Junior Faculty Career Development Grants  
(Subject to Budget Availability)

1. **Purpose:** The Junior Faculty Career Development Grants are designed to support the career development interests of tenure-track faculty in advancing their research, publications, presentations at conferences, and other career development activities.

2. **Eligibility:** Tenure-track faculty may apply. *Faculty who have received this award previously but who have not completed an end-of-project report are not eligible to apply.*

3. **Awards:** Tenure-track faculty members have the option to apply for one of the following choices: (1) .20 release time; (2) .20 release time plus up to $1000 for research, or travel to present at a conference; or (3) up to $4000 for research, or travel to present at a conference or for other career development purposes. The third choice does not provide any release time.

4. **Application Procedure:** Applicants should submit a proposal not to exceed the cover sheet and three pages which includes: (1) a description of the need or background for the proposed activities; (2) a description of the specific objectives and activities to be undertaken and a project timeline; (3) specification of the evaluation criteria to be used to assess project outcomes; (4) specification of the amount of funding requested with a brief budget justification; (5) a description of how the award will assist you in achieving your career development goals and (6) submit the original and ten (10) copies to the College or appropriate unit.

5. **Review Procedures:** The steps below will be followed to review proposals:

   - Applicants submit their original application to the applicant’s College or appropriate unit by 5:00 pm on Friday, **February 8, 2008.**
   - The proposals will be reviewed and ranked by a College level faculty committee (e.g., the College Research Committee or equivalent).
   - The College will forward the original and **10 copies** of each of the ranked proposals to the Dean’s Office by Friday, **February 22, 2008.**
   - The proposals will be reviewed by the Dean.
   - The Dean’s Office will forward the original and **10 copies** of each of the ranked proposals to the Office of Faculty Affairs, (AMD 150) by Friday, **February 29, 2008.**
   - The final evaluation and the award of grants will be decided by a University Committee convened by the Office of Faculty Affairs.
   - Decisions will be announced by Friday, **April 4, 2008.**
6. **Evaluation Criteria:** The following criteria will be used by the College Committee and the University Committee in the evaluation of the proposals:

- clarity and completeness of the proposal;
- contribution to knowledge and scholarship in the discipline;
- likely educational impact on students;
- feasibility of the proposed activity;
- appropriateness of the proposed budget; and
- match between the nature of the request and career development goals.

Preference will be given to proposals from tenure-track faculty who are early in their careers at SJSU with the purpose of promoting junior faculty professional development. Evaluation of proposals from those junior faculty members who have received this grant in prior years will include a review of productivity based on prior funding.

7. **Other Conditions and Requirements:** Grantees will prepare an end-of-project report summarizing outcomes of their project/activity. Junior faculty members who have received this grant in prior years must have a report on file from the year the grant was received to be eligible for additional funding.

*For more information contact Hannah Israel in the Office of Faculty Affairs at 4-2452 or email: hisrael@sjsu.edu*
Spring 2008 Proposal Cover Sheet
Junior Faculty Career Development Grant

Name: Shannon Staley
Campus phone: 408-808-2408

Department: San Jose State University Library
College: Applied Sciences & Arts

Email: Shannon.Staley@sjsu.edu
Extended Zip: 0028

Faculty Rank: Senior Assistant Librarian
Probationary year: 1

Have you received a Junior Faculty Career Development Grant in prior years?
Yes  _____  No  X  Year of Award __________

If yes to the above, have you submitted an end-of-project report?
Yes  _____  No  _____  If not, please attach report.

Has this current project been submitted for funding or partially funded from another source?
Yes  _____  No  X  If yes, where? ______________________________________________

Requesting:  (check one below)
[ ] .20 release time ONLY  OR  [ ] .20 release time + $1,000  OR  [ ] $4000  (<$4,000)

ABSTRACT (Not to exceed 100 words)

The need to assess students' understanding of information literacy competencies has become critical to determining the effectiveness of library instruction. This is particularly true at San Jose State University, where measurement tools are not uniformly applied. Currently, many online achievement tests measure student competence at a general rather than course-specific level. This project proposes the development of an application that enables librarians to create assessment tools matching specific learning objectives of individual courses. Preliminary findings will be shared at information literacy conferences, where experts convene to exchange ideas. Harvesting feedback, the application will be further developed through additional grant funding.

College Committee Rank (1 = Highest Ranking): _______ of _______
Comments:

Signature of College Committee Chair: ___________________________ Date:_________________

Dean’s Office (Reviews College Committee’s Ranking)
Comments:

Signature of Dean: ___________________________ Date:_________________

University Committee Decision: Grant Awarded: YES  [ ] NO  [ ]
Comments:

Signature of University Committee Chair: ___________________________ Date:_________________

cc: Personnel Action File (PAF) by May 16, 2008

1/2008
Description of Need and Background

As the Library and Information Science profession has developed a range of core competencies for information literacy based on the ACRL Information Literacy Competency Standards for Higher Education, the need to assess students’ progressive understanding of those competencies has become critical to determining the effectiveness of various library instruction approaches. This is particularly true at San Jose State University, where measurement tools are not uniformly applied. A review of the literature indicates that most, if not all, online achievement tests measure student information literacy competence at a general level rather than discipline-specific or course-specific levels. This project proposes the development of an online application that enables librarian instructors to develop a diverse range of standardized achievement tests by selecting locally written questions from a database that match specific learning objectives of disciplines or courses to be taught. The proposed application is to be designed to assist librarians not only by permitting customized assessment, but by measuring instructional efficacy at a more granular level, thus providing a more accurate reading of return on investment (ROI) for current directions in programming. Report findings will be presented at an information literacy conference such as the Information Federation of Library Associations Conference (Quebec, August 2008), the Library Assessment Conference (Seattle, August 2008), or the Evidence Based Librarianship Conference (Sweden, 2009), where experts convene to exchange ideas. Learning from the experiences and insights of other colleagues, the prototype application will be further developed through additional grant funding such as the Mellon Foundation.

Procedure and Timeline

Procedure

This project proposes the development of a database application that will generate customized assessment tools for use before and after library instruction to gauge student achievement. Development of the application will involve consultation with the library faculty to identify factors for comparative statistics (student major, class level, test scores, etc) that will further determine the database table structure, the interface design for survey instruments, and the interface design for report generation. This information will enable the Digital Technology Coordinator and the King Library web team to develop the application.

The Information Literacy Content Manager will consult with library faculty in creating standardized test questions according to specific learning objectives for courses to be assessed. The database will then be populated with test questions.

Subsequently, the assessment tool will be pilot tested with Psychology students during a library instruction session. Prior to the instruction session, the Information Literacy Content Manager will use the application to generate an online survey consisting of multiple-choice questions appropriate to the course. Students will be asked to take the test prior to instruction, which will gauge their incoming knowledge of information literacy concepts. Following the session, students will be asked to complete the same multiple-choice questions to assess the overall impact of library instruction. Average length of time to complete the survey, clarity of wording, and any other areas in need of refinement will be noted. Necessary changes will be made to the database application.

Following refinement of the application, the Information Literacy Content Manager will conduct the actual project. Students in Psychology, Art, and Women’s Studies 100W courses will be asked to take a customized survey before and after a scheduled library instruction session. Statistics will be collected and stored in the database. Reports will be generated revealing information about students’ majors, class levels, transfer status, and whether they have received previous library
instruction—factors all tied to their scores on the multiple-choice questions relating to learning objectives. The statistical reports will be analyzed using standardized validity measures.

The Digital Technology Coordinator and Information Literacy Content Manager will present results at an information literacy conference such as the Information Federation of Library Associations Conference (Quebec, August 2008), the Library Assessment Conference (Seattle, August 2008), or the Evidence Based Librarianship Conference (Sweden, 2009), where experts convene to exchange ideas. Learning from the experiences and insights of other colleagues, the prototype application will be further developed through additional grant funding such as the Mellon Foundation.

Timeline

This study will be conducted during the Spring 2008 semester. Please see below for details.

1. Discuss report output in consultation with library faculty to determine database structure – January 2008 [Shannon Staley, Digital Technology Coordinator]
   a. student performance for individual instruction sessions by question
   b. student performance for individual instruction sessions by objectives
   c. student performance for individual instruction sessions by year in school
   d. student performance for individual instruction sessions by major
   e. student performance for individual instruction sessions based on previous experience with formal library instruction
   f. student performance for individual instruction sessions based on transfer status

2. Develop application tool in consultation with the web team – February 2008 [Shannon Staley, Digital Technology Coordinator]

3. With input from library faculty, develop test questions based on learning outcomes – February 2008 [Lydia Collins, Information Literacy Content Manager]

4. Conduct pilot study – Winter 2009 [Lydia Collins, Information Literacy Content Manager]
   a. PSYC 139 library instruction course

5. Refine assessment tool based on pilot findings – January 2009 [Shannon Staley, Digital Technology Coordinator]

6. Implement actual study with the following library instruction sessions: – February / March 2009 [Lydia Collins, Information Literacy Content Manager]
   a. 3 PSYC 100W courses
   b. 1 WOMS 101 course
   c. 3 ART100W courses

7. Compile and review results of study – March - May 2009 [Lydia Collins and Shannon Staley]

8. Prepare and submit end-of-project report summarizing project outcomes to Faculty Affairs – June 2009 [Lydia Collins and Shannon Staley]

9. Present preliminary findings at information literacy conference – August 2009 [Lydia Collins and Shannon Staley]
10. In consultation with library faculty, continue application development through additional grant funding – September 2009 [Shannon Staley, Digital Technology Coordinator]

Criteria to Assess Project Outcomes for Application Development

1. Does the database architecture support scalability?
2. Does the application adequately support customization of different assessment tools?
3. Does the interface of the survey assessment tool support the student user experience?
4. Does the interface for report generation support the library instructor user experience?
5. Does the application meet appropriate accessibility standards?

Projected Budget

The prototype application will be developed in house by the library web team. After harvesting feedback from colleagues, external funds will be sought to further develop software functionality.

Test questions will be standardized in consultation with information literacy contacts at other universities and within the conference forum.

Attendance at an information literacy conference will require funding for registration, transportation, lodging, and per diem.

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
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<tr>
<td>Roundtrip airfare</td>
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<td>Lodging</td>
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<td>Per diem</td>
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</tbody>
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Total $4000

Achievement of Career Development Goals

The proposed project fulfills various criteria for retention, tenure and promotion including:

- Effectiveness in librarianship demonstrated by the application of an innovative approach to assessing information literacy instruction across disciplines
- Application for a local grant to support library activities
- Enhancement of library instructional program through evaluative means
- Scholarship opportunity in documenting project findings
- Presentation of findings at a scholarly conference
- Contribution to the profession through open source access to database application