Liaison Librarians in the Know: Methods for Discovering Faculty Research and Teaching Needs

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Flashback: Charleston Conference 2014
What do faculty want librarians to know?
Session Objectives

- Explore models and methods for promoting library resources and services to our faculty partners on campus
- Identify alternate routes to support faculty needs in the face of lean collections budgets
- Find techniques for working around institutionally-specific challenges for gathering data
The Plan for this Session

- Start with a case study discussion
- Move on to discuss designing an instrument and methodology for gauging cross-disciplinary needs
- Finish by taking the principles of the case study and investigating ways to apply them to your institution
Turn to your neighbor, introduce yourself, and for several minutes brainstorm a list of challenges you have encountered when trying to determine faculty research and instruction needs.

What are some issues, roadblocks, and factors to consider when addressing these needs?
USF’s Perspective: A Case Study

- **Academic Needs**: This team focuses on the research needs of USF’s faculty and departments.
- **Curriculum**: This team focuses on the curricular and instructional needs of USF’s faculty and departments.
About USF

- Founded in 1956
- Large, public research university system
- Located in Tampa, Florida
  - Additional campuses in Sarasota-Manatee and St. Petersburg, Florida
- ~50,000 students in the system; ~42,000 at the main campus
- ~2,000 instructional faculty in the system; ~1,800 instructional faculty at the main campus
- 13 liaison librarians
Support for Curriculum & Instruction

**Team Charge:** The curriculum team will gather and analyze data regarding the presence of information literacy skills within college and departmental curricula using course syllabi. Findings will focus on ensuring that the instructional needs of faculty, graduate students and undergraduate students from different departments are well-represented.

**The Challenge:** No central repository of syllabi at USF
Our Solution

Syllabus Analysis and Review via Librarian Superpowers in Canvas:

- High enrollment degrees
- General education
- Systematic review
Data Collection Strategies

- Department websites
- Catalogs
- Shared work space
- Qualtrics survey
## Syllabus Evaluation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No research or library use required in the course: No evidence in the syllabus that the course involves a significant research component or any kind of library use.</td>
</tr>
<tr>
<td>1</td>
<td>Reserve or provided readings only: Students are only required to complete reading assignments for articles and other materials on Reserve, eReserve, or provided within the course management system.</td>
</tr>
<tr>
<td>2</td>
<td>Library Use for Outside Readings (not on reserve or provided): Research is limited to locating required readings or resources from a list provided by the instructor.</td>
</tr>
<tr>
<td>3</td>
<td>Some Research Required: Some research for short writing assignments or presentations requiring basic research techniques to locate no more than three - four articles and/or internet sources. <em>May require some scholarly or peer reviewed sources. No evidence of requirements for resource evaluation. No evidence of citation requirements.</em></td>
</tr>
<tr>
<td>4</td>
<td>Significant Research Required: Research required to complete a significant term paper, research paper or other project requiring the student to locate five or more sources, requiring at least one scholarly or peer reviewed resource. Evidence of source evaluation requirement present. Evidence of citation requirements present.</td>
</tr>
</tbody>
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Small Group Exercise - 10 minutes

What are some institutional barriers to gathering information on curriculum requirements at your home institution? How might you overcome them?
Data, Data Everywhere

- Identify trends
  - Undergraduate courses: move to projects, service learning
  - Large enrollment (particularly online) courses: not a lot of library involvement at any level
- Identify under-served departments
- Targeted outreach

Once you have gathered this information, how do you use it to inform departments about instructional services that the library provides?

How do you encourage use of these services?
Research Needs

**Team Charge:** This group has been gathering qualitative data that speaks to the research and teaching needs of departments and colleges as well as other units on campus such as institutes, labs, centers and interdisciplinary units.

**The Challenge:** No existing method for gathering qualitative data about faculty research
Our Solution

- Analyze website information for departmental and administrative profiles.
- Develop methods and processes for gathering qualitative data in the form of rubrics, website analysis and information interviews.
- Conduct interviews with key administrative personnel.
Small Group Exercise

What are some institutional barriers to determining faculty research needs at your own institutions? What steps have you taken to overcome them?
Departmental Website Evaluation

What we found:

● Outdated web presence
● Inconsistent areas of emphasis
● Missing information
Questions for Admin, Chairs, and Faculty

What we learned:

- Reframe library-centric questions
- Tailor questions to audience
- Allow discussion to redirect
Current Insights at USF

- Merging of Student Affairs, Undergraduate Studies, and Student Success in order to achieve strategic goals
- Focus on freshmen retention, student persistence, and the six-year graduation rate
- Recognition of various tools for tracking student success (e.g., Civitas)
- Emphasis on our QEP, the Global Citizens Project
- Transformation from traditional to online classes
- The view from the top is instruction-based
**Actionable Items**

**What we need to work on:**

- **Tapping into campus-wide initiatives**
  - Textbook affordability
  - Student persistence
- **Assisting faculty in the development of online courses**
- **Identifying departmental committees to join**
- **Joining faculty focus groups**

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**Actionable Ideas for ROLES Project Based on Administrator Interviews**

1. Connect with Jody Conway, Interim Assistant Dean, New Student Persistence, about the Academic Foundations program and enhancing new student experience. (Check with instruction group about this) (Jennifer/Nancy)
2. Talk to Linda Kasper, Director Residential Life and Education, regarding the Residential Curriculum and the library's involvement. (Kay)
3. Learn more about Civitas data and if we can help at-risk students—Valencia Garcia, Assistant Vice President in the Office of Decision Support and Travis Thompson, Senior Director of Tracking and Advising would be the people to talk to to figure out where library data could connect. (Jennifer)
4. Dosil will soon be creating a task force led by Tom Miller to coordinate with all the colleges to pilot in Summer of 17 a cohort program for First Year Interest Groups. If we can get in on the ground floor with this project, each cohort would be assigned a liaison librarian. (part of #1 --Jennifer and Nancy)
5. Learn more about BAPP (Bookstore Advance Purchase Program) that offers advance credits to students who need funds to buy their books. (Talk with Monica and Laura)
6. Create an online course “kit” of library resources that can be shared with faculty who are moving their courses online (inc: options for modules that they can add to their courses, a menu of tutorials that might be helpful to their students, information on using copyrighted information in their online class, etc). (Talk to Maryellen)
7. Identify “niche” strengths of pilot departments being studied. (Chairs, Committee & Liaisons)
8. Talk to undergraduate committees (develop questions for them). (Academic Needs Committee)
9. Interview curriculum committees on targeted departments and at CAS level. (Talk to Maryellen)
10. Meet with CAS Library Committee? Address needs expressed from recent past. (Nancy and Jennifer)
Going Forward

● How do we share all this information with our administrators, chairs, and faculty, and students?
● How do we incorporate these insights into our daily work?
● How do we ensure that we are meeting the current research and instruction needs of our faculty?
Promoting Library Resources and Services

Create a marketing and outreach plan for promoting library resources and services based on these trends:

- Transition to online classes
- Emphasis on student persistence
- Undergraduate research
Questions?

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