

Project Report

From one-shots to assignment design: Developing library-led faculty development initiatives

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Abstract

As academic libraries approach the limits of what can be achieved through single class sessions and individual student consultations, innovative strategies are needed to deepen and sustain library integration in course curriculum. This project report explores one academic library's use of librarian-led faculty development programming to extend instructional impact and increase engagement with library resources. Drawing on participant feedback, the authors highlight how collaborative assignment design offers a strategic and scalable approach to achieving teaching and learning priorities. The findings underscore the value of library-led faculty development, the role of financial incentives in motivating faculty participation, and a strong interest among instructors for increasing engagement with librarians.

Keywords: academic libraries, faculty development, information literacy

1. Introduction

Academic libraries have long relied on the “one-shot” model of instruction—single-session, course-integrated classes taught by librarians—to deliver information literacy (IL) content to students. While widely used, this model has significant limitations, particularly in institutions facing staffing constraints, growing student populations, and increasing demands for curricular integration. In recent years, librarians and researchers have questioned the sustainability and pedagogical effectiveness of the one-shot, citing issues such as librarian burnout, lack of

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instructional continuity, and minimal impact on student learning outcomes (Pagowsky, 2021). These challenges are exacerbated by broader structural issues in higher education, including understaffing, increased teaching loads, and equity gaps in faculty workloads, all of which reduce faculty availability for collaboration (Coffey, 2024; Lederman, 2022; McMurtrie, 2020). As libraries confront these pressures, new approaches are needed to ensure that IL instruction remains meaningful, scalable, and embedded in the curriculum.

This project report responds to those concerns by exploring a series of librarian-led faculty development initiatives aimed at improving assignment design and strengthening librarian-faculty partnerships. Situated at a teaching-intensive public university, these programs leverage the Transparency in Learning and Teaching (TILT) framework to support instructors in designing clear, effective assignments that integrate IL skills. By shifting instructional focus from direct-to-student teaching to faculty-facing professional development, the library sought to extend its reach, reduce dependence on one-shots, and reallocate limited librarian labour toward more sustainable and collaborative teaching practices. Drawing on feedback from faculty participants, this report highlights the benefits of this model, offering practical insights for academic libraries seeking alternatives to traditional instruction in resource-constrained environments.

2. Literature Review

2.1 Library-Led Faculty Development

Considering the prevalent emphasis on IL in library teaching and learning efforts, it is unsurprising that a significant portion of the literature on faculty development in academic libraries addresses initiatives related to IL instruction. Such efforts are typically contrasted with the “one-shot” model, a common strategy in which librarians lead a single IL instruction session by invitation from course instructors. Frustrations with the one-shot are well-documented, including concerns about sustainability and burnout in libraries with limited staffing (Pagowsky, 2021). A recent study by Johnson (2025) found a decrease in instruction librarian job control, a factor linked to burnout, when performing instructional responsibilities as compared to non-instructional duties. Johnson (2025) suggested that the lack of agency inherent in one-shot instruction could help explain this result, concluding that “librarians and library administrators should continue to consider the possible negative impacts on worker and organizational health as a result of our investment in the one-shot model as the primary means of instructional engagement for librarians” (p. 71). The efficacy of one-shots for student learning has also been questioned (Cook, 2022). In 2022, *C&RL* devoted an entire special issue to a critical examination of the topic. Featured articles such as “It Doesn’t Matter How Many ‘Doses’: One-Shots Aren’t Cures” and “Undoing Our Instructional Past: Envisioning New Models for Information Literacy” express dissatisfaction with the limitations of one-shots and the desire for alternative interventions that include faculty involvement (Pho et al., 2022; Santamaria & Schomberg, 2022).

Hammons (2024) has been a leading voice in advocating for library-led faculty development as a path forward for enhancing IL learning integration in the curriculum. The Teach the Teachers approach redirects librarian efforts to teaching faculty to teach these skills to students, thereby reducing reliance on one-shot instruction. Hammons (2024) points out that “more evidence demonstrating the effectiveness of librarian-led faculty development is needed to help convince librarians of the viability of this approach” (p. 391).

Leadership of faculty development initiatives also offers possibilities for influencing faculty perceptions of librarians. Bowles-Terry and Donovan (2016) argued that reliance on one-shot instruction "is limiting librarians from achieving their instructional potential as pedagogical experts and instructional consultants who influence learning across institutions and communities" (p. 139). Whereas one-shots contribute to a service provider perception of librarians, collaborating with faculty on assignment and curriculum design may allow librarians to be seen as a partner in teaching and learning (Bowles-Terry & Donovan, 2016). Discussing librarian-led faculty institutes at the University of Nevada-Las Vegas, Bowles-Terry et al. (2017) expressed that this work is part of a strategy where librarians "develop their identities as partners in the assignment creation process and work to position themselves as expert consultants for teaching faculty in matters of information literacy rather than as service providers" (p. 299).

Although library-led faculty development initiatives commonly have an IL component, Folk and others (2024) have suggested that framing development opportunities as solutions to faculty teaching challenges may have greater appeal and broader application than IL-specific initiatives. Folk et al. (2024) instead suggest that "identifying practical strategies that instructors can use to improve their teaching, and integrating information literacy into those strategies, may be more effective" (p. 314). This approach aligns with the assertion by Bowles-Terry et al. (2017) that "the ultimate success of any faculty development program is its relevance to instructors—the experience must help them address a perceived need" (p. 301). Librarians should not limit themselves to IL-focused faculty development only, as "almost any specific campus priority could be a point of entry [...] for a library to sponsor or co-sponsor a faculty development initiative that would meet campus needs and provide an opportunity for faculty and librarians to work closely together" (Bowles-Terry et al., 2017, p. 302)

2.2 Faculty Workload & Professional Development

Faculty developers should be mindful of factors that impact instructor engagement with professional development offerings. Although issues related to faculty burnout are not new, they have gained significant attention in the aftermath of the COVID-19 pandemic. Publications that report on faculty working conditions, including the *Chronicle of Higher Education* and *Inside Higher Ed*, regularly discuss concerns that may lead faculty to leave their institutions. Faculty are increasingly reporting high levels of burnout, with heavy teaching loads and growing administrative responsibilities making it difficult to find time for scholarship and professional development (Coffey, 2024; Lederman, 2022; McMurtrie, 2020).

Moreover, faculty workloads represent an equity issue. An American Council on Education (ACE) report on "Equity-Minded Faculty Workloads" summarises research demonstrating that "the context that surrounds faculty workload reinforces and perpetuates workload inequities, and these inequities have the potential to undermine productivity, satisfaction, and retention" (O'Meara et al., 2022, p. 2).

In this context, it is crucial to ensure that development opportunities are tailored to faculty needs, their value is clearly articulated, and participation is incentivised. Incentives should include appropriate compensation for faculty who undertake development activities beyond their contractual duties. In their study on "Scaffolding Faculty Development in the Scholarship of Teaching and Learning," Naumann et al. (2024) found that within the context of a teaching-

intensive institution, “programming that strengthens specific skills, acknowledges demands on faculty’s time, and provides fair compensation to faculty participants and their mentors will be most effective” (p. 67). Monetary incentives are commonly used by library faculty developers to support faculty participation (Hammons, 2020). This practice, which requires institutional investment, can help alleviate barriers to faculty engagement and well-being. Institutions that compensate faculty for their time, effort, or expertise demonstrate an appreciation for faculty contributions and a commitment to their success (Naumann et al., 2024). Reporting on the results of a 2020 study on faculty mental health from Course Hero, Flaherty (2020) notes that the top item that faculty members felt would improve their job satisfaction—selected by more than half of survey respondents—was increased compensation. Advocating for compensation for faculty development work may help faculty prioritise these beneficial learning opportunities.

2.3 Assignment Design

Assignment design is a critical component of teaching and learning initiatives, serving as a bridge between instructional goals and student learning outcomes. Well-crafted assignments do more than assess student knowledge; they actively contribute to the development of essential skills, foster deeper engagement with course material, and support the overall educational objectives of faculty and institutions (Aliah et al., 2024; Ismailov & Ono, 2021).

The design of an assignment can play a crucial role in supporting student outcomes by facilitating the development of critical thinking, problem-solving, and research skills (Zapalska et al., 2018). Well-structured assignments can serve as a roadmap for students, guiding them through the learning process and helping them achieve course objectives. Research has shown that assignments tailored to specific learning outcomes significantly improve student performance and engagement (Bhavsar, 2020; Wengier & Dubuisson, 2023; Winkelmes et al., 2016). Additionally, assignments that incorporate clear expectations and provide opportunities for feedback have been linked to higher levels of student satisfaction and academic success (Roy et al., 2024; Winkelmes et al., 2016). By designing assignments with intentionality, faculty can create a more supportive and inclusive learning environment that fosters meaningful student outcomes.

Collaboration between faculty and librarians can lead to the design of a well-structured research assignment that enhances students’ IL and critical thinking skills. When librarians work closely with faculty to develop research assignments, they bring expertise in scholarly resources, critical information evaluation, and research strategies that can significantly enhance the educational impact of assignments (Murphy, 2019). This partnership not only helps create assignments that are more aligned with learning objectives but also ensures that students are equipped with the skills necessary to navigate and critically assess information (Murphy, 2019). Positioning librarians as facilitators in this work fills a critical gap in faculty support for designing research assignments and helps create opportunities for interdisciplinary collaboration in teaching (Wishkoski et al., 2019). This collaborative approach not only strengthens the teaching and learning dynamic between librarians and teaching faculty but also empowers faculty to adopt innovative educational practices and integrate critical IL skills into their assignments (Clark & Block, 2022). While one-shot instruction sessions and one-on-one research consultations are essential to supporting student learning, collaborative assignment design offers an opportunity to build on these efforts. Lechtenberg (2024) noted that “direct-to-student teaching interventions limit the reach of information literacy and does not improve equitable outcomes in the most effective way” (p. 254). Collaborating directly with teaching faculty on crafting research

assignments led to learning barriers being lowered and the expansion of IL integration within courses, thereby reaching a higher percentage of students and fostering long-term student understanding and implementation of IL (Lechtenberg, 2024). By bridging the gap between instructional goals and student needs, librarian-faculty collaboration in assignment design can contribute to a more effective educational experience.

3. Institutional Context

3.1 About Nevada State University

Nevada State University is a public institution of higher education within the Nevada System of Higher Education (NSHE). Designated as a Baccalaureate College: Diverse Fields by the Carnegie Classification of Institutions of Higher Education, the university was founded in 2002 and offers over 40 baccalaureate majors and three graduate degrees. Nevada State is designated as a Hispanic Serving Institution (HSI), an Asian American Native American Pacific Islander Serving Institution (AANAPISI), and a Minority Serving Institution (MSI). The university enrolls a highly diverse student body of 7,200 students, including many first-generation, Pell-eligible, and nontraditional students.

3.2 About the Library's Faculty Development Initiatives at Nevada State University

The Nevada State University Library's Faculty Development Initiatives actively shape and evaluate student learning outcomes across the curriculum. While the team engages in traditional instructional activities, such as in-person classroom teaching and individual student consultations, the initiatives' strategy represents a significant departure from traditional models. This strategy involves providing substantial support to instructors by aiming to seamlessly embed library resources and expertise into curriculum planning and assignment design. By working in close partnership with instructors, the Library's Faculty Development Initiatives share the workload of curricular innovation, while positioning librarians as critical partners in curriculum development. The initiatives addressed in this article include: the Information Literacy Development Initiative, the Dual Credit Support Initiative, and the Artificial Intelligence (AI) Literacy Initiative. The Library's No-Cost Textbook Initiative has been outlined previously in King et al. (2024). Faculty development at Nevada State follows a decentralised model, with programming provided collaboratively by the Office of the Provost, academic schools, the University Library, and the Center for Teaching and Learning Excellence (King et al., 2024).

3.3 Rationale for the Library's Faculty Development Initiatives at Nevada State University

The Library's focus on faculty development as a means to enhance learning outcomes has evolved in direct response to outcomes assessment data. For instance, the Library's biennial outcomes assessment, guided by the Nichols method (Nichols & Nichols, 2005), revealed a notable 24% average increase in student proficiency across key learning outcomes—communication of evidence, attribution of sources, and evaluation of sources—in courses where instructors have engaged in library-led faculty development.

The Library's initiatives extensively leverage the Transparency in Learning and Teaching (TILT) framework. The framework has gained significant attention in higher education as an approach to enhancing student success by making the learning process clearer. This framework focuses

on communicating the purpose, task, and criteria of assignments and activities to students, while providing demonstrable evidence for substantially enhancing the academic success of first-generation, low-income, and underrepresented college students (Winkelmes, 2019; Winkelmes et al., 2016). According to Winkelmes et al. (2016), by making the components of academic tasks more transparent, faculty can clarify their expectations of students as they engage with coursework. This aligns with constructivist theories of learning, which argue that students construct knowledge more effectively when they understand the purpose and relevance of their activities (Zajda, 2021). At Nevada State, faculty development activities that occur outside of the normal contractual period or exceed the scope of standard contractual duties are considered eligible for extra-contractual compensation. This approach acknowledges the additional time and effort faculty members invest in these extended professional development endeavours. This practice not only fosters faculty engagement but also helps to create an environment in which faculty well-being and professional growth are prioritised.

Librarians from a diverse range of institutions, from community colleges such as Mt. San Jacinta College and Glendale Community College to research-intensive universities like Indiana State University, University of South Florida, and Temple University, have reached out for guidance in adopting elements of the Faculty Development Initiatives. These institutions have shown keen interest in leveraging the insights shared by our librarians via conference presentations and journal articles. This widespread interest underscores the broad applicability and potential impact of the knowledge and practices emerging from these collaborative efforts, demonstrating a commitment to advancing librarian-led faculty development on a broader scale. The initiatives addressed in this article are described below.

3.4 Information Literacy Development Initiative

The Library's Information Literacy Development Initiative focused on supporting Nevada State faculty in fostering students' IL skills. In supporting faculty through workshops and consultations to integrate IL into curriculum design, assignment creation, and teaching methodologies, the initiative aims to empower students with the necessary skills to navigate, evaluate, and ethically utilise information, while also fostering librarian-faculty partnerships. In 2023, librarians worked with faculty to design or adapt an assignment to include IL opportunities. The initiative encompassed a thorough review of IL learning outcomes and how library resources and support services could assist with those outcomes. An introduction and practical application of the TILT framework was provided to support assignment design. Additionally, the initiative provided dedicated time for collaborative group work and feedback from peers and librarians. Participants of the initiative implemented the newly created or revised assignment in the following academic year.

3.5 Dual Credit Support Initiative

The Dual Credit Support Initiative, launched in 2024, was designed to connect dual credit students with academic support services while enabling librarians to create customised IL faculty development for dual credit instructors. Nevada State's Dual Credit Initiative allows Nevada high school students to enrol in college-level courses that fulfil both high school graduation requirements and college credit. Instructors approved by Nevada State teach these courses at the student's high school. The workshop outline included an overview of University Library services and guidance on navigating digital library resources, which are accessible to all dual credit instructors and students. It also covered IL concepts within the context of college research expectations and ways to incorporate those learning opportunities into their

assignments. The TILT framework was introduced for assignment design, providing faculty participants with a structure to tailor their assignments to specific outcomes. Additionally, the workshop granted dedicated work time for participants to make progress on their assignment prompt, opportunities for feedback from peers teaching the same subject and/or course, and one-on-one consultations with librarians. The newly created or updated assignments were implemented in the participants' dual credit courses in the 2024-2025 academic year.

3.6 AI Literacy Initiative

The AI Literacy Initiative, launched in 2025, focused on supporting faculty with creating or adapting assignments that would engage their students with AI tools. This initiative aimed to integrate AI literacy and IL into curriculum design, assignment creation, and teaching methodologies, thus empowering students with the necessary skills to use, evaluate, and ethically utilise information generated by AI tools.

The initiative included a required in-person workshop facilitated by the University Library. The workshop explored the role of generative AI in higher education, provided an introduction to generative AI tools, and offered pedagogical strategies for incorporating AI tools into research-based assignments and providing clear instructions on how to use AI tools responsibly. Following the structure of our other faculty development initiatives, this initiative provided an introduction to the TILT framework and dedicated time for collaborative group work and feedback. Participants were able to discuss their assignment's design and content with their peers and liaison librarian. Participants committed to implementing the developed assignment in their future course(s).

4. Assessment

This case study addresses faculty development initiatives at Nevada State University between the period 2023 to 2025. Nevada State administers cohort-specific exit surveys to participants in faculty development initiatives. Each instrument employs a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) to measure participants' self-reported outcomes. The tables below present the quantitative survey items along with their corresponding mean scores. We also include representative quotations from the open-ended response sections for each survey.

27 total faculty participated in development activities between the Information Literacy Initiative (ten participants), Dual Credit Support Initiative (nine participants), and the AI Literacy Initiative (eight participants) during this period. 25 out of 27 cohort participants completed the questionnaire/s for their respective initiatives for a response rate of 93%. The tables below include survey evaluation data from the Information Literacy Initiative (Table 1), Dual Credit Support Initiative (Table 2), and the AI Literacy Initiative (Table 3).

4.1 Information Literacy Program

Table 1: Survey evaluation data from the information literacy initiative

Program Evaluation Survey (N=8)	
Please indicate your level of agreement with the following statements from Strongly Disagree (1) to Strongly Agree (5)	Average Score
I learned something new that will be helpful in developing my course(s).	4.9
I feel more confident about incorporating library resources into my course(s).	4.9
I will apply the techniques and/or information I learned to future courses.	4.9
I am more aware of the library's resources and services.	4.8

Open-Ended Questions

1. What did you like most about this program/service?
2. What else could the library do to help you with your teaching?
3. Any additional comments?

Responses

- "The information presented by [librarian] was helpful and targeted. I was able to meet with [librarian] to help me get my assignment to the next level. She generously gave me her time and insights. The NSU librarians are very helpful, and I appreciated the opportunity to hear their perspective about what students would benefit from."
- "I would love it if I could bring an assignment I'm creating to a librarian, and then work collaboratively with that librarian to create a "research organizer" that students could work through / submit as a scaffolded component of the research process."
- "I like how it was hands on and practical. I accomplished my goals for this workshop: a detailed Research Guidelines/How To page that I will add to the "START HERE" module in ALL of my classes!!"

4.2 Dual Credit Program

Table 2: Survey evaluation data from the Dual Credit Program

Program Evaluation Survey (N=9)	
Please indicate your level of agreement with the following statements from Strongly Disagree (1) to Strongly Agree (5)	Average Score
I am more aware of academic library services and resources at [Institution name].	4.9
I have a better understanding of the role of the University Library in supporting student success.	4.9
I feel more confident about incorporating University Library resources into my course(s).	4.6
The resources provided by the program helped me with designing activities or assignments to enhance students' information literacy skills.	5
I feel more connected to [Institution name] as a result of this program.	4.9
I view the University Library as a partner for integrating information literacy strategies and/or library resources into my curriculum.	4.8

Open-Ended Questions

1. What specifically did you find most valuable, helpful, or informative?
2. What else could the library do to support your teaching?
3. Any additional comments?

Responses

- “I absolutely loved the TILT framework and knowing it is a research-based framework. As a new instructor, I try to incorporate these best practices into my assignments to be very transparent about expectations and grading criteria. Having this framework today as I rebuilt my assignment allowed me to double check and add things I previously thought of as one: purpose, skills, content.... I also loved learning about how to better navigate the library database. I made a chart with details for how to filter things or access the guides. It was so helpful and I'm really grateful for these resources. Thank you for this workshop! I really enjoyed it and feel much more prepared for next year.”
- “I have been working on an assignment using the library, but my student pathways were muddled. I was able to clarify pathways and enhance my student assignment with a variety of scaffolded questions that I had not previously considered. Plus, I had no idea that the library has subject guides!”
- “I like the Design section of this presentation. Being a math teacher, sometimes it's difficult to decide how to incorporate the Library's resources with my subject matter. The presenters really gave me a format that I can use to set up many activities/projects with my students while using the University's Library.”

4.3 Artificial Intelligence Literacy Program

Table 3: Survey evaluation data from the Artificial Intelligence Literacy Program

Program Evaluation Survey (N=7)	
Please indicate your level of agreement with the following statements from Strongly Disagree (1) to Strongly Agree (5)	Average Score
I am more aware of library services and resources at [Institution name].	5.0
I have a better understanding of AI literacy and information literacy in the context of student research and learning.	4.9
I feel more confident about incorporating library resources alongside AI tools into my course(s).	4.7
The resources provided by the program helped me with designing activities or assignments to enhance students' AI literacy and information literacy skills.	4.8
I view the library as a partner for integrating AI literacy and information literacy strategies into my curriculum.	5

Open-Ended Questions

1. What specifically did you find most valuable, helpful, or informative?
2. What suggestions do you have to improve this program?
3. What additional topics or support would you like to see offered in future library-led faculty development programs?
4. Is there anything else you want to share about your program experience?

Responses

- “This session was absolutely amazing. I enjoyed the community. It was very encouraging to see that others are encountering the same challenges as me. It is very uplifting to meet people around campus who are interested in integrating AI into the classroom. It makes me feel that if I really need help (or just some cheerleaders to cheer me on) that I know that I can depend on the Library and faculty across campus.”
- “Group collaboration about organizing thoughts about the current issues and concerns with student use of GenAI and so being thoughtful about how to best integrate an activity that highlights the importance (and overlap) of Information/AI literacy in a fun and engaging way.”
- “To quote the Zoomers, [the librarian] ‘understood the assignment.’ I found her to be very knowledgeable, passionate and sweet. It was very generous of her to provide snacks for us. The session was SUPERRR organized and thorough. She already had a link prepared that contained valuable resources for us to peruse later. She was very thorough in going over the Library’s resources and introduced me to sources that I was unfamiliar with. At times, I found myself Chat GPT-ing things or asking questions because I was just so fascinated in what I could do in my finance classes. Although she prepared a script, she allowed us to let the conversation drift at times to help support our creativity. She puts on amazing programs and I enjoy learning from her. I will say that I now have a boldness for using AI in the classroom. I am also very thankful for her introducing me to the TILT method as I think that it will cut down on a lot of confusion in

my classes. My 2026 teaching goal will be to add one AI assignment in each of my Spring 2026 classes!”

5. Discussion

Our discussion focuses on three themes that emerged from our experiences and the evaluation data: the value of collaborative faculty development, the role of financial incentives in motivating faculty participation, and a strong interest among instructors for increasing engagement with librarians.

5.1 Value to Collaboration

The collaboration that occurs in faculty development programming is a key source of its value. Librarians and faculty share a common goal: to support student success by creating learning environments where all students can thrive. While librarians have been collaborating with educators for the traditional one shot IL sessions, there has been a push to reimagine this partnership to further enhance teaching and learning (Hammons, 2024b). Librarians bring expertise in navigating academic resources and incorporating tools that can foster students’ critical thinking skills. Our research showed faculty appreciation for that expertise while praising the opportunity to work with librarians on assignment design. Faculty not only gained a better understanding of library resources and how to incorporate them into their assignments, but also found the assignment design tools and principles to be helpful. They especially valued the TILT framework for providing a structured approach to assignment design. As an institution that serves historically underserved populations, this approach benefits our students by reducing uncertainty and building confidence, especially for those unfamiliar with academic norms.

Furthermore, professional development programs can foster a culture of continuous improvement and shared learning among educators. Our survey data underscore the importance of such programs providing a supportive environment where participants can exchange feedback, teaching strategies, and practical solutions to common challenges in assignment design. Existing literature supports the notion that peers are the “strongest source of emotional support for commiserating and serving as role champions.[...] [i]nformation, hands-on experiences, and organizational support were perceived as essential to success.” (Simpson et al., 2019). Program evaluation data suggest peer interaction and collaboration was a valued component of the program and aided in creating or enhancing assignments with student learning outcomes.

5.2 Motivating Faculty and Maximising Impact with Incentives

Incentives are a powerful motivator for faculty engaging in professional development activities at our institution. Our experience suggests that offering monetary compensation for additional workload may help overcome difficulties in recruiting participants, which are commonly documented in the literature on library-led faculty development (Pagowsky, 2021). Incentives can counter issues related to burnout, time constraints, and workload equity by providing fair compensation for extra-contractual activities. When paired with targeted support to solve instructional problems and opportunities for connection with colleagues, incentivised participation can aid faculty with prioritising professional development and feeling more connected to campus. This may be especially beneficial for dual credit instructors who report having even less time for collaborative work and professional development than their university

colleagues, and few opportunities to connect with those colleagues (McWain, 2018; Wilkinson, 2019; Russo, 2020).

The existing literature on one-shot IL instruction identifies significant challenges related to the sustainability and scalability of these efforts. Such issues are compounded by the inclusion of dual enrolment students, a growing population at many institutions (Fink & Jenkins, 2023). Our case study findings, accomplished with a small team, indicate that library-led faculty development is an effective way to address these problems. By de-prioritising traditional forms of library instruction, we have been able to reallocate librarian efforts to faculty development initiatives that are more sustainable and have a wider impact on our stakeholders. Providing incentives enables us to focus on a core group of dedicated faculty who are interested in curricular innovation. Collaborating with these motivated instructors to integrate IL skills and library resources into assignments amplifies the impact of librarian efforts and allows us to reach a larger number of students compared to traditional instructional methods.

5.3 Increasing Engagement with Library Services

Exposure to library services and support through participation in faculty development programs prompted many faculty to express a desire for additional workshop offerings and ongoing collaboration with librarians. Participants consistently remarked on the skilful facilitation by program leaders and the advantages of librarian expertise on assignment feedback. Specific comments about inviting librarians into classes and referring students to them for research consultations, along with general praise for the library's support, illustrate how positive faculty development experiences can increase engagement with library services and promote recognition of the quality of library support for teaching and learning.

The positive feedback on integrating general and subject-specific library resources in assignments provides additional evidence for viewing faculty development programs as an effective outreach tool. It is often difficult to capture faculty attention through email and other asynchronous communication channels. Feedback from participants suggests that the synchronous format of faculty development programs contributes to greater awareness of the library's offerings. Face-to-face interactions, where faculty can ask questions about available resources and learn directly from librarians about their benefits, serve as a powerful motivator for faculty to take action, whether by utilising a service or embedding a resource into their assignments.

6. Conclusion

This project report highlights the substantial value of librarian-led faculty development programs in fostering librarian-faculty partnerships that support student success. Participants expressed appreciation for librarian expertise in assignment design, which enabled deeper integration of library resources and frameworks to enhance student learning. Incentives for participation proved to be an effective strategy, helping to mitigate barriers such as workload and time constraints, especially among dual credit instructors, while strengthening faculty engagement. Additionally, the program's synchronous format fostered meaningful interactions, leading to greater awareness and utilisation of library resources. Overall, this faculty development approach to library teaching and learning efforts amplifies the library's impact, providing a sustainable and scalable approach to expanding IL and promoting the library's role in teaching and learning.

Declarations

Ethics Approval

Ethical review was not considered necessary in alignment with Nevada State University's guidance on the conduct of ethical research.

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Not applicable.

AI-generated content

Not applicable.

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