Library Faculty and Instructional Assessment: Creating a Culture of Assessment Through the High Performance Programming Model of Organizational Transformation

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Welcome and Introductions

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Reflect and Write

1. Faculty culture is …

2. Faculty culture in libraries enables …

3. Faculty culture in libraries limits …
Our Motivations

A Culture of Assessment is Harder

Faculty Status is Maligned

Assessment is Hard

And Yet …
Culture of Assessment

High Performance Programming

Faculty Culture
Culture of Assessment

- Incorporated in Planning
- Leadership Commitment
- Staff Responsibility
- Routine Use of Data
- Reward Structure
- Training
### High Performance Programming

#### Time-Frame Focus
- **Reactive**: Past events
- **Responsive**: Short-term
- **Proactive**: Long-term
- **High Performing**: Flow
  - Team and culture

#### Employee Focus
- **Reactive**: Self-preservation
- **Responsive**: Specific goals
- **Proactive**: Organization
- **High Performing**: Programming the future
  - Empower

#### Change Focus
- **Reactive**: Responding to threats
- **Responsive**: Adapting to near-term realities
- **Proactive**: Planning for the future
- **High Performing**: Teams within flat organizations
  - Internal

#### Management Focus
- **Reactive**: Blame
- **Responsive**: Coach
- **Proactive**: Motivate
- **High Performing**: Transparent and bidirectional flow
  - Internal

#### Structure
- **Reactive**: Command and control
- **Responsive**: Hierarchy
- **Proactive**: Flat
- **High Performing**: Shared commitment and leadership

#### Locus of Control
- **Reactive**: External
- **Responsive**: External
- **Proactive**: Internal
- **High Performing**: Shared commitment and leadership

#### Communication
- **Reactive**: Fragmented and unclear
- **Responsive**: Feedback to employees
- **Proactive**: Feed forward to management
- **High Performing**: Create a sense of shared purpose

#### Leadership Goals
- **Reactive**: Enforce rules
- **Responsive**: Ensure success of action plans
- **Proactive**: Create a sense of shared purpose

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*Figure 1. High Performance Programming framework from Nelson and Burns (1984)*
Learning Community Case Study: Portland State University Library

The situation

• A strong, successful liaison model
• No coordination of instruction historically
• A new strategic plan
• An administration of interims
• Lack of a strong, clear, shared vision

What we did (and are doing)

• Built a learning community
  • Monthly instruction meetings
  • Focused on pedagogy, practical assessment work and mutual support
• Annual instruction retreat
  • Developed unit goals
Learning Community Case Study: University Library, University of Illinois at Urbana-Champaign

Primary of Subject-Specialty Librarianship
- Holistic Librarianship (historic)
- Liaison and Embedded (contemporary)

Faculty-ness
- Rank (1940s)
- Full Status (1970s)

Faculty Culture
- Shared Governance
- Individual Entrepreneurship
- Autonomy and Flexibility
- Direct-to-Dean Reporting

Instruction Governance
- User Education Committee (1980s)
- Coordinator for Information Literacy Services and Instruction (2002)

Instructional Culture
- Unique and Responsive
- Not Homogeneous
- Desire Support Not Mandates

Instruction Assessment
- Professional Development
- Research Focus
- Community of Practice
Leading Change Via Commitment Rather than Administrative Control in order to Capitalize on the Values and Characteristics of Faculty Culture
QUESTIONS?
COMMENTS?
CHALLENGES?