



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-260365-OLS-26
Project Category: Community-Centered Implementation

MidAmerica Nazarene University, Mabee Library

Amount awarded by IMLS:	\$98,840
Amount of cost share:	\$0

MidAmerica Nazarene University's (MNU) Mabee Library will formalize and disseminate an existing model that reframes undergraduate library employment as an intentional environment for vocational exploration and formation in academic librarianship. Developed through several years of practice at MNU, the model helps undergraduate library workers interpret their employment as apprenticeship within the professional culture of the academic library rather than simply campus work. Students participate in authentic library practice, collaborate with academic librarians, and engage in structured reflection, mentoring relationships, and peer learning. This community-centered implementation project will produce an open educational resource (OER) toolkit that enables academic libraries to adapt and implement the model in their own student employment programs and strengthen recruitment pathways into academic librarianship.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Introduction

The Mabee Library of MidAmerica Nazarene University (MNU) requests \$98,840.00 to formalize and disseminate its CALLING (Considering Academic Librarianship: Library Investment in the Next Generation) program as an Open Educational Resource (OER) that supports the vocational formation of undergraduate library workers as future academic librarians. CALLING helps undergraduate library workers to interpret their work as professional identity formation, not just campus employment. CALLING stands upon Lave and Wenger's (1991) situated learning theory and Wenger's (1998) communities of practice (CoP) model. At MNU's Mabee Library, undergraduates participate in authentic academic librarianship activities including cataloging, interlibrary loan, research instruction, programming, digital marketing, videography, poster printing services, digitization, spreadsheet design, and archives work. Through these experiences, undergraduates connect their coursework and skills with the professional culture of the academic library, expanding their vocational imagination and awareness of graduate study and careers in librarianship. This project will formalize CALLING into a replicable program model and publish a comprehensive OER toolkit—including curriculum materials, reflective practice guides, assessment tools, and implementation strategies—so that academic libraries of varying sizes can cultivate student workers as emerging professionals and strengthen the workforce pipeline into academic librarianship.

Project Justification

Academic libraries face uncertainty about the next generation of librarians as colleges and universities confront shrinking enrollment and the “demographic cliff” (Marcus, 2025, January 8). In the aftermath of COVID-19, Fyn et al. (2023) reported that almost half of academic librarians surveyed (n = 261) cited work culture factors as reasons they might leave their jobs: supervisors' lack of empathy, communication, and empowerment employees (Fyn et al., 2023).

At the same time, academic libraries across the United States employ thousands of undergraduates each year, many of whom serve as little more than information desk clerks. These conditions create both a challenge and an opportunity: academic libraries must develop earlier, more intentional pathways that help undergraduates to recognize librarianship as a viable vocation before they complete their undergraduate education.

While most academic libraries employ undergraduate student workers, undergraduate library work is typically framed as temporary campus employment rather than as professional formation. Without opportunities for structured reflection, mentoring, and career exploration, many student workers complete their employment without recognizing how their experiences connect to the broader field of academic librarianship. As a result, a potentially significant recruitment pathway into the profession remains underdeveloped.

Transforming undergraduate library work into an intentional site of professional exploration could significantly strengthen the workforce pipeline for academic librarianship. Undergraduates already operate within the authentic environment of the academic library, participate in real

workflows, and interact regularly with professional librarians. With intentional program design, these experiences can become a powerful incubator for vocational discovery. The CALLING program responds to this opportunity by reframing undergraduate library work as a structured environment for reflective practice, mentoring, and community building among student library workers.

Over the past six years, the MNU Mabee Library's CALLING program has demonstrated promising results as a pilot model for vocational formation among undergraduates. In FY21, the MNU Mabee Library trained one student on copy cataloging following the loss of a staff librarian cataloger. Since that time, the proportion of CALLING undergraduates on the undergraduate library team has grown from under 10% (1 out of 14) to almost 90% (15 out of 17). CALLING has reshaped the culture of undergraduate library employment by aligning positions with undergraduates' disciplinary skillsets and interests, expanding opportunities for collaboration with faculty, and fostering a relational workplace environment characterized by mentorship, empowerment, and the explicit valuing of student contributions. While undergraduates continue to perform essential clerical work, their roles increasingly involve leadership, creativity, and professional engagement across areas of operation such as cataloging, interlibrary loan, research instruction, programming, digital marketing, videography, poster printing services, digitization, spreadsheet design, and archives work. Undergraduates report stronger connections with librarians and with one another, as well as excitement about applying their education in the academic library setting. They wonder aloud about future employment in libraries. In FY21, two academic librarians conducted 63 30-minute research consultations. By FY25, that number grew to nearly 600 with the help of three undergraduates. Today, undergraduates generate almost 2.0 FTE in paraprofessional library work at one-third the cost of a staff salary and one-fifth the cost of a faculty salary. These outcomes suggest that CALLING can serve as a scalable workforce development model through which academic libraries cultivate undergraduate talent and expand pathways into the profession.

CALLING is grounded in Lave and Wenger's (1991) situated learning theory. Lave and Wenger argue that professional knowledge develops not only through formal instruction but also through participation in shared practices within a community. When newcomers join a learning community as apprentices, they begin at its periphery and gradually move toward fuller participation as they gain competence through experience and collaboration. Situated learning emphasizes that professional identity develops through relationships, shared work, and participation in professional culture rather than through cognition alone.

CALLING also draws on Wenger's (1998) concept of communities of practice (CoP). Wenger-Trayner and Wenger-Trayner (2015) define a CoP as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (para. 3). In such communities, learning occurs through shared experience, collaboration, and reflection rather than through isolated instructional events. For academic libraries, this perspective highlights how the workplace itself—its relationships, expectations, and opportunities for participation—shapes professional learning.

Recent scholarship demonstrates growing interest in relational learning cultures within librarianship, but rarely addresses undergraduates as participants in CoPs:

- Cook et al. (2025) and Archer et al. (2021) examine CoPs for professional staff and managers, not undergraduates.
- Newman (2025), Henrich and Ippoliti (2024), and Rimmer (2024) focus on cultural workplace issues such as well-being and kindness without closely examining the undergraduate setting.
- Mila and Haneski (2025) address student workers in school libraries, not undergraduates in academic libraries.
- Other studies recommend CoPs for LIS graduate students and professional librarians but overlook undergraduates (Brooks et al., 2025; Nguyen 2025; Rod-Welch & Weeg, 2022; Hemming & Phinney, 2021; Delaney et al. 2020).
- Clarke (2023) studies an undergraduate CoP to improve professional practice but not to cultivate vocational reflection.
- Vine (2020) argues that student worker training should draw from insights in cognitive and learning science but does not address CoPs (para 3).

Collectively, this literature demonstrates robust interest in professional learning cultures within librarianship but reveals a notable gap: undergraduate academic library employment remains an underexamined site for professional identity formation.

The research priorities of our grant consultant, Dr. Michelle Reale, reflect sustained engagement with CoPs (Reale, 2022), reflective practice (Reale, 2017), and the management of undergraduate library workers (Reale, 2013). Reale (2013) advocates for mentoring undergraduates while modeling patience and professional “soft skills”, noting that still developing cognitively and socially. Reale (2017) also connects librarianship to reflective practice through journaling and dialogue, and attentive care. Most recently, Reale (2022) has explored CoPs among academic librarians through dialogue, storytelling, listening, and collaborative problem-solving among professional librarians. She has agreed to serve as the CALLING grant consultant because the project brings these strands of scholarship together in a new context: undergraduate academic library employment.

This literature suggests that professional identity develops most effectively through participation in relational learning cultures rather than through isolated instructional events. Situated learning theory and CoPs provide a strong framework for understanding how novices gradually move from peripheral participation toward deeper engagement in professional communities. At the same time, the literature rarely applies these frameworks to undergraduate library employment. CALLING addresses this gap by transforming undergraduate library employment from routine campus work into a structured CoP that encourages reflection, mentoring, and meaningful participation in academic librarianship.

CALLING will benefit undergraduate library workers, academic librarians who supervise student employees, and the broader field of academic librarianship. Undergraduates will benefit through reflective engagement with their work, connecting their academic studies and skills with the professional culture of the academic library. Through journaling, dialogue, mentoring, and expanded responsibilities, undergraduates will develop confidence, transferable professional skills, and a broadened vocational imagination that includes awareness of librarianship as a possible

career pathway. Academic librarians will gain an adaptable framework for cultivating learner-centered workplace cultures that integrate training, mentorship, and reflective practice. At a time when academic librarianship faces ongoing concerns about workforce recruitment, CALLING offers a practical model for introducing undergraduates to the profession earlier in their educational journeys. Project results will include qualitative research findings on student worker vocational formation, an OER documenting the CALLING model, and dissemination materials enabling other institutions to implement the model. Academic libraries will receive a freely available toolkit—including program guides, reflection prompts, supervisory practices, assessment strategies, and implementation recommendations—that can be adapted to a wide range of institutional contexts.

CALLING Work Plan

CALLING will be implemented over a twenty-four-month period through a coordinated sequence of activities designed to strengthen early pathways into academic librarianship by reframing undergraduate library employment as a site of vocational exploration and professional formation. CALLING (Considering Academic Librarianship: Library Investment in the Next Generation) draws on situated learning theory and CoPs to help undergraduate library workers interpret their work as apprenticeship within the professional culture and practices of the academic library.

Through structured participation in library work, mentoring relationships with librarians, and guided reflection through CoP meetings and student journals, the project will document and formalize the CALLING program model while evaluating its impact on undergraduates' vocational awareness of academic librarianship. Over the course of the two-year project period, the project team will consolidate and document program practices, train librarians to mentor undergraduate workers within a CoP, conduct qualitative evaluation of student learning, and produce an openly accessible toolkit that enables other academic libraries to adopt or adapt the CALLING model.

CALLING will be implemented by a collaborative project team with expertise in academic librarianship, student worker development, reflective learning practices, and qualitative program evaluation.

- The Project Director (Dr. Mark Hayse) will oversee project coordination, supervise implementation of program activities, lead librarian training and transition of program leadership, conduct qualitative analysis of student journals and CoP discussions, and author the OER toolkit documenting the program model.
- The Grant Consultant (Dr. Michelle Reale) will advise on theoretical grounding on situated learning and CoPs; provide guidance on reflective practice pedagogy, qualitative evaluation methods, and dissemination strategies; and will review program development and evaluation findings throughout the project.
- Student Worker Manager (Glenda Seifert) will coordinate daily supervision of student participants, facilitate reflective journaling and CoP meetings, maintain student participation records and skill development documentation, and assist with development of student training materials and workflow documentation.

- The Library Director (hiring is pending) will provide institutional leadership for the project, including alignment with university strategic priorities, liaison outreach to academic departments, integration of CALLING into long-term library operations, and mentoring of student participants within the CALLING CoP.
- The Instructional Librarian (hiring is pending) will assist with librarian training and support student development in advanced paraprofessional responsibilities such as peer research consultation and instructional support.

During Year One: Program Consolidation and Capacity Building (Months 1–12), the CALLING team will consolidate program practices developed through several years of local implementation, train librarians to mentor undergraduates within a CoP and begin documenting program structures and training materials.

Goal 1: Increase Undergraduate Vocational Awareness of Academic Librarianship

- The project will establish a structured CoP for undergraduates in which they reflect on their work experiences and explore the professional culture and mission of academic librarianship.
- From Months 1–9, the Project Director and Student Worker Manager will facilitate monthly CoP meetings in which undergraduates discuss their experiences working in the academic library and connect these experiences to their academic studies and developing professional interests. Undergraduates will maintain reflective journals documenting their observations, challenges, and insights related to library work and professional development. These reflective activities serve both as a formative learning practice and as a primary qualitative data source for evaluating the CALLING program.

Goal 2: Equip Librarians to Mentor Undergraduate Workers within a CoP

- During the first year of the project, newly hired librarians will receive training in the CALLING model and will gradually assume mentoring roles within the student CoP.
- From Months 1–3, the Project Director will provide orientation and mentoring for the Library Director and Instructional Librarian, introducing the theoretical foundations and program structures of CALLING. From Months 1–9, these librarians will observe student work activities, participate in CoP meetings, and develop mentoring strategies that help undergraduates connect their library work with broader professional questions about academic librarianship.
- During Months 10–12, the project team will review librarian training experiences and prepare for the gradual transition of CALLING leadership to librarians during the second year of the project.

Goal 3: Document, Evaluate, and Formalize the CALLING Toolkit

- Throughout the first year of the project, the Project Director and Grant Consultant will review existing training resources and begin formalizing the CALLING program model.
- From Months 1–9, the project team will audit existing training materials, document student workflows across library service areas, and develop competency maps that describe the skills and responsibilities associated with Library Ninja roles. Between Months 4–9, the team will develop draft training manuals, mentoring guidelines, reflective journaling

prompts, and program management resources that form the foundation of the CALLING toolkit.

- During Months 10–12, these materials will be revised based on feedback from student participants, librarians, and faculty stakeholders.

Goal 4: Disseminate Formative Development of the CALLING Model

- During the first year of the project, the Project Director and Grant Consultant will share preliminary insights from the CALLING program with the academic library community through a presentation at the Association of College and Research Libraries conference.

During Year Two: Sustainability and Dissemination (Months 13–24), the CALLING program will continue to operate while leadership responsibilities transition to trained librarians. The project team will conduct qualitative evaluation of program outcomes, develop the CALLING OER toolkit, and disseminate the model to academic libraries through conference presentations and open publication of the toolkit.

Goal 1: Increase Undergraduate Vocational Awareness of Academic Librarianship

- From Months 13–21, the CALLING CoP will continue under the coordination of the Student Worker Manager and participating librarians. Monthly CoP meetings will provide an ongoing forum for undergraduate Library Ninjas to reflect on their work experiences within the academic library and explore how these experiences relate to their academic studies and emerging professional interests.
- During this time, undergraduates will continue maintaining reflective journals documenting their observations, questions, and insights related to library work, professional collaboration, and vocational exploration. These reflective journals will provide a continuing source of qualitative data that informs the project's evaluation of how participation in CALLING influences undergraduates' awareness of academic librarianship as a possible vocation.

Goal 2: Equip Librarians to Mentor Undergraduate Workers within a CoP

- From Months 13–14, the Project Director will guide the transition of CALLING supervision to the librarians, ensuring that they are prepared to lead CoP discussions, mentor student workers, and coordinate student participation in reflective learning activities. Beginning in Month 15, librarians will assume primary responsibility for mentoring Library Ninjas and facilitating CoP activities, ensuring the long-term sustainability of the CALLING program beyond the grant period.

Goal 3: Document, Evaluate, and Formalize the CALLING Model and Toolkit

- From Months 13–18, the Project Director and Grant Consultant will conduct qualitative analysis of student journals and CoP discussions collected during the two-year project period. This analysis will examine how participation in CALLING influences undergraduates' understanding of academic librarianship, development of professional skills, and interest in pursuing librarianship as a potential career.
- From Months 15–24, the project team will develop and produce the CALLING OER toolkit documenting the program model and providing guidance for other academic libraries interested in implementing similar student worker development programs.

- Initial drafting of OER modules will occur between Months 15–18, followed by stakeholder review and revision. Professional instructional design review will occur during Months 18–19, followed by peer review during Months 19–20 and subsequent revisions.
- Professional copyediting, layout design, and accessibility review will occur between Months 21–24, ensuring that the final resource is clearly written, visually accessible, and compliant with accessibility standards. During Month 24, the toolkit will be prepared for repository distribution and licensed under a Creative Commons license to support adoption by other academic libraries.

Goal 4: Disseminate a Workforce Development Model for Academic Librarianship

- During the second year of the project, the Project Director and Grant Consultant will present the CALLING program model and project findings to professional audiences through conference presentations at the Kansas Library Association, the Kansas Library Association College and University Libraries Section, and the Association of Christian Librarians. These presentations will introduce the CALLING model and invite dialogue with librarians interested in developing similar programs at their institutions.
- In Month 24, the final CALLING OER toolkit will be published in open repositories under a Creative Commons license to ensure broad access for academic libraries seeking to strengthen recruitment pathways into academic librarianship. Publication of the toolkit will allow other institutions to adopt or adapt the CALLING model within their own student employment programs.

CALLING incorporates meaningful stakeholder participation throughout the project period to ensure that the program model reflects the experiences of undergraduates, the expertise of librarians, and the educational priorities of faculty. Stakeholder engagement is embedded within program activities and directly informs the evaluation and refinement of the CALLING toolkit. Stakeholder perspectives will be systematically collected, reviewed, and incorporated into program revisions throughout the project.

- Undergraduate library workers serve as the primary participants and co-creators of the CALLING program. Through monthly CoP meetings and reflective journaling, undergraduates interpret their work experiences and discuss how their responsibilities within the academic library relate to their academic studies and developing professional interests. Student journals and CoP discussions therefore serve not only as formative learning experiences but also as an important source of stakeholder feedback that informs the refinement of program practices, training materials, and mentoring strategies. These activities help undergraduates interpret their work experiences in relation to professional identity formation and vocational exploration.
- Academic librarians participating in the project serve as mentors within the CALLING CoP and contribute professional insight into the development of student training materials and mentoring frameworks. Librarians will also meet with the Project Director at monthly librarian leadership meetings to provide formative and iterative feedback on program development. Librarian feedback will be incorporated into the development of competency maps, workflow documentation, and mentoring strategies included in the CALLING toolkit.

- The Library Director will conduct liaison outreach to faculty and academic unit heads across the university to explore how participation in the CALLING program supports applied learning within undergraduates' academic majors as "value added" to program recruiting and major curriculum. Faculty feedback will be documented and incorporated into revisions of student training materials and reflective journaling prompts.
- The academic library community will also contribute to the development of the CALLING model through conference presentations and professional dialogue.

Stakeholder feedback will be incorporated into CALLING through a continuous review and revision process. Student reflection journals and CoP discussions will be reviewed regularly by the Project Director to identify emerging themes related to student learning, professional skill development, and vocational awareness of academic librarianship. Librarian observations and faculty feedback will be discussed during project team meetings to assess how effectively the CALLING program connects undergraduate library work with academic learning and professional mentoring. Insights from these discussions will allow the project team to identify program practices that are working well and areas in which training materials, mentoring strategies, or reflective learning prompts may require revision. Insights from these discussions will inform ongoing refinements to student training materials, reflective journaling prompts, and mentoring strategies throughout the project. During the second year of the grant period, these insights will also guide revisions to the OER toolkit to ensure that the final resource reflects the experiences of participating stakeholders.

The CALLING project will be coordinated by the Project Director, who will oversee implementation of project activities and monitor progress toward project goals. The Project Director will ensure alignment between the work plan, the Grant Performance Plan, and the evaluation activities described in the proposal.

Regular project team meetings will be held throughout the grant period to review progress, discuss insights emerging from student journals and Community of Practice discussions, and coordinate development of training materials and OER content. During the first year of the project, these meetings will focus on consolidating existing CALLING practices, training newly hired librarians, and documenting program workflows and mentoring strategies. During the second year, meetings will emphasize evaluation of program outcomes, development and review of OER materials, and preparation of dissemination activities.

The Student Worker Manager will coordinate the day-to-day implementation of the program, including scheduling student participation, supporting reflective journaling practices, and assisting with Community of Practice meetings. The Library Director and Instructional Librarian will participate in project coordination meetings and contribute to mentoring student participants and refining program training structures.

The Grant Consultant will participate in periodic consultations throughout the grant period to review project progress, provide guidance on reflective practice pedagogy and qualitative evaluation methods, and assist the project team in interpreting evaluation findings. The consultant will also review the developing CALLING toolkit and provide recommendations prior to final publication.

This collaborative project management structure ensures that project activities remain aligned with the work plan and performance plan while allowing the project team to respond thoughtfully to stakeholder feedback and emerging insights during the development of the CALLING model.

Evaluation of CALLING will focus on documenting how participation in the program influences undergraduates' vocational awareness of academic librarianship, supports the development of transferable professional skills, and demonstrates how the CALLING model can be adapted by other academic libraries seeking to cultivate interest in the profession among undergraduates.

Qualitative evaluation will draw on multiple sources of evidence, including student reflection journals, CoP discussions, librarian observations, and feedback from faculty stakeholders. These sources provide insight into how undergraduates interpret their work experiences within the academic library and how mentoring relationships and reflective practices influence their understanding of librarianship as a profession.

The Project Director will conduct thematic analysis of student journals and CoP discussions to identify patterns in student learning, professional identity formation, and vocational exploration. The Grant Consultant will review the evaluation process and findings to ensure methodological rigor and to assist the project team in interpreting the results.

Evaluation findings will inform revisions to the CALLING toolkit and will provide evidence of the program's effectiveness as a model for strengthening undergraduate awareness of academic librarianship. These findings will also support dissemination of the CALLING model to other academic libraries through conference presentations and the publication of the CALLING OER toolkit.

Project Results

The CALLING project will generate results at the level of undergraduate vocational development, librarian supervisory practice, and the resourcing of the broader academic library community. These results address a central need identified in the project justification: the absence of structured pathways that help undergraduate library workers recognize academic librarianship as a possible vocation while participating meaningfully in the professional culture of the academic library.

First, CALLING will cultivate vocational awareness and professional identity development among undergraduate library workers ("Library Ninjas") by integrating applied academic learning with participation in the professional practices of the library. Through a CoP that includes reflective journaling, dialogue, mentoring, and applied work in areas such as cataloging, research consultation, programming, and digital services, undergraduates will interpret their library employment as a site of professional exploration rather than temporary campus work. Liaison outreach with faculty and academic unit heads will help align Library Ninja responsibilities with disciplinary learning, enabling undergraduates to connect their academic coursework and skillsets with authentic library work. Indicators of this outcome will include undergraduate participation in

monthly CoP meetings, completion of reflection journals, and thematic evidence demonstrating increased awareness of librarianship as a profession, connections between academic coursework and library work, and articulation of transferable professional skills. Beginning- and end-of-year reflection prompts will also measure changes in undergraduates' understanding of academic librarianship, confidence in applying disciplinary knowledge to library work, and openness to considering graduate study in library and information science.

Second, CALLING will strengthen librarian capacity to mentor undergraduate workers within a collaborative learning environment. Librarians participating in the program will develop supervisory practices that emphasize mentorship, reflection, and shared learning rather than solely task management. Evidence of this outcome will include librarian participation in CoP meetings, librarian reflection journals documenting supervisory experiences, and qualitative themes demonstrating the emergence of mentoring relationships, collaborative problem-solving, and distributed learning within the library workplace.

Third, the project will produce a freely available Open Educational Resource that formalizes the CALLING model and enables other academic libraries to adapt the program within their own institutional contexts. The CALLING OER Toolkit will include training manuals, reflection prompts, supervisory practices, competency frameworks, workflow guides, and implementation recommendations. Indicators of completion will include peer review of the toolkit, accessibility compliance review, repository deposit, and open licensing that enables reuse and adaptation.

Finally, the project will contribute to the broader academic library community by documenting a replicable model for cultivating undergraduate interest in librarianship. Dissemination through conference presentations and professional networks will introduce the CALLING framework to librarians interested in developing similar programs. Indicators of impact will include conference participation, professional inquiries from librarians seeking to implement the model, and feedback from institutions exploring adoption or adaptation of the toolkit.

Together, these results will demonstrate that undergraduate library employment can function as a meaningful site of professional learning and vocational discovery. By documenting the CALLING model and sharing it as an open educational resource, the project will provide academic libraries with a practical and adaptable framework for strengthening recruitment pathways into the profession while fostering collaborative learning cultures within their own institutions.

Year One (Months 1–12): Program Consolidation and Capacity Building

Monthly Timeline (1-12)	1	2	3	4	5	6	7	8	9	10	11	12
Create CoP												
Train Librarians												
Evaluate and Edit Toolkit												
Disseminate results at conferences												

Goal 1: Increase undergraduate vocational awareness of academic librarianship.

Goal 2: Equip librarians to mentor undergraduates within a community of practice.

Goal 3: Document, evaluate, and formalize the CALLING model and toolkit.

Goal 4: Disseminate a workforce development model for academic librarianship.

CALLING Team: Dr. Mark Hayse, CALLING Project Director, MidAmerica Nazarene University

CALLING Team: Dr. Michelle Reale, Grant Consultant, Arcadia University

CALLING Team: Glenda Seifert, Student Worker Manager, MidAmerica Nazarene University

CALLING Team: MNU Mabee Library Director, hiring is pending (Spring 2026), MidAmerica Nazarene University

CALLING Team: MNU Mabee Library Instructional Librarian, hiring is pending (Summer 2026), MidAmerica Nazarene University

Activity	Goal	Team Member	Timeline
Create and lead CALLING CoP	1	Hayse, Seifert	•Months 1-9: Monthly CoP meetings + reflective practice journaling
Train librarians in CALLING model	2	Hayse, Seifert, Library Director, Instructional Librarian	•Months 1-3: CALLING orientation and mentoring for new librarians •Months 1-9: Librarians monitor undergraduate library work + participate in CoP meetings •Months 10-12: Training review + preparation for leadership transition
Evaluate and edit CALLING toolkit	3	Hayse, Reale	•Months 1-9: Audit existing training resources •Months 4-9: Formalize training manuals + create undergraduate competency maps + create library workflow maps •Months 10-12: Revise the above based on stakeholder feedback
Disseminate formative development of CALLING at conferences	4	Hayse, Reale	•Month 8: Association of College and Research Libraries

Year Two (Months 13–24): Sustainability and Dissemination

Monthly Timeline (13-24)	13	14	15	16	17	18	19	20	21	22	23	24
Continue to lead CoP												
Transition CALLING leadership												
Conduct data analysis												
Write, review, evaluate, and produce OER												
Disseminate results at conferences												
Disseminate CALLING OER online												

Activity	Goal	Team Member	Timeline
Lead CALLING CoP	1	Hayse, Seifert	•Months 13-21: Monthly CoP meetings + reflective practice journaling
Transition CALLING leadership to librarians	2	Hayse, Seifert, Library Director, Instructional Librarian	•Months 13-14: Transition of CALLING supervision to librarians •Months 15-24: Full CALLING leadership by librarians
Data analysis	3	Hayse, Reale	•Months 13-18: Qualitative analysis of CoP and journal entries
Write, review, evaluate, edit, and produce OER	3	Hayse, Reale, Seifert, Library Director, Instructional Librarian, Undergraduate Library Student Workers	•Months 15-18: Draft OER modules •Months 15-18: Iterative stakeholder review •Months 18-19: Instructional design + pedagogical review •Months 19-20: Peer review •Months 20-21: Post-review revision •Months 21-22: Copyediting and proofreading •Months 22-23: Layout + design •Months 23-24: Accessibility compliance review •Month 24: Licensing + repository preparation
Disseminate CALLING results at conferences	4	Hayse, Reale	•Month 14: Kansas Library Association •Month 21: Kansas Library Association CULS •Month 22: Association of Christian Librarians
Publish and disseminate OER	4	Hayse	•Month 24: Upload OER to repositories with Creative Commons license