Library Integration with First Year Faculty

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Observations

- Faculty assignments requiring library research did not provide correct information regarding library resources.
- Peer review of teaching revealed lack of information literacy skills regarding subject specific resources in discipline.
- Peer review for internal reviews of online courses presented a limited understanding or misinformation regarding library resources.
- Faculty’s lack of understanding regarding University plagiarism policies or other library policies (reserves, interlibrary loan, circulation).
Why does this happen?

- Some faculty members believe that they “already know” how to use the campus library and do not need to be updated.
- Some faculty members build assignments based on how “they” use the library rather than on what the average “first-year” student comprehends.
- Lack of time.
- Many faculty are unaware of useful resources that are already available in the library catalog
  - Open education resources
  - Materials for supplemental instruction/tutoring support
Discussions on Information Literacy in non-library academic literature are limited.

- Books about faculty development seldom include information about the importance of library literacy and use of the campus library.
  - In 825 books on teaching and faculty development, I found a total of three paragraphs on the library.
  - Books about first-year student experience, teacher training, adjunct faculty, and also academic student success prove equally disappointing.
- How do your academic units promote subject-specific library resources in their unit newsletter or faculty information?
  - Who initiates the discussions?
Why it Matters
What the studies reveal . . .

- 39% of first-year students at four-year colleges achieved the minimum score for proficiency on the ETS assessments for basic information literacy (Tannenbaum and Katz 2008).
- Students who lack basic research skills may not come forward to ask for help.
- The most frequent source of structured interaction between incoming students and their college library is a first-year course that includes information literacy among its learning objectives.
- First-year experience faculty who lack information literacy skills often teach their students ill-advised research habits.
“How we teach is what we teach”
Supports Academic Success and Student Retention

- The first year experience sets the stage.
- Library instruction builds students’ confidence with the research process.
- Library instruction contributes to retention and persistence, particularly for students in first-year experience courses and programs.
- Students who receive library instruction as part of their courses achieve higher grades and demonstrate better information literacy competencies than students who do not receive course-related library instruction.
- A library’s research and study space fosters social and academic community among students.
Quality Assurance in Online Education

- HLC Review and Academic Program Accreditation
  - Is online instruction or conventional classroom training more effective in delivering information literacy instruction to on-ground courses and online courses?

- Standard 7.3 (Learner Support) Quality Matters – Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
  - A link to the library, including information on how to gain access to library materials and databases, and how to contact a librarian.
  - A link to tutorials or guides on conducting research, writing papers, and citing sources
Information Literacy Plan for Undergraduate Education
Level 1: Orientation

- Instruction aids students in their transition from high school to college, supporting student success and retention. Instruction at this level seeks to:
  - Reduce anxiety toward academic libraries and college research
  - Create awareness of key services and resources available through the library
  - Use information ethically (avoiding plagiarism, using style manuals)
Level 2: Basic Skills

- Library instruction focuses on basic information skills and resources. Instruction at this level teaches students to:
  - Identify information needs and retrieve relevant information
  - Analyze topic statements and formulate search strategies
  - Search for and retrieve books and scholarly articles
  - Evaluate information found on the public web
  - Use information ethically (avoiding plagiarism, citing more complex resources)
  - Students are also introduced to discipline specific resources
Level 3: Discipline-Specific Skills

- Level 3 instruction builds on foundation skills by applying them within the context of the students’ major field of study. Library instruction at this level focuses on:
  - Increasing student awareness and use of resources within their discipline.
  - Advanced searching skills in discipline-specific databases
  - Using bibliographic management tools
  - Developing annotated bibliographies for research
  - Emphasizing critical evaluation of sources for literature reviews
Developing an Information Literacy Plan for Faculty
Data Gathering for Information Literacy

- It is important to get an understanding of the first-year cohort.
  - It may be helpful to work with students who are undecided in their majors because they may not have a clear focus for library research.
- Identify the primary first-year courses that have the highest DFW rates.
- Identify the first year instructors.
- Examine the course mater
Level 1: What can we do with faculty?

- Instruction aids students in their transition from high school to college, supporting student success and retention. Instruction at this level seeks to:
  - Reduce anxiety toward academic libraries and college research
    - How is the library represented in these first-year classes?
  - Create awareness of key services and resources available through the library
    - When are faculty informed about services and resources in the library?
  - Use information ethically (avoiding plagiarism, using style manuals)
    - Do faculty really understand the policy and process?
    - What discussions can the library offer to help faculty develop strategies to deter academic misconduct?
Library instruction focuses on basic information skills and resources. Instruction at this level teaches students to understand how to use these resources.

- Create an information literacy rubric that helps faculty evaluate their own assignments to determine how they are integrating the use of the library into the completion of the assignment.
- Ask faculty to do their assignment? Will students understand how to use the library for this assignment?
- Ask faculty to write down the library resources they use to complete their research? Ask them to show you where they included this information for their students.
Level 3: Discipline specific Skills

- Level 3 instruction builds on foundation skills by applying them within the context of the students' major field of study.
- Increasing student awareness and use of resources within their discipline.
  - **Discipline Writing Intensive classes** –
  - Advanced searching skills in discipline-specific databases
    - **Library Guides for courses** - [http://libguides.geauga.kent.edu/mced40006](http://libguides.geauga.kent.edu/mced40006)
- Using bibliographic management tools
- Developing annotated bibliographies for research
- Emphasizing critical evaluation of sources for literature reviews
General Library Guide for Writing Intensive - Psychology
Example of a course library guide that includes assignment

Project II


Step 2: You will find one article in the professional publication, Nonprofit Quarterly, which addresses contemporary issues that are similar to those found in Carnegie’s essay, The Gospel of Wealth. The Nonprofit Quarterly article must be from a calendar year, 2013 or 2014.

Step 3: You will find one scholarly journal article from a peer-reviewed publication that examines the same topics/issues that were found in the 1869 essay. The Gospel of Wealth and the professional publication, Nonprofit Quarterly from 2013 or 2014.

Step 4 (50 Points): An APA formatted Reference List for Project 2 is due no later than 6/14/2014 at 11:59 PM. The Reference List must be submitted as a WORD attachment via the BlackBoard Learn Assignment Dropbox. Additionally, bring hard copies of your 2 articles to class (no later than 6/14/2014).

Step 5 (50 Points): Your actual presentation will demonstrate your understanding of the historical, political, social, and cultural connections with the contemporary educational issue. Your presentation should be about 10 minutes and can be shared in a variety of ways. For example: (a) present the issues and facilitate a brief discussion; (b) a slide show of images from various sources (e.g., PowerPoint); (c) a self-created, such as a video (a speech with props; (d) a poem or song (up to 3 minutes). Note: Presentations due: April 16th.

Step 6 (200 Points): In addition to the project presentation, each student will provide me with a minimum 750 word grammatically correct summary of your project presentation. The summary should be properly formatted in APA style, 12-point font, double spaced, 1-inch margins on each side, and Times New Roman font. In addition, the 750-word summary, a properly formatted list of references written in APA style should be included. The Project 2 750 word Summary and Reference List must be submitted to me through
Other Strategies to Consider
Communicating to Faculty
Traditional practices that most librarians consider

- Include handouts in faculty convocation materials, faculty meetings, and other faculty professional development events.
- General updates in subject-specific content should include ideas regarding application of library tools.
- Regular media announcements through various social media, email, and other traditional forms.
- Create subject-specific content for academic units and individual faculty.
Showcase the library with faculty involvement

- Consider creating a library guide just for updates on new information regarding library resources
- Faculty Development Series – Library Specific Topics
  - Building a Library Assignment
  - Research Databases for First-Year Research Activities
  - Helping Students Avoid Plagiarism
- READ campaign – involve faculty in describing their research and reading experiences in the campus library.
- Discipline related Open Houses to welcome new faculty and new students. An open house can encourage faculty to examine new items in the collection or make suggestions.
Library Guide for Faculty
Another example of a faculty libguide
Enlist support

- Establish a first year program faculty learning community on campus.
  - Supports first-generation students – highest dropout rate in 2nd year
  - Helps other students “at-risk”
- If the library plays an important role in student retention and academic success, it is important to include its participation in events related to those activities that involve faculty.
- Align first-year programming with the intellectual rationale of the university.
  - Undergraduate research and future scholars requires information fluency skills.
- Align first-year program with university strategic plan.
The End – Please enjoy the rest of the conference!

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