ACADEMIC LIBRARIES: CONTRIBUTIONS TO TEACHING
ASSOCIATION OF RESEARCH LIBRARIES (ARL) LIBRARY ASSESSMENT CONFERENCE
AUGUST, 2014

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What?

• Value of academic library resources & services in support of teaching

How?

• Instructor Survey: UTK and UNC-W
• Instructor Focus Groups
Survey @UTK & UNCW:
All constituents with instructional responsibilities:

- Tenured/tenure-track faculty
- “Clinical” faculty
- Part-time faculty
- GTA’s
- Administrators (e.g., Dean of Students’ Office)

- Materials used for teaching support, whether or not provided by Library:
  - Readings, etc., for students, print, electronic, other formats
  - Reading to support own pedagogical development

- Other support provided by UTK/UNCW Libraries
Differences?

University of Tennessee-Knoxville

- 29,934 FTE
- RU/VH: Research Universities (very high research activity)
- 11 Colleges

University of North Carolina-Wilmington

- 12,924 FTE
- Master's L: Master's Colleges and Universities (larger programs)
- 6 Colleges
Services: I have asked a librarian to...

- Lead Instruction: 63%
- Identify teaching materials: 42%
- Help create assignment: 28%
- N/A: 20%

UTK: 46% 32% 11% 29%
UNC-W: 29% 42% 28% 20%
Perceived Benefits, Both Schools:

- **Savings...**
  - of own time
  - of own money
  - of other resources

- **Improvements...**
  - teaching
  - course-related materials
  - student performance
Improved teaching?...

Readings more up-to-date

70%  
71%

UTK  UNCW

Can expose students to better resources

71%

72%
Improved Student Performance?

- Info from wider variety of sources
- Citations more complete/correct
- Citing more appropriate sources

**UNCW**  **UTK**
Successes!

• “Access to electronic journals invaluable in working with and teaching of graduate students.”

• “Electronic copies of articles reduce clutter and paper usage in the department. I am embarrassed that I don't utilize the library more. It's going to be on my list of self-improvements for the coming semesters. I did not realize the extent of services available through the library.”

• “Saving on text book purchases where much of the material is not relevant.”

• “I feel more confident and see improvements in student performance when I use the library as a resource and refer students to the educators that work there.”
“Opportunities”:

• “We need clear help with proper citations, especially for images. I am confused about faculty access to image data bases too.”
• “Students remain wedded to Wikipedia, no matter what I do. This is the heart of our struggle.”
• “Just never thought about [using the library services to support teaching] - especially with distance education students.”
“Would you like to learn more about what the UTK/UNCW Libraries have to offer?”
Focus Groups:

Piloted Summer 2013 and 2014
Adjunct Faculty/GTAs

Disciplines:
• Marketing & Supply Chain
• Mathematics
• Child and Family Studies
• English
• Film Studies
• Information Science

• Use of the Libraries
• Library Instruction
• Information Literacy
  ➢ Who should teach it?
• Preparation for teaching:
  ➢ identifying readings for students
  ➢ readings in support of teaching
  ➢ process of preparation
Use of the library in support of teaching

• Facilities:
  - Classrooms in Library
  - Office hours and meeting with students in Starbucks and study rooms
  - Attended groups that met in library
  - Faculty study

• Collections and Resources:
  - Course reserves
  - E-resources for personal research, “Reading what’s going on right now.”
  - Get materials for class from library
  - Browse the stacks

• Services:
  - Library instruction for their classes
  - Library scavenger hunt, other programs for students
  - Worked with subject librarian to develop wiki for class
  - Consult subject librarian on copyright for materials for class
Identifying readings?

- Ask colleagues
- Regularly check a particular journal or blog
- Google
- Citation chaining
- Library’s online periodicals
- Library catalog

➢ What they don’t do is ask a librarian.
Library Instruction and Information Literacy Skills

- Tended to feel it was their responsibility to teach these skills, but find it challenging.

- Tended not to consult librarians, either for instruction for their classes or help with preparing for teaching.
Students’ skill level

• “It’s pretty much a crash course for most of them.”

• “Students do think that they know [about proper citation] already, and when you start telling them about it they just nod off.”

• “I find that many students have a hard time determining what’s a good source.”
What could the Libraries do to support teaching?

• Communicate!
  ➢ “I don't even know what I don't know.”

• Offer Training!
  ➢ Technology: “I find that I’m increasingly turning to the projector and electronics and hooking up my computer while I teach.”
  ➢ Pedagogical issues: “an effective way to teach plagiarism - those are campus-wide type issues.”
Collaborate!

“It's really great that everybody's so interested in helping, but there's so many different sources that all do different things...it'd be nice to have it all packaged in some cohesive way.”
HTTP: // LIBVALUE.CCI.UTK.EDU

QUESTIONS?

THANK YOU!