and students engaged and the rewards of teaching - -- if someone had a bad experience it was truly disappointing –it wasn't like "Oh, brush it off." If the students weren't responding they were disappointed. So that was really important to see - people were pretty frank about their teaching experience and I had not ever heard people talk that frankly about what happened in their classroom so that was also integrating. (Clarice)

Even after three years, several of these teachers recalled specific stories from the summer seminar – activities they had done together that fostered their bond, cemented their learning or led them to a new idea. For Jan it was being asked to conduct research around a topic outside of her discipline:

[A] memory I have of [the summer seminar is] when we were doing library research and they had asked us, the faculty, to find something about chicken farmers in Sonoma… we were all in these little groups and what was hysterical was that all but one faculty member started with Google. And I was one of those people who started with Google. And it was just so fun, they were like, "Oh, my gosh, you started with Google," So we had all sorts of discussions about how to respond to that and how to get [students] to the collections and how to think about that.

For Chad the closing activity of the seminar was a reflection of its depth.

At the end we were asked to draw something that showed how this new element in the course was going to help our students. I cannot draw worth whatever….But I remember what some people drew – it really showed deep thinking and what went on in these three weeks and how they expected it would help their students. ... I think it was a good way to conclude the experience because it did make it clear to me that in almost every case people had moved into a new paradigm with at least one course. And I have no reason to think that wouldn't carry over to other courses they taught.

Support for Individual Instructional Endeavors

Many of the participants enjoyed the process of assignment redesign that the program offered. They were not merely interested in discussing teaching and

learning but in moving their philosophies into practice. They each appreciated the

support they received from these colleagues and trusted them to help them

improve:

> I came [to this university] and …there was no guidance. It was just
> like, "Here you go buddy, make a class and teach it. Good luck."…
> So what was appealing about the [Initiative] was the… work-
> shopping. It was very intensive sitting down, sharing syllabi,
> [getting comments from] much more experienced teachers, and
> [giving and receiving support]. [The Initiative] helped me become a
> better teacher and I'm more realistic about some of my expectations
> of the give and take in the teaching process. (Hank)

Each of these faculty benefited from the shared instructional wisdom and took the

opportunity to try out new ideas, reflect on classroom experiences, and wrestle

with philosophical conflicts.

> I've compared syllabi with colleagues in the [Initiative] and it was
> helpful because what one got was the viewpoint of an outsider who
> was not in my own field [concerning] how clear it was, whether I
> was justified in asking students to do this amount of library research,
> did they understand what I was saying, and was my rationale
> reasonable from a students point of view. (Chad)

While the Initiative had explicit goals of infusing research-based learning

into assignments, it actually created a wider circle of opportunity for the

participants. The Initiative "didn't just lead me to figure out a way to get all the

students to the library…. What it did for me was get me to think much more

rigorously about how to construct syllabi and what sort of expectations I can

have" (Hank). As a result of this engagement with peers, Hank was empowered to

increase the writing intensity in his courses and to require students to read and

analyze more critically.

Forming Individual Bonds

The professors clearly valued community as they discussed the bonds they formed and fostered with each other. Well beyond its completion, the faculty recalled stories of events and discoveries from the seminars, reflected upon the voices and wisdom of their colleagues, called on each other for assistance, asked individuals to coffee, and, in some cases, offered personal support outside of the project's scope. One participant expressed how warmly he is greeted when passing another of his cohort members on campus. Jan returned to this theme several times, offering a number of examples of how these colleagues touched her life long term:

> There are two other people [in my department] who teach large undergrad classes. That's one of the things that's really frustrating is that I'm in a place where there's not that many other people who can teach this kind of class. So when we were having a war protest I was trying to decide whether or not to cancel class, and I did not want to tell my freshmen, and it was an anti-Bush protest, so there were all these layers. And I realized there was not a single person in my department that I can say, "What would you do, how would you do it?" And they could be like, "Well, here's what I would be considering." Because they all either don't teach undergrads or it's a class of ten…so I ended up calling [a colleague from my cohort]. … And that's actually been a huge benefit to me to have those connections… It's an amazing group of people, an amazing project.
>
> Even if I don't talk to them very often, I know they're there and I'm kind of almost thinking, "Well, what would they say? What would Evan say? What would Clarice say?" So just connecting with those people; that was definitely a big part of it…
>
> I was pregnant at the time, and there were a group of senior women who kind of took me under their wing. They were people who have all had kids, they had fought to have kids at an institution like this, and they were going to do their damnedest to support me… A number

of my grad students now are having kids and it really kind of
solidified [and modeled the] way that you are with colleagues; that
you nurture those below you, those coming up, and you support them.
(Jan)

Summary

Faculty participation in a library-led initiative is an experience of building

community around teaching and learning. Faculty bonded as they discovered a

safe and meaningful group with whom to reflect on their classroom experiences.

The adjunct faculty felt alienated from departmental activities because of their

personal focus on classroom experience and viewed the cohort as a way to belong

to a bigger whole and integrate with campus activity in a meaningful way.

Because of honest discussions and extended time together that built trust,

individual bonds were strong and often lasted beyond the length of the project.

Theme Two: Preparing Students as Scholars and Citizens

The desire of these faculty to impact student learning naturally balances

their interest in teaching. This experience provided them with an opportunity to

reflect on what they want their students to embrace about research-based learning

and the importance of preparing students as future scholars. The faculty all used

the Initiative to advance their students further down the research path even though

the degree of progress varied widely. Through three sub-themes, the faculty

elucidated what it means to prepare students: (a) Improving undergraduate

education, (b) what faculty members want for their students, and (c) student

attitudes about research-based learning.

Improving Undergraduate Education

These professors viewed this initiative as a definitive way to act on their personal priorities of improving undergraduate education. Advancing both their own teaching and student assignments by incorporating a process-based pedagogy resulted in an enhanced experience for their students. "[My participation was about] improvements to undergraduate education. Anything I see that is related to that makes me perk up" (Evan). "I came into it already with this desire to instill in undergraduates an appreciation for doing library research and ultimately what that leads to,… and [a love for] for these extraordinary repositories" (Hank). With many large classes, the faculty members were interested in improving learning, integrating research into the scope of student experience, and increasing student interest in the course topics. Jan had just finished teaching a course in which her undergraduates had not performed as well as she had hoped on a research paper. She looked to the Initiative as a way to improve future experiences for her students and move beyond the traditional and ordinary "write a research paper" assignment. Clarice spoke of wanting to make the inquiry experience "exceptional" for her juniors and seniors. She gained special access to one of the archival collections not normally open to undergraduates so that her students might be inspired and affirm for themselves that they are special and privileged.

The faculty discussed wanting something better for their undergraduates and of encouraging them to be liberally educated rather than defining themselves as specialists by claiming a major early in their studies. They were frustrated with

their students' inability to see the larger dynamic of an educational experience. Their interests in their students went beyond their ability to negotiate the coursework and included the desire to instill a deeper meaning and fulfillment through general education. "You know what I fear is sending them into the voting booth because some of them have no critical thinking skills…..They don't think … they have to deal with information beyond their narrow fields" (Chad). The faculty were incredulous over their student's low level of knowledge about current events and how infrequently they read a newspaper. "Most of them did not even know who was running against our governor" (Jan). They brought newspapers and other general sources outside of their discipline into class to emphasize to students what a well-educated individual reads and considers. They believed there was value in an undergraduate education that included the ability to conduct research. "The fact that students have to do [a research paper] makes their degree worth more. I don't care what their degree is in. If they don't know how to do research and write it up it's not an undergraduate degree" (Chad). "These library books [may] seem to be… a stray thing. But the text and writing [are] one of the few ways that…human experiences have been recorded and how important that is for people to be appreciative of it as well as the role of the library as an archive itself" (Hank).

They yearned to communicate more than facts and figures to their students and were frustrated with an undergraduate mentality that makes that difficult:

One thing I've started to do the past few years: every lecture I give, I stop for five minutes and talk about a scientist, living or dead, somebody who has done something related to what I'm talking about that day, so they will appreciate the fact that, again, [this content I'm teaching] doesn't come out of the ether. Somebody did some experiments at some point that led to the result we're talking about today and I think they should know about that. And of course, students ask "Do we have to know all those scientists you mentioned and what they did?!" And I say, "No, this is free! This is for your general education!" "Oh, okay, fine." And "fweesh!" it's gone [from their minds]. (Evan)

The faculty spoke of their expectations that strong information skills were needed

for student's futures, no matter what direction students went in. They used phrases

such as "exploring ideas," "getting excited about ideas," and "journey of

discovery" to describe the experience they wanted for their students:

Students who don't learn how to do research during their college years have missed one of the most important parts of their education because research is what we continue to do [throughout life]. You might not continue to do calculus but how do you make decisions in your life, how do you have good judgment? … I gave a little speech on the first day of class about the utility of the skill we call critical thinking. How do you know whether you are being hoodwinked or manipulated? How do you make up your own mind? With information! By researching. Research is a lifelong skill that teaches you how to think, judge, make up your mind and presumably people with university degrees will go into some sort of leadership position so they are responsible for good decisions not just for themselves but for other people, maybe large numbers of people, so it's the ability to do and use the research that makes a difference for people at large. (Clarice)

Hank saw his role with undergraduates as a recruiter for the humanities:

In my dreams this research project is going to move a few of these students into a life of archival work— a life of research; the joy of making these sorts of discoveries. [Students] are too focused on typing keywords into large databases in order to find everything they're looking for. But you go down in the stacks and look at a

book, and then you look at all those books next to it that you'd never bump into those otherwise – you may not ever have found them [without browsing the subject area]. Then you start taking them off the shelves and look what you're going to find; there are really exciting topics in those books and they could never have thought about what the keyword would be for them.

Several of these faculty felt conflicted between what they knew good pedagogy to be and their own actions in the classroom. They struggled to reconcile the reality of their job or the time available to them to prepare for classes with their own educational philosophies. Some guilt associated with the experience of the Initiative surfaced in that they could not meet all of the project's, nor their personal, expectations due to other factors. Lecturing, the common pedagogy for large courses, "… goes against what I believe and feel I know about how people learn. [In large lectures] they may be entertained, but the question is whether they're learning. And that was a hard one also to let go of" (Jan). There was a feeling of being somewhat trapped into "professing" as their job titles indicated. "Part of me wants to just [lecture well] for an hour and a half …I think [students] are entertained, but I think there's a big difference between learning and entertainment" (Jan).

The Initiative gave them mental space to contemplate how they could improve the undergraduate experience by engaging students in the research process.

There are many loops [in research]; it isn't necessarily as scientific as it might seem. And yet you had to be rigorous and have a certain discipline about the path you chose. A random path won't do it. So the [summer seminar] gave me time to think about what research

meant and how you go about it and how a student and a teacher
could connect in that process and go down that path together in the
roles of the two parties. (Clarice)

What Faculty Want For Their Students

The Initiative "has pushed me, really pushed me to think 'Ok, what are the

things that we really want [students] to get out of this?'" (Jan). These faculty had

clear ideas as to the skills and abilities they wanted for undergraduates so their

students would be accomplished researchers. The concepts of critical thinking and

the student's ability to analyze and evaluate sources were common to their

reasoning. "What we really have to do is teach these students how to look at these

papers. How do you read a scientific paper? What are you looking for? There are

sections and materials and results and discussions—what does all that mean?"

(Evan). "In the social sciences, our sense of research was really critical thinking.

How you ask questions, how you gather information, how you address those,

develop hypotheses? And [as part of the summer seminar] we asked ourselves,

"What are the skills that get them there?" (Jan).

> They have to learn pretty quickly to differentiate between [levels of
> literature] and not experiencing the primary literature is a real
> shortcoming in the education we give these students, and that's why
> I thought it was important that they learn to do this. If they're going
> to "quote the literature," first thing students do is sit down at their
> computer and go to Google and they put in the name and they get all
> kinds of things. Well, that's not scientific literature—that's not what
> counts. In fact, they have a lot of trouble differentiating between
> what they call the primary literature where the individual puts their
> experimental results in a peer-reviewed journal versus a review. I
> didn't want them reading reviews. I explained this a couple of
> times—reviews are compendiums, a summary of blocks of work but
> you're not looking at the work itself. And the Google-type situation

is somebody's opinion of something and there's no scientific merit
at all. (Evan)

In addition to acquiring a general education, they desire to prepare

students for graduate school and the scholarly conversation. They hope to train

them to engage research by determining, "The state of knowledge up to today, …

examining the kinds of things we don't know, and from that honing in on an

element of research to pursue....I just think there's value in knowing about

accessing and evaluating literature before you go to grad school" (Evan).

Along with defining what they want for their students comes the reality

that it may not be possible at a university and may perhaps be only in the domain

of the liberal arts college. "This is a mega-university. As a rule, we don't have

small classes" (Chad).

Student Attitudes toward the Research Process

Students' attitudes toward research and the research-based learning

assignments imbedded in courses often frustrated faculty members. Most students

did not see the relationship between learning how to access and evaluate

information to the content of a course. Evan said that in his course, "20-25%

hated [the assignment]…. One of the evaluation questions was 'Do you have any

recommendations?' 'DON'T EVER DO THIS AGAIN!' And then there was this

large, middle that seemed all right, didn't quite get what it was all about but they

didn't object that much." He was confident, however, that "even though they

moaned or groaned, in a year or two they'll see what it's all about."

Undergraduates are not motivated to complete readings unless connected to a graded assignment nor to work as hard in courses outside their major. "You construct your first syllabus [for a course]…and you spend the rest of your career slowly taking things out of that syllabus, making it smaller and smaller because [initially] you're overly ambitious" (Hank). They had to be selective with their choice of assignments since students don't understand why their courses required research papers. Faculty expressed frustration with students' use of the web in lieu of scholarly resources and their penchant for looking to Google to answer all of their queries. "They don't realize there's a public web as well as a private web and people pay money for databases to gain access to information….They don't get how you tinker with keywords even on Google to…efficiently get … the most pertinent sources" (Chad). Students in the applied disciplines such as engineering have even less patience for a research paper, and the faculty wondered when these students would understand the relationship between good engineering and staying current in their field.

Faculty relayed experiences of assigning research papers and, as consequence, having a large percentage of students drop the course. The students who remain in the course do benefit. "This semester they've written seven papers for me; a lot of writing for undergraduates. And they've really gotten better because I give them a page of comments every single week. And by the end of the semester everybody is rewarded" (Hank). "Students are so hesitant. They are so afraid of appearing stupid by asking questions…. We had two days of [library]

workshop [after which] they probably felt 'I should know how to do this. If I can't I'll just struggle through it or bluff my way through it'" (Chad). When they taught those select students who understood the role of research, it was a pleasure.

They relayed that the issue of adequately preparing students becomes more complex and the problems exacerbate with international students who have not had the same training in citing sources. In many countries, doing research focuses on reading as many books as a student can, then writing as much information as possible. "There is not that distinction between what is your thinking versus what is someone else's. So this is very hard – some students have never heard the word plagiarism. So I have to be very patient with them to make sure it's not deliberate, because they don't know" (Chad).

Summary

The experience of being a faculty participant in this Initiative holds meaning in preparing students for scholarship, for citizenry, for leadership, and for critical decision-making. Faculty hold clear ideas about what they want students to embrace about library research strategies and place great importance on preparing students as future scholars, citizens, and leaders. Improving the undergraduate experience means improving the methods and degree to which both of these are integrated into coursework, but it may not be a reality due to time and competing agendas. Many students do not see the correlation between library research methods and preparation for graduate school or lifelong critical thinking

which is frustrating for faculty who want them to fully participate in scholarly

conversation and see research-based learning strategies as key to that discussion.

Theme Three: Applying Personal Effort

All of these faculty members expended a great deal of time and energy

developing creative and interesting assignments for their students. The amount of

effort and hard work reflected the value they placed on student learning and the

project itself. Clearly, research-based learning is important to these professors:

> Students aren't having the opportunity to have this specific
> experience and it's kind of hard for me to believe that we're turning
> out B.A. or B.S. students …and they don't know how to go to the
> library and look up references in their field….I feel that this is
> something that's as important as regular coursework; that they get
> out of here knowing how to access the … literature… (Evan)

Even with this clearly expressed value for research-based learning, they

firmly recognized that "it is a ton of work to do this kind of project" (Jan). "It was

hard and it didn't lay out that easily" (Clarice). Evan went as far as to say he

would not do his exact project again "because I was completely worn out by

doing it the first time. For my big lecture course I can't – I just don't have the

time…to be hands-on with 60 students." "At a place this size I don't know how

many faculty can do this type of assignment, and I do think it takes one-on-one

conferencing with some students. And when I have so many students I can't do it"

(Chad).

> It does take a lot of time and support, people need that time to do the
> planning and to kind of have that space to [consider],
> "Wow, how do I do this?" I get a lot of questions as well just about
> how do you really do this if you don't have the financial support. I

couldn't do what I do if I didn't have [graduate student assistants]
who were being paid. (Jan)

Resource-based learning assignments and instruction competed with the

course content for attention and time within the class. Chad frequently teaches

sections with non-native speakers that must focus some of his course on basics.

He only incorporates a major research-based project in his native speaker sections

"because I won't have to spend so much time on sentence structure and

vocabulary development… so I'll have more time to [include library research]."

For those who taught large courses, training graduate student instructors also took

time. For these faculty members, finding the right proportion of emphasis for a

research-based learning assignment would be a key to sustaining their personal

efforts: "This is really, really hard and it's really, really important…the

excitement, importance, and the difficulty is a really hard balance" (Jan).

Several of them expressed the need to modify their assignment to make it

more manageable, thinking, "maybe if one doesn't aim so high… there's some

other way of doing this kind of thing. I tried to put all my eggs in one basket. I

tried to do more than undoubtedly most students are capable of doing" (Evan).

Several of them changed their plans for a particular class period based on the fact

that students needed further assistance with the research portion of the course, so

instead of lecturing they would need to focus on the research questions or

critiquing articles. Learning research was yet another factor and element of

unpredictability in their course that they had to accommodate.

Summary

Faculty participation in a library-led initiative is an experience of expending personal effort. Developing assignments in a collaborative manner required a considerable amount of their time, especially because it was accomplished collaboratively. They struggled with this aspect because available time is limited given the institutional pressure to research and publish. Research-based learning initiatives competed with direct course content for time within the course.

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Theme Four: Sustaining the Model

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How the research-based learning model at the heart of this project could or would be sustained emerged as a fourth thematic element of their experience. It is difficult to systematically infuse research-based learning into courses. With such a large number of students, many academic departments, a multitude of curricular paths students could take, and a high value on autonomy, how could the faculty ever incorporate the philosophy or the teaching of research-based learning into the undergraduate curriculum in a meaningful way that also reached the majority of students? They were pleased that many non-participant faculty knew of the Initiative, but they still felt isolated in their efforts:

> The question will come up [from other faculty about] the sustainability of this effort: "Yes you [incorporated research-base learning into your courses], but you had the [Initiative] and given how large this campus is, how many people are going to be able to do such an intensive model?" Small numbers of people do it and it changes their practice….People were like, "Well, that's great, all

> three of you who just spoke [at this seminar] did that, but if we don't
> have [the project] where does that leave us?" (Jan)

Sentiment existed that the interstice in the high school curriculum did not

prepare their students to engage in research at the baccalaureate level.

> Part of it is when do you start it?...They don't get the research basics
> or the rationale in high school. They cut out music and art in many
> places so I'm sure the library is going soon…We have to decide as
> educators what those of us who teach at the university level can
> expect high school and community college instructors to cover
> before students reach us. (Chad)

In sharing their stories of the Initiative with faculty colleagues they were

often met with incredulity or lack of interest, "People have asked me what

happened, I've said this is what happened, they've said 'Oh that's interesting,

thank you, goodbye'" (Evan).

> We are the minority of professors who have been exposed to this
> and made a commitment to do it in our classes…. A lot of my
> colleagues were not vaguely interested. They felt that their students
> didn't need such research skills, or they couldn't fit it in, or other
> faculty were putting too much emphasis on it. (Chad)

On occasion they received kudos from other faculty members who noted that

students were more prepared for subsequent courses because of the progress on

research-based learning they accomplished in the prior course. None of these

participants made formal presentations about the Initiative at faculty meetings,

some by choice and others because they were lecturers who did not have access to

meeting agendas. Several of the faculty participated in formal conference

presentations about the Initiative or were part of a consulting team assisting other

institutions in implementing a similar project. A number of participants felt there

was potential for them to influence their colleagues to integrate research-based learning into the curriculum in a developmental manner. "If we could get them started [learning research methods] in their freshman year – who knows? At least some of them might be independent researchers by their junior or senior year" (Chad).

> [When my colleagues ask,] "Well, we can't all do [this same Initiative] so what do we do?" I always say, no you can't; you can do smaller pieces of this; there are ways to build these things in and it could all add up to the big picture. (Jan)

Summary

Faculty participation in a library-led initiative is an experience in attempting to sustain the instructional design they were implementing on both an individual level and a campus level. Not all campus faculty are interested in research-based learning, and that lack of interest challenges the Initiative's maintenance and growth. It frustrated faculty that research is at the heart of campus activity, yet few faculty take classroom time to teach it. Even more frustrating were students who did not see the connection between the research assignments and course content. They believed infusing a small portion of the research process into a majority of courses would assist all faculty and all students in the long run.

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Theme Five: Collaborating with Librarians

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The overarching respect that these faculty have for the librarians on their campus was genuine and abiding. They were effusive in their accolades regarding

their interactions with campus librarians, the general level of support they receive, the quality of the collections, the beauty of the buildings, and the quality of the services. From these comments on collaboration the sub-themes of librarians as dedicated experts and librarians as instructional partners came to light.

Librarians as Dedicated Experts

The faculty who participated in the Initiative relayed several personal stories concerning how expertise of the librarians and the high esteem in which they hold them enhanced faculty work before, during, and after the Initiative: "I can't extol them enough," (Clarice) "I couldn't have done this without having them come [into my class] and describe the systems they had," (Evan) "They are on top of what they do," (Hank) and "They have enabled me to take a lot of shortcuts" (Jan). There was genuine affection for them as a group and respect for their professional and management expertise. "[My project was successful] all because [the librarian] knew what her collections could offer" (Clarice). The faculty had a high level of confidence in the librarians before the Initiative as a result of their traditional engagements such as reference questions or collection development, and this increased their trust level with the Initiative. Due to their prior experience with librarians they were optimistic that the Initiative would be a high quality endeavor that increased their willingness to participate.

Librarians as Instructional Partners

Faculty all mentioned librarians as instructional partners but varied widely in their description of that partnership and in what that partnership meant to them.

These faculty all respected what librarians could offer their students, "The collaborative synergy between professors and librarians was brought to the forefront [through this initiative]…They have a natural teaching stance" (Clarice). Librarians brought an enthusiasm to the classroom and ability to frame research methods and strategies so students clearly understood the concepts. "Get students near [this librarian and] unless the students are brain dead they're going to get excited about research. And that's what teachers do" (Hank).

Evan chose not to work with the librarians on assignment design, because he required discipline expertise to sift through the literature and determine what research literature to incorporate into student assignments; "I had to come up with questions that were reasonable." He chose only to have librarians teach specific research sessions to his students. "I did work closely with [several of] the …librarians; they gave good examples [to the students].… Send [students] over to the library and they would be lost; they'd stumble around…whereas [the librarians working with them in class] gave them a real foundation…that was very useful."

While the faculty appreciated librarians teaching specialized sessions within their courses, several believe that the librarians do not fully understand the challenges faculty face.

> I think that the librarians we were working with were not in tune
> with what actually goes on in the classroom and what we're trying
> to do…. You could make all kinds of suggestions to me…and they
> just wouldn't work in the unique context I'm in. (Evan)

This same faculty member did not consider librarians as educational peers, "I don't think it's going to be the librarians [that have expertise in learning]. They're a sort of sub-set of people who are providing information for students" (Evan). That conflicted with the experience of the other faculty. Hank's comment was typical: "For me the…it was the sense that these librarians were really part of this shared mission to educate students." The faculty appreciated the cross-disciplinary perspective of the librarians; "they helped students put the pieces together – get the big picture" (Jan).

Clarice's collaboration with two of the librarians (whom I will call Cindy and Jo) was the most extensive discussed by the interviewees. While the collaborations other faculty engaged in held tenets of Clarice's experience, hers was much more in-depth and elaborately described. "We co-taught the class; we met every week. It was the collaboration between Cindy and me, with the [Initiative] providing the impetus to make that happen, that made the course work" (Clarice). Jo developed a research matrix to assist the students in progressing through the research process.

> But it wasn't the matrix itself that was as important as the session.
> She broke it down to [include questions of] who, what, when,
> where, and why and for each kind of question, where do you look
> [for information]. She came up with sources for all the designs and it
> gave students a way to answer the research process. This meant that
> no matter where students were with their skill level or how they
> wanted to engage the research process, they could use the rubric as
> an effective tool…. Jo is always good for talking the project
> through. She's so experienced that her ideas are very valuable as
> well as her escorting the group through the library system. She also

> led me to other librarians on campus. Cindy knew the collections
> and knew how to find things. (Clarice)

It was surprising to many of these faculty that librarians were interested in teaching, identified as teachers, or would partner with faculty to such a great extent. They learned better methods for taking advantage of librarian expertise, more adeptly integrating them into the teaching of the course.

Summary

Faculty participation in a library-led instructional change initiative is an experience in collaborating with academic librarians. Most, but not all of the faculty viewed librarians as full instructional partners. All faculty appreciated the expertise of librarians and believed they added to the instructional design process. Some were surprised at the knowledge and abilities of librarians and the extent to which they would partner with faculty. The tools and descriptions that librarians used created better bridges to the research concepts than faculty alone could achieve.

Theme Six: Expressing Creativity

The art and practice of assignment design for this initiative provided an experience in personal creativity as well as an opportunity to appreciate the ingenuity in their cohort members. They frequently asked themselves and each other questions such as, "How do you teach this?" "How do I help them to understand?" "How can I make this happen?" They extended themselves creatively in order to enhance student experience.

"People were working very hard to transform the course and not just plugging in. [They were using] really insightful, creative approaches that I think comes with experience…." (Chad). He attributed some of the innovative spirit to the Initiative itself; its design and its goals were inspiring, opening them up to the creative process; and the other participants added depth. "When you have such a broad array of people from different departments and programs there is a certain amount of teaching creativity that grows out of a program like this one." While the faculty did the majority of the work on their assignments outside of the formal workshops, inspiration often came during those meetings. "I came up with the idea sitting there in one of those sessions…. The idea, which I had not thought about at all beforehand…got a really good response" (Jan).

Creativity in assignment design was evident in the examples they shared and through the energetic way they described their students carrying out the assignments. For one faculty member, the entire semester-long course turned into an exercise in creativity for herself, the librarian she was collaborating with, and her students. Instead of redesigning one assignment, Clarice took the opportunity to design the entire course around research-based learning and recognized that her opportunity was special. "I guess in [other disciplines] they have the whole curriculum and…they make space for a research assignment and it's fairly limited in scope. Where this was almost a semester long project and it was the end all and be all." Students in Clarice's design course used the architectural archives which

contained drawings, notes, journals, and photos of famous architects and

designers in their region:

> The semester long assignment was selecting a place in the … area
> that was represented in the archives collections and it was up to the
> students in small teams to figure out how that place came about.
> …We had a written component but the actual assignment was then
> to lead an interpretative tour of that place. …We took a trip to
> different destinations that students had researched and it was up to
> them to walk us around and say, "See this plaza – see that bench-
> see those inscriptions, see the way this relates to that, see that
> historical antecedent over there?" And to use visual clues on the site
> as well as the research they had done to show us what was up - -why
> this place looked the way it did. Why was it laid out the way it was?
> So the end result was also very visual and spatial along with the
> good research…it was really fun and exciting. It was incredibly
> creative on all fronts – for [the librarian,] for me, and for the
> students. (Clarice)

She acknowledged that her ability to carry out her inspiration would not

have been possible without this project. An idea for this course had been

"bubbling" but the Initiative afforded opportunity for that inspiration to "erupt."

Since Clarice's class was small, she teased that, of all of the projects from this

cohort, she had the "beachfront property with the sunset view."

Clarice conducted the course in a manner entirely consistent with what she

believed research to be. She developed a rubric to assist the students in their

research journey that had six components: Establish, Inquire, Investigate,

Analyze, Synthesize, and Substantiate. Students used the rubric as a path as well

as a guide to what a high quality result looked like to the instructor. She knew

students had understood and internalized the learning by examining diagrams of

the research process they did midway through their projects. "This student put the

word 'why' in the center of his diagram – the nucleus of the process." Clarice

infused other creative elements such as having students draw from memory an

architectural landmark they walk by every day on campus. The librarian pulled

the design drawings for the landmark from the archives to examine the architect's

drawings, the original concept, and the final product.

Jan's creative assignment placed teams of students in neighborhood

schools providing answers to tough questions that school principals were facing.

She wanted to "design work that the [students] can be doing that might make

some difference…that is tangible and grounded." Students dressed formally to

present their findings to the class as they would for a community forum. Jan

designed the assignment so that individual groups of students took on different

researcher roles in order to examine the problem in a holistic manner:

> The principal is really interested in not only what's happening at her
> school but what's happening at other schools…The library group is
> looking at what's being done around the country like best
> practices….The survey group is surveying all the parents, and then
> the field work is largely looking at the student experiences and
> working with that. So it involves…students, parents, institutional
> practices, and best practices.

When the assignments did not go as well as they had planned, these

faculty continued to think creatively in order to improve the implementation.

> I'd like to team teach with one of the [discipline] professors in one
> of the capstone courses… and have the [discipline] professor and me
> in the class when they are writing and researching. [The discipline
> professor] could direct them to the best journals or the best
> databases in their field and explain why research is critical and how
> they will apply it while I teach the writing and research methods.
> (Chad)

He yearns to make the class more enjoyable for students and have them make more connections. The creativity that the participants saw in each other inspired them toward new heights:

> Everybody was doing such inventive things. You couldn't say that one person was more creative than the other. Everyone in that group was creative and thinking of ways to make it interesting and innovative or using technology or going out into the community depending on what they were up to. The fact that the expectation was so high I was just happy I could get close to that expectation. I didn't see it so much as pouring all this energy into it as much as I'd like to be in this group. I want to be at that level. (Jan)

Faculty participation in a library-led instructional initiative is an experience in creativity. Assignment design allowed for the expression of personal ingenuity and appreciating the originality of others, but also required a great deal of effort. Working collaboratively sparked ideas for innovative ways to bring content to life for students. Faculty desired to create engaging classroom activities but expressed dismay that more students do not value research-based learning activities or connect them to course or career success.

Theme Seven: Accounting for Cultural Implications

Although these faculty independently elected to participate in the Initiative and each chose to self-develop as a teacher, the institutional culture they worked within that predominantly valued research could not be ignored. It was clear through their words, attitudes, and voice inflections that they were challenged by the university culture, as well as a identifiable difference between the faculty culture and the librarian culture.

Institutional Culture

Because University of the East is a research institution, these faculty

members are aware that effective teaching, learning styles, and thoughtful

approaches to pedagogy are not on the minds of most faculty. They believe that

even though the Initiative was well known among their campus colleagues, their

peers did not always understand their participation. "I'm retired," Evan said.

"[Other faculty] ask, 'Why do you do these things?' I say, 'What?' They say,

'Teach! Why are you still teaching this class?' Nobody understands why I teach

it. I teach it because I like it. It's a lot of fun; the students are great" (Evan). The

autonomy they value as faculty members is a model that does not allow them to

embrace fully their collective responsibility for undergraduate learning. "It was in

[the Initiative] where I began to see this need for basic liberal arts education. [At

this institution] we're all supposed to be specialists…. Who are going to step out

and be the liberal arts educators? We have to take responsibility for it" (Hank).

The university reward system and tenure process does not allow for the

scholarship of teaching and learning occupying much of a faculty member's

agenda. These participants made a conscious decision to devote energy and time

toward this classroom experience knowing they would most likely sacrifice

progress toward prestige and renown that accompanies research.

> Most faculty don't particularly care about teaching. They teach
> because they have to teach… Research and scholarship are not only
> their passion, but the way they are recognized and the way they are
> rewarded…. It takes time away from important things…. [I don't
> even try] to have a meaningful discussion about [teaching] with my

colleagues (he shakes his head in a disappointing manner). I mean, there are groups, small groups, meeting in coffee houses or something, talking about teaching. It's generally not people in physics, chemistry, biology--the hard sciences. (Evan)

For those that are lecturers, the cultural challenge emerged as a status differential with an identifiable tension between them and the tenure-track faculty in their departments. Lecturers exert minimal or non-existent influence, leaving them isolated from their peers. They have access to fewer resources and have fewer connections. The fact that these lecturers were treated as equals within the Initiative was important to them but still leaves them without day-to-day camaraderie around teaching and learning.

For Evan, the cultural pressure to incorporate technology was a conflict. He knows that effective teaching requires time and energy, yet it appears his colleagues get rewarded for using simplistic technologies such as PowerPoint. "[Good teaching] shouldn't be …smooth and quick and delivered with a good PowerPoint. That's not what this is all about" (Evan).

Library-Faculty Cultural Differences

While mutual respect for the perspectives and work the faculty and the librarians brought to the initiative table existed, faculty did not always see eye to eye with the librarians who were leading this effort. "My [graduate instructors] and I do kind of say, 'Librarians are great, but they're a different breed than us'" (Jan). There was a language differential in that the term research-based learning did not have the same shared meaning and was considered to be false advertising.

Evan didn't consider [research-based learning] the same thing as research.

"Research is: you don't know the answer [and] you figure out what the answer

might be."

The leadership elements of this project were reflected in faculty

experiences of the overall planning and execution of the Initiative, and

particularly the intensive two-week summer seminar. The project itself modeled

good instruction:

> I loved how they ran the program. To see them as administrators and
> to see them as researchers themselves, and as teachers, I didn't have
> anything to compare it to, I learned from seeing how they ran the
> [project] – how they pulled the group together for tea or had an extra
> lecture now and then; keeping us as a community. (Clarice)

Summary

Institutional culture is an overriding influence in instructional change.

Because University of the East is a premier research institution, faculty

participants' focus on teaching and learning was not understood by the majority of

their colleagues or rewarded by their institution. Faculty and librarian culture are

different and librarians do not fully understand faculty's classroom realities.

Faculty do, however, respect traditional contributions of librarians to student

success as well as their newer contributions to teaching/learning initiatives and

assignment design.

Summary of Section Three

This section illuminated the phenomenon of faculty participation in a

research-based learning initiative led by an academic library, providing insight

into the essence and meaning of this experience from the perspective of these five discipline faculty members. The experience of working with a library to integrate resource-based learning assignments into courses means: (a) building community around teaching and learning, (b) preparing students as scholars and citizens, (c) personal effort, (d) sustainability of the model, (e) collaborating with librarians, (f) creativity, and (g) cultural implications.

Summary

This chapter presented the findings of the first three research questions through a thematic analysis of the interviews with three library leaders and five university faculty members. A summary of these themes and an overview of the participant perspectives are presented in Tables 3 and 4.

To be a librarian leading an instructional change initiative means providing leadership that is both highly visible and leadership that expresses itself through less visible means. The visibility and invisibility is strategic, intentional, and unintentional. The experience is one of creating a culture of collaboration with academic partners. The collaboration recognizes the multidimensionality of assignment design and instructional transformation by supplying a full armory of support for faculty. Advocacy for teaching and learning is a central tenet, which advances the initiative beyond a library-centric focus and elevates the library's leadership role to a campus level. The leaders never lost sight of the library culture or the campus culture since the values inherent in those cultures are the context within which any such initiative needs to live. Leading instructional

transformation initiatives means equipping faculty to pursue integration of library

research methods and research-based learning beyond the scope of the project,

and equipping students by focusing their work on the research process and not

only the final paper or project. These leaders all expressed that they were learning

as they journeyed through the design and delivery of the Initiative, persisting

through unknown territory.

To be a teacher exploring research-based learning with the library means

building community around teaching and learning. The faculty bonded as a

reflective community of scholar/teachers, which enabled honest discussions, built

trust, and deepened the experience. The faculty cared deeply about the

undergraduate experience and sought out the Initiative as a way to continue to

prepare students as scholars and citizens. The research-based learning concepts

created an environment for teaching critical thinking. Students were not always

receptive to research-based assignments and did not always understand the

relationship to the course content, which made the experience more difficult for

the faculty. They expended a great deal of personal effort since the redesign of

assignments took considerable amount of time and energy, and also subtracted

from the focus/attention on their research. They discussed how their faculty

colleagues did not always understand their participation or interest in improving

their teaching. The culture of the institution worked against sustaining the project.

Even in the face of these challenges, their creativity was clearly a part of the

process as they designed innovative assignments and reinvigorated classroom

methods. These themes and what they mean for how academic library leadership

for instructional change are discussed in Chapter five.

Table 3. Summary of Perspectives of Library Leaders by Theme

Theme	Perspectives of Library Leaders
Leading Invisibly and Visibly	Elements of visible and invisible leadership are present. Relinquishing ownership and control moves the project from library-based to campus-based, increasing the overall benefit.
Creating a Culture of Collaboration	Collaboration is based on shared values and increases understanding between academic units. Collaboration multiples the project impact by bringing more to the faculty than one unit alone could deliver. Collaboration in place from the start of the project increases the partner buy-in. Developing a "culture of collaboration" increases potential for future alliances. Leaders should be listeners and bridge builders, not advocates for their own unit.
Advocating for Teaching and Learning	Focusing on student learning accentuates the common bond among partners, the library, and the faculty. Active participation in leadership for teaching and learning moves the library from a support agency to a position of centrality. Faculty who are interested in improving student engagement are naturally drawn to instructional transformation initiatives. Library leaders' advocacy for research abilities improves the integration of these abilities within the curriculum.
Transforming Culture	Acknowledge the power, potential, and influence of both library culture and institutional culture in determining the appropriate initiative, its design, and the planned approach to the change. Instructional transformation competes with research for faculty attention and institutional value, and with the collection for primary emphasis of the librarians. Cultural transformation is encouraged when senior level administrators consistently include it in initiatives, discuss it, expect it and provide avenues of support for attaining it.

Table 3. Summary of Perspectives of Library Leaders by Theme (Continued)

Preparing for the Future	Changing the views of both librarians and faculty about the instructional role of the library means that there is potential for different types of engagement with all campus constituents. Keys to sustainability are faculty independence with research-based learning, and focusing librarian expertise in a few individuals who are highly skilled and support several faculty. Collaborating with assignment design is an effective model. Students and faculty both benefit from focus on the research process rather than product and when assignments emphasize student experience.
Persisting in Personal Learning and Discovery	Leaders must be ready to forge new territory, explore new ideas, take risks, live on the edge, and learn as they go; often remaining only one or two steps ahead in the sequence of the project.

Table 4. Summary of Perspectives of Faculty Participants by Theme

Themes	Perspectives of Faculty Participants
Developing A Teaching and Learning Community	Faculty participants bond as a community focused on the scholarship of teaching and learning. Faculty view the cohort as a way to belong to a larger whole and integrate with campus activity in a meaningful way. Honest discussions and extended time together builds trust, develops strong bonds that often last beyond the length of the project.
Preparing Students as Scholars and Citizens	Faculty hold clear ideas about what they want students to embrace about library research strategies and place importance on preparing students as future scholars, citizens, and leaders. Improving the undergraduate experience means improving the methods and degree to which both of these are integrated into coursework but it may not be a reality due to time and competing agendas. Many students do not see the correlation between library research methods and preparation for graduate school or lifelong critical thinking which is frustrating for faculty who want them to fully participate in scholarly conversation and see research-based learning strategies as key to that discussion.
Applying Personal Effort	Developing assignments in a collaborative manner requires considerable time. Available time is a limiting factor given the institutional pressure to research and publish. Research-based learning initiatives compete with direct course content for time within the course.
Sustaining the Model	Not all campus faculty are interested in research-based learning which challenges sustainability of such an initiative. It frustrates faculty that research is at the heart of campus activity yet few faculty take classroom time to teach it. Infusing a small portion of library research strategies into a majority of campus courses would assist in securing a more developmental research experience for students.
Collaborating with Librarians	Faculty appreciate the expertise of librarians and believe they add to the instructional design process; not all faculty view librarians as full instructional partners. The tools and descriptions that librarians used created better bridges to the research concepts than faculty alone could achieve.

Table 4. Summary of Perspectives of Faculty Participants by Theme (Continued)

Expressing Creativity	Assignment design is an experience of personal creativity and of appreciating the ingenuity of others. Working collaboratively sparked ideas for innovative ways to bring content to life for students. Faculty aim to create engaging classroom activities. They are frustrated when students do not value research-based learning activities or connect them to course or career success.
Accounting for Cultural Implications	Institutional culture is a significant influence in instructional change. Faculty who focus on teaching and learning in a research institution are not understood by the majority of their colleagues or rewarded by their institution. Faculty and librarian culture are different and librarians do not fully understand faculty's classroom realities. Faculty respect traditional contributions of librarians to student success as well as their contributions to teaching/learning initiatives and assignment design.

CHAPTER 5

INSIGHT AND REFLECTION

Everyone in a complex system has a slightly different interpretation.
The more interpretations we gather, the easier it becomes to gain a
sense of the whole.   -Margaret J. Wheatley

In this final chapter I present my own reflective and introspective analysis of

this study, including a response to the fourth research question: How do academic

libraries influence instructional change? The following outcomes guided my

analysis: Discuss the implications of the revealed themes and the fourth research

question through the lens of the literature, present areas for further research that

might add depth or breadth of understanding, and offer my personal reflections of

this dissertation experience.

This research study was a phenomenological exploration of: (a) academic

librarians' experiences in designing and implementing an instructional change

initiative focused on research-based learning, and (b) faculty members' experiences

(as participants in the Initiative) in transforming course assignments to include

research-based learning. By providing insight into the meaning of this experience

from the perspective of these participants, I hoped to reveal this phenomenon to

others. I invite academic leaders, librarians, faculty, and other readers to consider the

potential role of the academic library and academic librarians in instructional

leadership, the opportunity for faculty to collaborate with an academic library to

implement process pedagogy, prospective collaborative opportunities between

librarians and other campus entities, and the methods by which an instructional

change initiative might be realized. Interviews with three librarians who led the initiative and five university faculty members who participated in the initiative resulted in a rich description of their experiences.

The previous chapter was organized around the themes that emerged from the interviews. As these themes are interdependent and interrelated, they collectively represent a larger picture of this Initiative and the phenomenon of library leadership for instructional change. In addition, the insights found in the stories of the library leaders and faculty members reflect findings and perspectives recorded in the research and journal literature. The following section integrates the themes, viewing them through the lens of the literature in order to address the research questions that guided this inquiry:

1. What is the context of this library's instructional change initiative?

2. What are the library leaders' experiences in their roles as initiative leaders?

3. What are the faculty members' experiences in their role as initiative participants?

4. How do library leaders influence instructional change?

Research Question One: Context of the Instructional Change Initiative Through the Lens of the Literature

University of the East, a prestigious public research university with over 30,000 students, was awarded $887,000 in grant funds beginning in 2002 to support a six-year instructional change initiative proposed and spearheaded by the university library. The purpose of the Undergraduate Research-Based Learning Initiative (the

"Initiative") was to increase opportunities for all undergraduates to experience investigation and discovery by employing the research process and using the university library's collections as their source of inquiry.

By integrating instruction in library research and critical thinking into the classroom, the Initiative encouraged the university faculty to explore creative and effective ways of engaging students and increasing student research potential. To accomplish this goal, the faculty embedded research-based learning components into courses in a variety of disciplines. The grant designers believed that directing greater attention toward developing students' abilities to thrive in a research-based learning environment would positively impact the undergraduate educational experience. The library collaborated with strategic academic partners such as instructional technology and the campus teaching and learning center in implementing the Initiative. Those collaborative efforts enriched the resources available to faculty in their endeavor to transform courses.

Over the course of the grant, four faculty cohort groups averaging 15 members (approximately 60 faculty in all) took part in the Initiative. Participating faculty attended an intensive summer seminar focusing on research-based learning and pedagogical and curricular change, contributed to public forums related to the project, and completed a revised student research assignment in consultation with an instructional support team comprised of the project's academic partners. Faculty received a stipend and auxiliary funding that further supported the course transformation.

The philosophy of this Initiative was rooted in the constructivist framework of Vygotsky (1978) who advocated for developmental support of the learner during their quest for new meaning. In this Initiative, the librarians "scaffolded" student learning by breaking down the research process into smaller segments, thereby providing the opportunity for students to learn and reflect on individual research methods and strategies. To further bridge the learning, librarians introduced process pedagogies into the curriculum, collaboratively developed assignments with faculty and academic support teams, team taught research methods within courses, and assisted students beyond the walls of the formal classroom with the course assignments. The Initiative's design emulated what Vygotsky termed as the "zone of proximal development" by increasing the opportunity for the students to progress in their intellectual development, with research methods and critical thinking as tools.

The library demonstrated commitment to developing a learning or learner's library by moving the learning agenda from a concept in the library mission statement to a directed action that impacted student learning (Snavely, 2000). The "programmatic partnerships, curricular integration, sustained interactions among the constituent groups, and extension of influence" (Simons, et al., 2000, p. 124), all tenets of the University of the East Initiative, are actions identified as having a "multiplier effect," with the ability to influence long-term change. The multiplier factors resulted in the library creating a "web of influence," elevating its visibility and educational leadership. By moving beyond providing information and resources

to a more vigorous role in student engagement, the library was preparing to face 21st century educational challenges (Bangert, 1997; Elmborg, 2006; Gibson, 2006). Scaffolding of the research assignments facilitates learning the research process and a students' ability to reflect on that process (Bordonaro & Richardson, 2004).

Guskin and Marcy (2002, 2003) expect future challenges for college and university administrators and faculty to be rooted in the philosophical and practical shift regarding how and where teaching occurs and what is considered instruction. If learning outcomes are clear, students can learn from anywhere in the institution and faculty role will be focused more on assessing the learning. While several challenges face the University of the East library and faculty regarding full implementation of this Initiative, the focus and stories of these participants regarding the role of the 21st century library appear to align with future expectations of both teachers and librarians:

> Students can learn in many ways, and campuses can create specific avenues to foster and recognize that learning. Some of the resulting learning environments will assuredly involve faculty members. But some will also involve librarians and student affairs staff, while others will harness community members and employers. These redesigned learning environments cannot be haphazard or unplanned in nature, but they can nevertheless be highly diverse. The key will not be the amount of time students spend in particular venues, but instead how they demonstrate their learning. (Guskin & Marcy, 2003, p. 16)

The centrality of the library holds potential for important contributions to higher education's future design. Brewer, Hook, Simmons-Welburn, and Williams (2004) agreed that "the transformed library of the future will be at the core of teaching,

learning, and scholarship" (p. 8) partnering with academic departments and other campus professionals and teaching students in self-directed and active-learning endeavors. These tenets move to reality in several components of the University of the East Initiative as the design reflected educational partnerships intended to deepen learning, engage students with active pedagogy, and sharpen the library's focus on learning.

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Research Question Two: Library Leaders' Experience
Through the Lens of the Literature

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Three university librarians varying in their leadership experience as well as career stage participated in this study. All three have a library reference and instruction background; none had led or co-led a university-wide initiative or an instructional change project before this one. Their roles in this Initiative held shared leadership experiences and meanings for these librarians.

Principle responsibility for the outcome of this Initiative rested with the library, with the three librarians interviewed for this research designated as the key leaders. In that leadership role, they assumed responsibility for designing, organizing, and implementing all elements of the Initiative and for reporting progress and findings to the granting authority.

The leaders' vision for this Initiative that emerged through the interviews was two-fold: (a) to realize an enduring culture of collaboration at several levels of the university, and (b) to create faculty's sustained use of a research-based learning pedagogy. By labeling the Initiative as an "undergraduate" initiative and not a "library" initiative and inviting collaboration with campus partners, they succeeded

in their eyes in elevating the goals from library-based to campus-based.

Consequently, the Initiative developed into a holistic, collective endeavor focused on

the broader mission of student learning. This Initiative parallels Cook's (2000)

definition of collaboration because the partners not only worked toward the same

goal but established a structure that formalized the working relationship, a structure

that increased the potential for sustaining the collaborative connection.

Four of the five collaboration tenets that Ward and Raspa (2000) promoted

were echoed in this Initiative: (a) passion for the project, (b) persistence in the face

of opposition, (c) engaging the enterprise playfully and deeply, and (d) committing

to an atmosphere of openness. The leaders discussed how they cared deeply about

the initiative and its success, persisted in light of initial resistance from academic

partners and library staff, and organized an in-depth and multidimensional summer

experience for faculty. From the beginning an atmosphere of openness flourished

among the leaders and faculty participants; the academic partners, however, required

a longer time to develop a collaborative way of thinking. This may have been

influenced by the delay in establishing project boundaries and responsibilities meant

to let parties know which elements were and were not within the realm of the

collaboration, and agreeing at the forefront that it is a project in which all parties are,

and can remain, equally engaged (Jeffries, 2000).

Receiving such a prestigious grant was a noteworthy achievement, but the

more deliberate act of leadership in this Initiative concerned the leaders foregoing

the limelight for the library and instead focusing on how to use the grant to

permanently influence both the campus culture and the philosophy and actions of individual faculty. By acting strategically, they acquired the momentum to achieve from their perspective a more meaningful vision. These experiences support several authors' assertions that leaders must possess a vision for transformation if their organizations are to be revitalized (Albritton, 1993; Eddy & VanDerLinden, 2006; Gumport, 2003). Davis (2003) suggested that in resilient organizations leadership opportunities "bubble up" from relevant places and no longer focus solely on formal leadership roles. By conceiving of themselves as instructional leaders and not only as librarians, the library leaders capitalized on the underutilized resources of the library and on their own professionalism as educators in order to realize an avenue of campus-wide innovation for the library.

Transformational leadership has been acknowledged as an important mechanism for organizational change (Burns, 2003; Masood, Dani, Burns, & Backhouse, 2006). Change-oriented leaders are encouraged to apply three key attributes: (a) imagination to innovate by "encouraging innovation and helping develop new concepts…that set an organization apart," (b) professionalism to perform by "providing personal and organizational competence," and (c) openness to collaborate by making "connections with partners who can extend the organization's reach or energize its practices" (Kanter, 1999, p. 3). All three of these components were visible in this Initiative:

Encouraging Innovation: Library leader participants expressed a desire to provide innovative leadership models for academic libraries, particularly research

libraries. The Initiative received national attention, and the leaders felt honored to be invited to speak, train, and publish about their experience. At the same time they expressed an inherent duty to assist others to take the same path.

Professionalism: The complexity of the Initiative revealed the professional and organizational competence of these participants. By necessity they juggled priorities, personalities, and competing agendas. New and sensitive circumstances required using and adapting personal and professional resources and diplomatic savvy. They persisted in exploring when they did not know all of the answers.

Collaboration: The experiences that they described reflected an openness to collaborate. Certainly the structure of the Initiative centered on collaboration, in that it brought a group of academic partners to the table as a support model for faculty. It was also evident in that assignments co-designed by librarians and faculty included resource-based learning. Illustrating their commitment to the philosophy of collaboration was their high level of persistence with the alliance, even when it was most difficult.

In addition, leadership characteristics proposed by Kezar, Carducci, and Contreras-McGavin (2006) were evident in these leaders' actions. These authors asserted that leadership has moved from being leader centered, individualistic, hierarchical, and emphasizing power over followers, to a new vision in which leadership is process centered, collective, context bound, non-hierarchical, and focused on mutual power and influence. Participants discussed moving the Initiative toward being process-centered, collective, and non-hierarchical by fostering

collaboration between and among the academic partners, ensuring the library worked

as an equal partner, and assuring that faculty had all available resources to support

pedagogical transitions. Matusak's leadership model (1997; Kellerman & Matusak,

2001) advocated that successful leaders must learn to be good followers and

collaborators to best capitalize on the symbiotic relationship of these elements.

"Leaders and followers influence and empower each other. One cannot exist without

the other anymore than a sheet of paper can have only one side" (Matusak,, p. 26).

Leaders empower others, who in turn empower them. The strategic alliances the

librarians created in collaborating with the academic partners stretched the capacity

of the university by combining the strength of several campus units and setting the

stage for continued mutual engagement.

Interestingly enough, the leadership experience of these librarians also

modeled the same tenets of process learning (Weimer, 2003) which they were

infusing into the student experience. In process learning an instructor uses the

process as a way to teach the content so the student not only has the knowledge but

the ability to put that knowledge to work. By emphasizing collaboration (the

process), the leaders afforded it equal weight with the operation of the Initiative itself

(the content).

Awbrey (2005) and Ruiz (1999) discussed that higher education leaders must

embark on meaningful change in order for that change to be lasting. This means that

instructional leaders benefit from choosing initiatives that transition the values,

beliefs, and actions of faculty and not merely rewrite curriculum and instructional

documents. Recognizing and working with hidden value systems, not only the espoused ones, is also critical (Awbrey, 2005; Serow, Van Dyk, McComb, & Harrold, 2002). These leaders prepared the way for meaningful change by structuring an initiative that had faculty designing and implementing pedagogical change within a supportive framework and by communicating the values of student-centered learning. The summer seminar and continuing activities of the Initiative provided extended time for faculty and academic partners to internalize the values of the Initiative, increasing the potential for the Initiative's goals to remain stable after its conclusion. However, since sustainability emerged as a concern for both faculty and leaders, the degree of continuation of the research-based learning emphasis is unclear.

At the core of the Initiative was the intent to reshape both the explicit and veiled value systems of the librarians, the academic partners, the faculty participants, and the faculty at-large who did not participate. For a research library steeped in the value of collections, librarians naturally identify with the bibliographer role and enjoy established relationships with faculty based on that expertise (Hazen, 2000). Transforming the culture to one that equally values teaching and learning was challenging for the leaders. Leaders revealed that the library staff wanted more time and preparation than was provided within the Initiative for increasing abilities and confidence in working with faculty in designing assignments and student learning assessments. These abilities would assist them in working as comfortably with these faculty colleagues in their role as teachers as they did in their role as bibliographers.

Library staff appeared willing to align philosophically with the Initiative and prepared to devote time and energy to its development as long as the Initiative was an administrative priority. In this way, librarians showed themselves consistent with the literature in that they wanted tangible evidence that the Initiative was an element of the library's strategic plan before they were willing to invest their efforts. (Hayes & Baaske, 2000; Senge, 1990). Simmons' (2000) findings indicated that unless there is support and commitment from executive leadership, transformation initiatives will not result in sustainable change. While the training and preparation was not completely fulfilling, the discussions about training and preparation appeared to encourage critical dialogue about the role of the academic library on a research-focused campus.

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Research Question Three: Faculty Experience
Through the Lens of the Literature

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Zmetana (2002) determined that for instructional change initiatives to take hold, faculty want acknowledgement as "intelligent and committed professionals with excellent problem-solving skills" (p. 131). Her research identified four factors that faculty want from such an initiative: (a) time and support, (b) consideration, (c) leadership, and (d) trust. This research study affirms that experience, as study participants from University of the East reflected all four of these elements in their stories.

Time and Support

The summer seminar and one year of intensive assistance from the library and academic partners bolstered faculty efforts to venture into new instructional

territory, providing sufficient time to foster their creativity. Activities at the seminar providing opportunities for collaborating with librarians and faculty cohort members were energizing for faculty, and the expertise of the librarians and support team members buoyed their instructional design efforts. This experience aligns with Watwood's (1997) research that faculty respond to systems and support services dedicated to managing the instructional change, and Bender and Weimer's (2005) findings that those systems and services need to respond to the individual faculty member's assessment of what needs to change, rather than the institution's perspective. The cohort structure of the Initiative inherently lent support to the faculty and the voluntary participation meant that faculty could self-determine the importance of research-based learning. The level of trust the participants established opened up the opportunity to ask meaningful questions about teaching and learning and solve problems about significant issues.

These professors had felt the impact of institutional priorities that focused on research in lieu of teaching and undervalued undergraduates; they also felt the influence of peers who did not generally value their efforts. Academic culture can be one of the largest incentives and disincentives to instructional change (Knapper, 2004). While the Initiative created a micro-environment of support that faculty appreciated, the institutional climate made it more difficult for them to envision their work as sustainable. The participants extolled the benefits of the scholarly community that arose from their participation in the Initiative and the measure of support that community contributed to their accomplishments related to the

Initiative. This supports Rouseff-Baker's (2002) findings that professional

development experiences are enhanced when participants develop a subculture

focused on teaching and learning, and also supports the literature on reflective

practice that reinforces the importance of community for teachers who wish to

embark on meaningful change (Brookfeld, 1995; Herrington & Herrington, 2005;

Palmer, 1998). Huber and Hutchings (2006) acknowledge that institutional

transformation takes time and that small groups of faculty committed to pedagogical

inquiry and innovation coming together in a "teaching commons," such as with this

Initiative, is equally as powerful a path as transitioning the institution at one time.

These professors expended a great deal of effort and time on developing

assignments that, in their analysis, were not always "successful." Most struggled

with their desire to incorporate research-based learning strategies because it meant

forgoing content they believed important, and not meeting student expectations for a

course focused solely on discipline content. One faculty participant who fully

embraced research-based learning as the overall structure for her course did not

express those same concerns and frustrations. Weimer (2004) identified transitioning

away from content as one of five key changes to practice that educators must employ

because content is not learner-centered and an emphasis on content "ignores a

documented litany of negative impacts of this strategy on learning" (p. 51). In

Waskow's (2006) study, however, faculty rejected the term learner-centeredness as a

fad even though they agreed that learner-centered pedagogies would improve

classroom experience. Through the stories of the participants cited in my study, it

appears that faculty still disagree with or struggle with implementing process

strategies that minimize lecture and content. It is unclear if the hurdles involve time,

content, philosophy, or other factors, or a combination of several. Some faculty

might find it easier to incorporate process learning as an overall framework for the

course rather than embedding a few process-learning assignments within the course,

as was the case with one of the faculty in this study. In that case, the content no

longer competed with process, and instead, from her perspective, both were

optimized. The course framework appears a worthwhile endeavor since one of

Merrill's (2002) four principles for strong instructional design involves focus on

learners being engaged in solving real-world problems, because employers want

graduates to have the capacity to learn (Cheney, 2004; Pelikan, 2004; Snavely, 2004;

Spence, 2004). However, it competes against the cultural barriers that favor an

emphasis on content and faculty research endeavors.

Consideration

Zmetana (2002) established that faculty appreciate the opportunity to change

and not the obligation to change. The faculty participants in this study thoughtfully

considered whether the Initiative was right for them before making a commitment

and then identified projects that were personally meaningful and aligned with their

overall course goals. Greater improvement occurs when professional development

activities are owned and driven by the faculty (Francis, 2002), and faculty who

respond to an initiative from their own position and perspective are more motivated

to pursue change (Rouseff-Baker, 2002). Receiving campus and national awards and

organizing the campus salons acknowledged the work of both faculty and librarians, offering these individuals respect and consideration for their efforts.

Leadership

Faculty in Zmetana's (2002) study wanted leaders who were authentic, trustworthy, visionary, and knowledgeable. Faculty participants in my study affirmed the respect they held for the library leaders and the librarians who assisted them in restructuring their courses and assignments. They had confidence in them, held them in high regard, and benefited from their expertise. While they expressed approval and admiration for the specific roles of the library leaders within the Initiative, the design and value of the summer seminar, and the quality of the individual components of the Initiative, they did not identify the library leaders or the library's role as one of "leadership." While this may be perceived initially as a negative factor, it may actually fulfill the library leaders' goal of identifying the Initiative as a campus-based project, not a library project.

Trust

Faculty value trust elements of benevolence, reliability, and competence on the part of leaders and colleagues. The experience of the University of the East faculty consistently highlighted the competence of the university librarians. Faculty relied on librarians for teaching and expertise and in some cases agreed they could not have accomplished the pedagogical change without the librarians. The experiences of these faculty participants is inconsistent with Hardesty's (1991) findings that faculty do not value the contributions of librarians to a student's

educational experience, but it did reflect that faculty believe librarians do not fully

understand their challenges in the classroom. The high level of support for librarians

in my study may stem from the fact that faculty participation in the Initiative was

voluntary. A study at the University of New Mexico discovered that faculty who

supported and used library instruction or who had successful instructional

collaborations with librarians displayed a more positive attitude about those

experiences than do faculty at-large (Manuel, Beck & Molloy, 2005). Most of the

faculty in my study spoke of the effectiveness of their alliances and their

appreciation for librarians as equal partners in the instructional enterprise.

Trust also emerged from faculty experience of the summer seminar and

specifically the manner in which it was conducted. Faculty learn as much from the

situated experience of other faculty as they do from research and are more likely to

ask teaching advice from colleagues before they turn to the literature (Huber, 2002).

The Initiative's design created a contextually rich opportunity for inquiry and

individual problem solving that the faculty participants valued. Participants

experienced a high level of comfort with each other and the library leaders and

valued the reflective community they developed (Palmer, 2001). This familiarity and

ease facilitated their honest and open discussions, which in turn fostered progress

toward resolving the teaching dilemmas the faculty were each addressing.

Research Question 4: Library Leaders and Their Influence on Instructional Change Through the Lens of the Literature

Academic library leaders who are seeking to advance instructional change in

their institutions, particularly in collaboration with other academic partners and

faculty, may read this study as a way to obtain information and insight about impacting instructional change on their own campuses. From the experiences of these faculty and librarians, concepts emerge concerning how libraries might affect teaching and learning. These concepts reflect the themes that were common to both interview groups (care for undergraduates, teaching and learning, and collaboration) as well as those that were unique to the librarian and faculty groups. These concepts include: (a) focusing on student learning; (b) capitalizing on academic library's strengths and unique gifts; (c) creating a teaching and learning community; (d) collaborating; (e) designing for culture, context, and faculty needs; and (f) leading with a clear vision. Following a discussion of each concept through the lens of the literature, I pose key questions that library leaders can consider before embarking on an instructional change project. These questions were influenced by the experiences of the eight participants in this study:

Focusing on Student Learning

One insight from this study was the advantage of a tie to student learning and engagement. Successful models for change have emphasized understanding and changing what the students do rather than merely changing what the teacher does (Biggs, 1999). Faculty interest in this Initiative was clearly rooted in improving teaching and learning by actively engaging the student in the research process. This library's focus on students captured the larger institutional goals rather than solely meeting the library's agenda. It also garnered support from senior-level administrators by remaining central to the institution's core mission and strategic

plans (Angelo, 2001). Because student learning outcomes are best improved when faculty development is focused on learner-centered teaching strategies (Drew & Vaughan, 2002; Shulman, 2000; Weimer, 2004), this Initiative's focus on process-based pedagogies should serve students in this regard.

Reyes (2006) asserted that in the current higher education environment, students' expectations as to where learning occurs and the institution's need to leverage learning spaces means that librarians should increasingly take advantage of opportunities to partner with faculty and not merely look at direct instruction within the library as the only educational solution. New models for instructional leadership such as this Initiative that focus on student learning may lead the library to a stronger role in fulfilling the instructional mission.

Capitalizing on the Academic Library's Strengths and Unique Gifts

In addition to resources and know-how, the library brings to the academic enterprise many specific elements that impact learning and can assist an institution transitioning to a learning culture (Dewey, 2004; Hill, 1980; Laverty & Burton, 2003). As recommended in the literature, these library leaders took stock of their unique contributions, resources, philosophies, and strengths and leveraged them as tools for success and influence (Owusu-Ansah, 2004). They capitalized on the library's interdisciplinary perspective and brokered support from decentralized areas of the academy, all the while taking advantage of each group's sphere of influence and expertise (Schwartz, 1997). The most obvious resources of a library are the facilities, collections, and librarians. The stories of the librarians and faculty in my

study revealed that they married those resources to the concepts of the learning library and applied them in new and different ways. By capitalizing on the unique elements of the library within the Initiative, their experience reflected a direct, deliberate, and systematic connection to the curriculum. The faculty and librarians created new learning environments in which communities of learners could discover and construct knowledge.

The learning library directly assists students in gaining research and problem-solving abilities outside of the classroom "through a process of acculturation into communities of expertise located in real situations, not contrived, 'academic ones'" (Lave, 1991, p. 127). The experiences of these librarians and faculty were of intentionally creating a culture of inquiry for students. Lave referred to this as "situated learning" (p. 128), which she advocated as a way of melding educational experience with the opportunities and expectations of the workplace or "real world." University of the East students did not always value this experience, and while faculty found it initially difficult to implement, they expressed a firm desire to instill this expertise in their students. Searching for new ways to enlighten students as to the rationale for instruction that includes research strategies and process pedagogies may further initiatives of this type.

The pedagogy that was the focus of this Initiative, research-based learning, exploits the unique strengths of the academic library in addition to preparing students to think critically, evaluate resources, and apply learning to new situations (Diaz-Lefebvre, 2006). Valuing their own questions, recognizing inquiry as central to

learning, and having the skills to respond to the questions facing them is strong

preparation for graduate school and lifelong learning (Breivik, 2005; Herron and

Major, 2004; Rockman, 2004).

Creating a Teaching and Learning Community

Library leaders are invited to consider creating initiatives that build

community and offer faculty a safe environment in which to learn, risk, and engage

in reflective practice (Palmer, 2001). Faculty in my study were clearly attracted to

this initiative because of its focus on teaching and learning, and they gained from the

wisdom of their peers. In the design of this initiative, faculty found a "home" for

their teaching and learning conversations.

Grubb (2002) established that faculty seek professional development

opportunities that are "integrated into their professional lives rather than mere one-

session affairs." Faculty comments supported the benefits of a sustained project that

intentionally nurtured collegiality. Creating structures that lend support and provide

faculty with a trusting atmosphere in which to problem-solve assists them with

bringing their classroom and teaching concerns "out into the light" and capitalizing

on the expertise and wisdom of their peers (Huber, 2002; Watwood, 1997).

Collaborating With Academic Units

Collaborative principles can guide libraries in attaining common

instructional, inter-departmental, or institutional goals through mutually beneficial

and well-designed relationships (Ward & Raspa, 2000). The experiences from this

initiative told the story of the leaders' uphill climb to reach a collaborative plateau

that was worth the effort from their perspective. Collaboration deepens a relationship by adding a structure that ensures an alliance actually meets its desired goal (Cook, 2000). The experiences of these library leaders reflected strong working relationships with their academic partners that was serving the library beyond the purpose of the grant initiative. Collaboratively, they accomplished more than the library or the other academic units could separately.

The faculty participants appeared to share the same experience highlighted in the literature, in that the collaborative design process not only enriched student learning but also their own learning as teachers (Drew & Vaughan, 2002). Faculty experience was enhanced because the assignment and course redesign process was both collaborative and intentional (Knight & Trowler, 2000).

Designing for Culture, Context, and Faculty Needs

According to Knapper (2004), reward and internal systems must shift with the changing culture if the change is to be sustained. Faculty and librarians both need the confidence that systems and structures supporting the proposed change will continue. From the words of these participants, institutional and library culture played a significant role in the Initiative. While neither the leaders nor the faculty influenced the major institutional reward systems, the leaders took steps toward transforming the university's culture by "accepting the leadership challenge to cultivate a climate for cultural change and demonstrat[ing] their professional and educational expertise through increased involvement in the campus community" (Kempcke, 2002, p. 531). Librarians accepting and acting upon their role as

academic principals increases the likelihood that the library's leadership potential

will be acknowledged by the campus community (Kempcke).

The leaders did not believe that they sufficiently prepared the library staff

before the Initiative. Several library staff did not agree with the Initiative's thrust,

and librarians slated to work with faculty in transforming assignments and courses

varied in their level of proficiency with student learning assessment and instructional

design. The retention of content held a strong pull for faculty. Cultural, and in this

case professional, values are often difficult to transition in change initiatives largely

because of the time spent unveiling the beliefs and assumptions of members, as well

as the time needed for members to learn and use the dialogue that leads to new

understandings and common directions (Awbrey, 2005). Since loyalty to a discipline

often overrides allegiance to teaching or the institution (Serow, Van Dyk, McComb,

& Harrold, 2002), librarians may have deep ties to their traditional research librarian

roles which make it more difficult to transition, actively or philosophically, to an

emphasis on teaching and learning. The fact that an outside agency spurred the

University of the East's development of this Initiative may have accelerated the

library's natural timing for a teaching/learning project of this magnitude.

The literature review revealed that faculty are motivated to make changes

based on: (a) dissatisfaction with how much and how well students are learning, (b)

the desire to maintain a fresh approach to their teaching, and (c) the necessity of

fixing an instructional problem (Bender & Weimer, 2005). Designing initiatives that

respond to this motivation may prove beneficial. For instructional change initiatives

to take hold, faculty particularly need: (a) time and support, (b) consideration, (c) leadership, and (d) trust (Zmetana, 2002):

Implementing a Clear Vision

Kouzes and Posner (2000) suggested that people are more likely to follow a leader if they have confidence that they fully understand the intentions of the leader and the initiative itself. This Initiative attracted faculty because of its clear focus on collaborating, research-based learning, supporting faculty, and improving the undergraduate experience. The leaders' experiences consisted of learning from mistakes and successes, attracting people to common purposes, promoting cooperative goals and mutual trust, sharing power and information, setting examples, building commitments for action, and celebrating accomplishments. Kouzes and Posner would affirm these as defining elements for a vision as it progresses from idea to implementation. Leaders who articulate a vision was one factor identified as a key to sustainable institutional change in higher education (Diamond, Gardiner, & Wheeler, 2002).

Insightful Questions for Library Leaders

In making recommendations for community college, university, and library practice, I am electing to pose key questions for library leaders to consider before embarking on an instructional change project. These questions were influenced by the experiences of the eight participants in this study: Because these questions were derived from the themes of this study and the study examined one particular institution, they are not intended to be a comprehensive list for leaders developing an

entire initiative. Of course there are no established answers; the factors that need to be considered by library and instructional personnel before formulating responses are contextual and will become known to the leaders through their own reflection, discussion, and insight.

1. How can the initiative/instructional change activity focus on student learning?

    a. How can the initiative be designed so that its focus is on students rather than the library?

    b. With which institutional goals can the initiative align?

    c. What activities might strategically place the library closer to the center of the learning enterprise?

    d. How can the library's contributions to student success be elicited via this initiative?

    e. Which design strategies will assist students in applying and demonstrating their knowledge and abilities?

    f. How can the initiative respond to faculty interest in student engagement?

    g. What leadership actions can the library engage that will assist the library in transforming the instructional landscape of the college/university?

    h. What design elements will educate students as to the rationale and benefits for this type of pedagogy?

2. How can the initiative/instructional change activity capitalize on the academic library's strengths and unique gifts?

    a. Which of the library's strengths in terms of resources, philosophies, and attributes can be leveraged as tools for success and influence?

    b. How can the library capitalize on its natural alignment with resource- and research-based learning pedagogies? Is there potential to provide leadership for transitioning to these modalities?

    c. How can the initiative strategically apply the elements of the learning library and learning college?

3. How can the initiative/instructional change activity create a teaching/learning community?

    a. In what ways can the initiative create an environment for honest, open sharing of teaching/learning experiences?

    b. In what ways can the library design program activities and structures that foster trust and problem-solving?

    c. How can the initiative encourage peer sharing and peer learning in all dimensions?

    d. What extended learning opportunities can the initiative create so there is maximum opportunity and support for change?

     e. What activities will increase the potential for the transformation to be long lasting?

4.   How can the initiative/instructional change activity assist the library in collaborating for long-term impact and added value?

     a. What collaborative principles can serve as guides for attaining common instructional, inter-departmental, or institutional goals?

     b. Which campus partners will collectively bring more to the initiative than the library alone could achieve?

     c. With which campus partners can the library sustain mutually beneficial and intentional relationships that might assist in positioning it for additional activities beyond the initial initiative?

5.   How can the initiative/instructional change activity be designed for culture, context, and faculty needs?

     a. To what extent has the planning and design considered library and institutional culture?

     b. How can the initiative assist the institution in placing teaching and the scholarship of teaching on an equal with research?

     c. How can the initiative transition campus and library culture to progressively embrace the library's instructional leadership role?

     d. What training and preparation do librarians need to equip them with the level of skill necessary to achieve the initiative's goals?

e. How can activities capitalize on the library's professional values and traditions, while simultaneously responding to new directions and both campus and library strategic directions?

f. What learning opportunities can occur in advance of the project so as to allow time for personal and departmental philosophies to transition?

g. To what extent does the design of the initiative offer faculty: time and support, consideration of their expertise, leadership, and trust?

h. To what extent does the initiative consider faculty motivations to change based on how much and how well students are learning, fresh approaches to teaching, and fixing instructional concerns?

6. How can the initiative/instructional change activity be implemented with a clear vision?

a. To what extent does the initiative have clear outcomes with corresponding criteria for success?

b. To what extent are the initiative's outcomes viable and focused in order to attract committed participants and sustain the desired change?

c. How might the library exercise thoughtful and creative leadership

Campus Initiatives to Progress Change

In addition to a library-initiated project, campuses that are seeking to transition instruction and foster instructional change may want to consider additional

initiatives that would strengthen and facilitate a collaborative research-based learning

undertaking. Initiatives on the following topics could contextualize an initiative

focused on implementing research-based learning through instructional change and

assist the institution in transitioning the culture and in further reinforcing the

institution's commitment to instructional advancement. These could include:

1. *Designing classrooms, the library, and other instructional spaces to*
   accommodate student and faculty requirements with process-based
   learning pedagogies. Traditional campus classroom and library
   environments may have been designed without regard to newer
   pedagogies and learning strategies, and implementing a research-based
   learning initiative may tax existing resources. Since research-based
   learning and other process pedagogies include highly collaborative
   elements, newer classroom designs that emphasize collaborative learning
   could provide one more layer of support that would ease the transition to
   these process pedagogies.

2. *Transitioning the institutional reward system to include the scholarship of*
   teaching and learning. Faculty experience reflected personal conflict with
   implementing research-based learning, and it appeared their conflict was
   tied to institutional expectations of their research productivity. With such
   high expectations for research, when would they find the time to more
   significantly impact student learning? Since impediments to embracing
   and respecting new higher education trends such as the learning paradigm

and the scholarship of teaching and learning appear tied to the reward

system of academic culture (Knapper, 2004), implementing changes in

that reward system holds potential for freeing faculty to place equal

emphasis on their teaching pursuits.

3. *Examining services and operations from a faculty support perspective.*

   Several faculty in this study cited small impediments to using services

   and facilities across campus that significantly impacted their motivation

   or ability to make the instructional changes they desired. Performing a

   service-level audit on all functions and operations that faculty utilize in

   the transformation of courses and assignments could facilitate faculty use

   of these services and thereby facilitate the instructional change. An

   intentional service-level facelift could also affirm the institution-wide

   commitment to student-centered learning and communicate the

   administrative support for instructional transformation.

4. *Increasing the communication among members of instructional support*

   units that interface with faculty. One of the rationale the library leaders in

   this study cited for collaborating with other academic partners was their

   desire to implement a collaborative and holistic model of faculty

   instructional design support. When representatives from various

   instructional support units could meet with faculty as a group, approaches

   could be discussed that considered the competing issues, and they could

   collectively acknowledge and address the complexity and multiple

dimensions of the faculty member's project. Many of these units did not

fully understand each other's role or complement of services. A campus

initiative focused on increasing communication among all units and

educating all constituents regarding services might increase the

effectiveness of these units and streamline faculty development.

Limitations and Topics for Future Research

This investigation studied one group of individuals at one point in time and

must be considered in context. The identified themes are not necessarily transferable

from this university to other colleges or universities, and the study does not represent

the voices or perspectives of all faculty and librarians who participated in this

Initiative. There are several other limitations to this study I will choose to highlight,

realizing that in interpretative research the limitations are infinite:

1. The study examined a "successful" case and does not shed light on factors
   leading to failure.

2. The study examined the case at one point in time. This research does not
   provide details on the evolution and the implementation process over time.

3. Because this case is focused on one point in time, information is lacking as to
   actual factors leading to the sustainability of the effort or to the actual level of
   sustainability.

4. This Initiative was limited to a small number of faculty from one cohort, and
   it is unknown what would transpire with other cohorts from the same
   institution or in a similar project involving a large number of faculty.

5. The member checking/validation included all three librarians but only four of the five faculty members. Themes from the faculty experience may or may not be entirely reflective.

As with most research studies, this investigation was not designed to shed light on every aspect of this topic or to provide holistic answers; in many ways, more questions emerged as a result of its presentation than were present before. Indeed, its value might be the questions it raises rather than answers. I encourage others toward future research efforts that build on this study, widening the insight in these stories and confirming or comparing experiences in other contexts. My suggestions for additional research include:

Experience of these same faculty and librarians over time. Many of these faculty participants were in the process of redesigning assignments and re-thinking their instructional approaches, and the librarians were exploring new avenues for collaboration and implementation of instructional models. A study could revisit these individuals, examining whether their views or their methods of implementation of research-based learning had transitioned since this study. Since Awbrey (2005) and Ruiz (1999) identified that faculty need to transition values, beliefs, and actions if meaningful change is to occur, deep change may require significant time before manifesting. Additional research could capture deeper and more meaningful manifestations of that change, and faculty and librarian experience of such a transition, if the initiative or the work of the faculty or librarians were re-focused, or if the efforts were sustained.

Experience of faculty and librarians as they engage in a collaborative process for instructional change at a community college. One of the major themes of this study was that institutional culture played a large role in the experience. Repeating this study at a community college or liberal arts college where the institutional culture is focused on teaching and learning rather than research would provide a useful means of comparison of these two settings as well as additional information for community college or liberal arts instructional leaders seeking to implement instructional change tied to research-based learning or the library. "The characteristic ways of thinking, behaving, and organizing ourselves … give shape and integrity to our institutions….and shape our visions of the future as scholars and as institutions" (National Association of State Universities and Land-Grant Colleges, 2000, p. 19). Thus, reflecting on the unique needs of community college and liberal arts faculty in terms of instructional change would add significantly to this scholarly discussion.

Experience of the academic partners who were collaborators in this project. A significant component of the library leaders' experience with this Initiative was the collaboration with academic partners. It would be interesting to examine more closely the partners' experience to determine if new or consistent themes emerge. Leading the steering committee from cooperation to collaboration was one of the transitions that the library leaders indicated was important to the Initiative. Since Cook's (2000) review of literature on this topic differentiated between librarian/faculty collaborations, coordination, and networking, and identified

collaboration as the most elusive, further examination of the collaborative process could assist library leaders and other campus leaders in this challenging task. Furthering collaboration efforts is particularly significant in an environment of limited resources.

Experience of faculty participants in this initiative who were members of subsequent cohorts. This study focused on the faculty in the first cohort of this multi-year Initiative. It would be intriguing to look at the experience of faculty in subsequent cohorts, especially since one of the themes that emerged from the interviews with the library leaders was that this was an experience of "personal learning and discovery". A subsequent study could examine how leaders applied their learning, or analyze whether different initiative design approaches made a difference in implementation. Subsequent faculty participants may bring different values, perspectives, experience, and cultural factors to the Initiative that would add perspective and breadth to my study.

Experience of students who were a part of the courses in which these assignments were integrated. An ensuing study could examine the experiences of students as they learn and implement research or of the impact of resource-based learning on student learning and success. Faculty experience in this study touched upon their frustration with student's lack of understanding as to the relevance of a research-based learning assignment to the course outcomes. At the same time, faculty identified research strategies and skills as important elements of a University of the East degree. Examining student perspective could improve faculty

understanding of student experience as well as faculty ability to design effective research-based learning courses and assignments.

Personal Reflections

> It all seems somewhat absurd until we begin to discern the silence in the writing–the cultivation of one's being, from which the words begin to proliferate in haltingly issued groupings, then finally in a carefully written work, much less completed than interrupted, a blushing response to a call to *say* something worth saying, to actually say something, while being thoughtfully aware of the ease in which such speaking can reduce itself to academic chatter. (Van Manen, 1990, p.8)

Writing this dissertation has been a very personal process involving deep learning, challenge, and illumination. My advisor and the interviewees all pressed me to think deeply and move beyond assumptions, increasing my insight about this phenomenon. I appreciate these eight educators trusting me with their thoughts, stories, and perspectives. While the intent of this dissertation for me personally was to independently implement the phenomenological research process, I also benefited from the insight, accomplishments, and modeling of Cleo, Rose, Kate, Evan, Hank, Clarice, Jan, and Chad. As Van Manen underscores, my desire was to actually *say* something about instructional leadership, libraries, and instructional change, and to assist in transforming the undergraduate experience. My hope is that this work contributes to the scholarly discussion and makes a difference to college and university educators.

Summary

This phenomenological inquiry explored the experiences of academic library leaders who designed and implemented an instructional change initiative focused on

research-based learning, and the experiences of discipline faculty members who participated in the initiative by transforming assignments and curricula to include research-based learning in courses. My desire was to illuminate this phenomenon for others by providing insight into the essence and meaning of this experience from the perspective of these participants. Collectively their voices capture the essence and meaning of leading an initiative and transforming coursework within such an initiative. The experience of library leadership of an instructional change initiative is one of: (a) leading invisibly and visibly, (b) creating a culture of collaboration, (c) advocating for teaching and learning, (d) transforming culture, (e) preparing for the future, and (f) persisting in personal learning and discovery. The experience for faculty of working with a library to integrate resource-based learning assignments into courses means: (a) developing a teaching and learning community, (b) preparing students as scholars and citizens, (c) applying personal effort, (d) sustaining the model, (e) collaborating with librarians, (f) expressing creativity, and (g) accounting for cultural implications.

From these experiences emerged implications for practice for libraries influencing instructional change. Libraries interested in impacting instructional change should consider: (a) focusing on student learning, (b) capitalizing on the academic library's strengths and unique gifts, (c) creating a teaching and learning community, (c) collaborating for long-term impact and added value, (d) designing for culture, context, and faculty needs, and (e) implementing a clear vision. Table 5

contains a summary of the author's recommendations for practice that emerged from the themes.

The final chapter of this dissertation focused on the relationship of the themes to the literature, eliciting questions and considers for academic libraries to engage when designing instructional change initiatives or research-based learning initiatives and suggesting future steps for research on this subject. Out of respect for the scholarly process and the eight interviewees whose voices comprise the substance and meaning for this dissertation, I now turn this phenomenon over to you, the reader, to determine the next steps. As you conclude, I hope you will pause to reflect on the essence of library leadership for instructional change, what you learned from these eight stories, and how you might begin to work with or lead an academic library in a new way.

Table 5. Summary of Questions for Consideration in Practice

Guiding Question	Supporting Questions
1. How can the initiative/instructional change activity focus on student learning?	a. How can the initiative be designed so that its focus is on students rather than the library? b. With which institutional goals can the initiative be aligned? c. What activities might strategically place the library closer to the center of the learning enterprise? d. How can the library's contributions to student success be elicited via this initiative? e. Which design strategies will assist students in applying and demonstrating their knowledge and abilities? f. How can the initiative respond to faculty interest in student engagement? g. What leadership actions can the library engage that will assist the library in transforming the instructional landscape of the college/university? h. What design elements will educate students as to the rationale and benefits for this type of pedagogy?
2. How can the initiative/instructional change activity capitalize on the academic library's strengths and unique gifts?	a. Which of the library's strengths in terms of resources, philosophies, and attributes can be leveraged as tools for success and influence? b. How can the library capitalize on its natural alignment with resource and research-based learning pedagogies? Is there potential to provide leadership for transitioning to these modalities? c. How can the initiative strategically apply the elements of the learning library and learning college?

Table 5. Summary of Questions for Consideration in Practice (Continued)

3. How can the initiative/instructional change activity create a teaching/learning community?	a. In what ways can the initiative create an environment for honest, open sharing of teaching/learning experiences? b. In what ways can the library design program activities and structures that foster trust and problem-solving? c. How can the initiative encourage peer sharing and peer learning in all dimensions? d. What extended learning opportunities can the initiative create so there is maximum opportunity and support for change? e. What activities will increase the potential for the transformation to be long lasting?
4. How can the initiative/instructional change activity assist the library in collaborating for long-term impact and added value?	a. What collaborative principles can serve as guides for attaining common instructional, inter-departmental, or institutional goals? b. Which campus partners will collectively bring more to the initiative than the library alone could achieve? c. With which campus partners can the library sustain mutually beneficial and intentional relationships that might assist in positioning it for additional activities beyond the initial initiative?
5. How can the initiative/instructional change activity be designed for culture, context, and faculty needs?	a. To what extent has the planning and design considered library and institutional culture? b. How can the initiative assist the institution in placing teaching and the scholarship of teaching on an equal with research? c. How can the initiative transition campus and library culture to progressively embrace the library's instructional leadership role? d. What training and preparation do librarians need to equip them with the philosophy and level of skill necessary to achieve the initiative's goals? e. How can activities capitalize on the library's professional values and traditions, while simultaneously responding to new directions and both campus and library strategic directions?

	f. What learning opportunities can occur in advance of the project so as to allow time for personal and departmental philosophies to transition? g. To what extent does the design of the initiative offer faculty: time and support, consideration of their expertise, leadership, and trust? h. To what extent does the initiative consider faculty motivations to change based on how much and how well students are learning, fresh approaches to teaching, and fixing instructional concerns?
How can the initiative/instructional change activity be implemented with a clear vision?	a. To what extent does the initiative have clear outcomes with corresponding criteria for success? b. To what extent are the initiative's outcomes viable and focused in order to attract committed participants and sustain the desired change?

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APPENDICES

APPENDIX A: INVITATION TO PARTICIPATE

Telephone script for speaking with potential participants

Hello. My name is Debra Gilchrist. I am a doctoral candidate in the Community College Leadership program at Oregon State University. I'm conducting a research study to examine the experiences of educators and librarians who are participants in the University of the East Undergraduate Research-Based Learning Initiative.

Do you have a few minutes for me to explain my research and its purpose? My intent is to identify and recruit both faculty and librarians from your campus who have been actively involved in the Library Undergraduate Research-based Learning project. While the project advisory board has sanctioned my project, I am not sponsored by or connected with them. I am inviting you to participate in this study because of your first-hand experience with the project. Your individual perspective and experience with the project could serve as a valuable source of information for others interested in curriculum transformation and the role of the library in leading instructional change.

I then explained the research study and answered participant questions using the following agenda:

- o What is the purpose of this study?
- o Why were you invited to participate?
- o What will happen during this study and how long will it take?
- o What are you expected to do?
- o How much of your time will this study require?
- o What are the risks of participating?
- o What are the benefits of participating?
- o Will you be compensated?
- o Who will see the information you provide?
- o Will you be identified in the study?
- o Do you have a choice to be in this study?
- o Do you have any additional questions?
- o What if you have further questions after this orientation and during the study?

If you provide me your e-mail address, I will send you a document as an e-mail attachment (*the informed consent document)* that describes the research project and your involvement in it should you choose to participate.
Do you have any further questions that I might answer for you?
Are you interested in participating in the study?

APPENDIX B: PARTICIPANT CONSENT FORM

CONSENT TO PARTCIPATE IN RESEARCH STUDY

Project Title: Academic Libraries at the Center of Instructional Change:
                           Experience of Librarians and Faculty Members of Library
                           Leadership in the Transformation of Teaching and Learning
Principal Investigator: Dr. Darlene Russ-Eft, OSU College of Education
Co-Investigator(s):   Debra Gilchrist, Graduate Student, OSU College of
                           Education

WHAT IS THE PURPOSE OF THIS STUDY?

You are being invited to take part in a research study designed to examine the
experiences of faculty and librarians who are participants in the University of the
East Undergraduate Research-Based Learning Initiative. Your experiences and
perspectives as a participant in the project are being sought. The study will provide
insight and understanding about the library's role in instructional leadership. The
results of this study will be published as a doctoral dissertation and may be used for
other publications and presentations. The results may also be used as a basis for
further research on this topic.
This topic is being studied because the library is frequently referred to as the heart of
the university yet it is rarely involved in campus-wide instructional leadership. This
topic is also of interest because faculty-librarian collaboration in instructional course
design has the potential to improve the curriculum and enhance partnerships
between the library and other campus units. The results of this study may provide
insight and understanding for library leaders and other faculty members.

WHAT IS THE PURPOSE OF THIS FORM?

This consent form gives you the information you will need to help you decide whether to
be in the study or not. Please read the form carefully. You may ask any questions about
the research, the possible risks and benefits, your rights as a volunteer, and anything else
that is not clear. When all of your questions have been answered, you can decide if you
want to be in this study or not.

WHY AM I BEING INVITED TO TAKE PART IN THIS STUDY?

You are being invited to take part in this study because of your involvement with the
Undergraduate Research-Based Learning Initiative and the belief that you are an
individual who can make a valuable contribution to our research study.

WHAT WILL HAPPEN DURING THIS STUDY AND HOW LONG WILL IT TAKE?

If you agree to take part in this study, your involvement will last for approximately 2 hours. This will involve an initial private interview of approximately 90 minutes with the researcher, describing your experience in the Undergraduate Research-Based Learning Initiative. Your interview will be tape-recorded. If you do not want to be tape recorded, the researcher will ask you to consent to her taking extensive and detailed notes. The researcher will transcribe the tape and analyze it for themes. The analysis, any interpretation of the text, and any quotations used in the study will be returned to you for your review before they are included in the dissertation. You are invited to correct any inaccuracies or misinterpretations and delete any text you do not want to appear in the written report of the study. With your prior permission, a 30- to 60-minute telephone interview with the researcher may be conducted at a later time for clarification and validation. If you and the researcher mutually decide a second in-person interview is necessary, that may be scheduled.

WHAT ARE THE RISKS OF THIS STUDY?

There is some risk to you if you participate in this study. Your name will not be used in the study, nor will you be identified by specific position or department, but you will be identified by broad discipline. The researcher will identify you by a pseudonym and as either a faculty or librarian participant in the Undergraduate Research-Based Learning Initiative. Your responses may be unique enough that colleagues could identify you or your responses may be associated with your institutional role (e.g., librarian, social science faculty, project leadership team member). You will have an opportunity to delete any text from the final research report. Your participation is voluntary and you may withdraw from the study at any time. While your institution will not be identified in the research report, the Undergraduate Research-Based Learning Initiative may be identifiable since it is a unique program that may be known to other educators.

WHAT ARE THE BENEFITS OF THIS STUDY?

You may not directly benefit from this study. You may benefit from reflecting on your own experience of this project and learning of the experiences of your colleagues. It is anticipated that the results of this study will inform readers of what this process is like for you and provide them with information as to what it would be like if they participated in a similar project

WILL I BE PAID FOR PARTICIPATING?

You will not be paid for being in this research study.

WHO WILL SEE THE INFORMATION I GIVE?

The information you provide during this research study will be kept confidential to the extent permitted by law. To protect anonymity and confidentiality, you will be asked to

choose a pseudonym and the university will be identified by a pseudonym. Participants' names, responses, and institutional affiliations will be known only to the researchers and not to other participants or individuals.

If the results of this project are published your identity will not be made public. All tapes and notes will be destroyed within 5 years and only the researchers will have access to them.

DO I HAVE A CHOICE TO BE IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. Although the Advisory Committee for the Undergraduate Research-Based Learning Initiative has sanctioned this research study, it is not being performed on their behalf. The researchers are not affiliated with the University of the East. Your status with the project will not be impacted in any way if you choose not to participate in this study.

You are free to skip any question you are asked. If you choose to withdraw from this project before it ends, the researchers may keep information collected about you and this information may be included in study reports.

WHAT IF I HAVE QUESTIONS?

If you have any questions about this research project, please contact:
    Dr. Darlene Russ-Eft at (541) 737-9373 or by email at Darlene.Russeft@oregonstate.edu or
    Debra Gilchrist at (206) 463 9849 or by email at gilchrid@onid.orst.edu

If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at (541) 737-4933 or by email at IRB@oregonstate.edu

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed):

_____

_____
(Signature of Participant)   (Date)

APPENDIX C : INTERVIEW QUESTION THEMES

Question Themes for Library Leaders

1. What prompted you to develop this project?

2. What were you hoping would be the result of this work?

3. How did you select the project outcomes?

4. How do you go about leading such a project? What is it like?

5. What motivates you to continue your work with this project?

6. What barriers did you encounter? How did you overcome those, or did you?

7. Describe your interactions with all of the groups and individuals playing a role in this Initiative?

8. Is there a story or an experience with any part of this project that typifies what it has meant to you?

9. What factors, elements, concepts or philosophies interested you in this project approach and this instructional goal?

10. What factors, elements, concepts, or philosophies do you believe interested faculty in participating?

11. How will you define the success of this project? What factors contributed to that?

12. What kept you motivated? If you encountered feelings such as resistance, fatigue, or complacency from either the faculty or other librarians what kept you going?

13. How would you characterize the unique contributions of the librarian in the instructional design process?

14. Why do you believe faculty chose to participate? Did their decision have anything to do with the library's leadership or role? Or was it just the concept itself that interested them?

15. How will faculty characterize the leadership of the library or this project?

16. What do you believe faculty learned about librarians during this project?

17. What would the faculty participants say about this library and its role on campus? Is that different than faculty who did not participate in the project?

18. What was most challenging for you?

19. What surprised you the most about your experience with this project?

20. What will you take away from this work as most meaningful?

Question Themes for Faculty

1. How would you describe your experience with this project? What is it like to be a faculty participant?

2. What factors, elements, concepts or philosophies attracted you to participate in this project?

3. What were your first thoughts when you read about the project or were approached to participate? What was your first point of "stepping over" to commit to participate?

4. Did you have any expectations of the project? (If so), can you describe them? How were they fulfilled or not fulfilled?

5. Is there a story or an experience with any part of this project that typifies what it has meant to you?

6. What was it like to develop assignments within this project? How was this process different from others you have developed?

7. What experiences with students, in course preparation, or in any library-led sessions would you say reflect on your level of engagement or commitment? If you are not committed but are still participating, why?

8. Did you maintain the same level of interest throughout the project? If yes, what sustained you? If not, what disengaged you, reengaged you, or kept you involved?

9. Can you think of a specific experience with one or more of the librarians during this project that changed your thinking?

10. How would you characterize the leadership for this project?

11. What is it like to work with librarians?

12. What did you learn anything about librarians during this project that surprised you?

13. What do you believe librarians learned about faculty members during the project?

14. How would you characterize the role of the librarian in the instructional design process?

15. How would you characterize the library's role on this campus?

16. Were the results or your experience with this project what you expected?

17. What was most challenging?

18. What will you take away from this work as most meaningful?