Perceptions Of Library Support For Formal Undergraduate Research Programs

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The Boyer Commission
on Educating Undergraduates
in the Research University

REINVENTING UNDERGRADUATE EDUCATION:

A Blueprint for America's Research Universities

Boyer Commission (1998) called for:

- a comprehensive re-evaluation and restructuring of undergraduate education

- inquiry-based learning and student involvement in the research process

Definition of undergraduate research

"An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline."

Council on Undergraduate Research (CUR)

Undergraduate Journals in Economics

Economics students at Illinois Wesleyan publish two undergraduate... *The Park Place Economist*, and *The Undergraduate Economic Rev*...

The Park Place Economist is an in-house undergraduate economic... 1992, this annual publication contains research and position articles... IWU students. The journal accepts articles ranging from highly spec... papers (such as those written in Senior Project 401) to basic topica... those written in Introduction to Economics 100). It also includes ne... program on campus, and news from IWU economics alums. For pa... *Place Economist*, visit the link above.

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April 2011, Vol. 19

Undergradua...

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Undergraduate Research Lab

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Undergraduate Research Lab (U Research) at a Glance

What is the impact of library engagement in formal undergraduate research programs?

Three phases so far

- Benchmark of library services for formal undergraduate research programs (Survey in Spring 2012; article forthcoming in July 2014 CRL)

- URP Administrators' perception of the value of library support for undergraduate research program (in final data analysis and initial write up phase)

- Comparison of two populations where institution named (forthcoming)

Phase 1: Benchmark of library services for formal undergraduate research programs

Survey population

- Institutional membership in the Council on Undergraduate Research / Association of Research Libraries / Oberlin Group / National Institute for Technology in Liberal Education (NITLE)

- N= 758 personal invitations to library deans/directors
  - 28% Baccalaureates
  - 39% Masters Universities
  - 27% Doctoral Granting Universities

Response rate

- 281 respondents (37%)
  - 24.9% Baccalaureates
  - 34.5% Masters Universities
  - 25.9% Doctoral Granting Universities

- 35% of the CUR membership
- 30% of the NITLE membership
- 49% of the Oberlin Group membership
- 30% of the ARL membership

Results

- n = 241 respondents replied that their institution did have a UR program

- n = 41 were not aware of UR programming*

- Business, education, engineering, fine arts, humanities, life sciences, physical sciences, and social sciences PLUS interdisciplinary opportunities.

Campus support

- Undergraduate research symposia (81.6%)
- Formal faculty mentoring (87%)
- Travel funding (61.9%)
- Presentation & writing workshops (35.1%)
- Archiving student work (37.7%)
- Undergraduate research journals (32.6%)
- Campus awards and summer fellowships (3.3%)

No library support specific to undergraduate research

- n = 70 (29%)
- Of these, some reasons are:
    - Same services to all undergrads (77.6%)
    - Not been approached (59.7%)
    - Does not need support (7.5%)
- General indication that responsibilities are spread among subject liaisons and instruction librarians

Library support provided

- n=171

Carnegie Basic Classification	Private	Public	Total
Baccalaureate Colleges	40 (23.4%)	5 (2.9%)	45 (26.3%)
Master's Colleges and Univ.	17 (9.9%)	35 (20.5%)	52 (30.4%)
Doctoral Granting Univ.	10 (5.8%)	43 (25.1%)	53 (31%)

Types of services provided

- Instruction (86%)
- Space e.g., collaboration, carrels (54.9%)
- Collection development (26.2%)
- Dissemination and preservation (48.2%)
- Publishing support (21.3%)
- Awards (29.4%)

Publishing support

- n = 88 (52% of the 171 who provide support)
  - Preservation of student publications (58%)
  - Hosting undergraduate student journals (28.4%)
  - Hosting UR symposia (43.1%)
  - Instruction on publishing support and copyright (43.1%)
  - Securing rights (21.6%)

Roles librarians are playing

- 21% had a specific librarian assigned to the URP
- Often was part of liaison responsibilities
- Librarians also served as:
  - Faculty mentors
  - Planning committees
  - Instructors for credit bearing courses

Phase 2: URP Administrators' perceptions of the value of library support for undergraduate research program

Survey Population

- Same population as first survey (with some adjustments)
- Targeted administrators and faculty mentors for URPs
- 764 recipients of survey
- 304 total respondents (39.8% response rate)
  - In small number of cases multiple responses from same institution

More about the Respondents

- 60% responsible for URP at campus level
- 22% responsible for URP at college level
- 11% faculty mentors

URPs in all disciplinary areas with majority in life sciences, physical sciences, social sciences, and humanities (in that order).

Campus Support

- Undergraduate research symposium (91.6%)
- Undergraduate journal(s) (40.4%)
- Formal faculty mentoring (81.5%)
- Summer research opportunities (76.7%)
- Travel funds (90.9%)
- Making student work available online (47.3%)
- Workshops on presentation/dissemination (58.9%)
- Awards for best student work   (52.0%)
- Dedicated space (27.3%)

No Library Support

- n=94 (34.3%)
- Of these, some reasons are:
  - Library offers same service to all undergraduates (73%)
  - Never thought of it (28.0%)
  - Faculty prefer to find support themselves (16%)
  - Unnecessary (12%)
  - Library hasn't approached us (12%)

Value of Library Support

- 158 responded that the Library had some form of support.

- 88% of those agreed or strongly agreed:

"The library is important to the success of the undergraduate research program"

What did they value?

- Instruction, instruction, instruction
  - 73% found instruction on research and publication valuable
  - Focus on research and publication/dissemination: workshops, tutorials, instructional sessions on: conducting literature searches, searching for, reading and annotating research literature, use of archives, survey software; poster design, creating ppt slides, preparing for presentations, writing and presenting.
  - More analysis of this forthcoming

What did they value?

- Collections
  - 46% found expanded support for collections valuable
- Access to collections, databases, journals mentioned most. Quick turnaround for ILL also mentioned.
- "more, more, more."

What did they value?

- Space
  - 37% found dedicated space valuable
- Dedicated space was mentioned by several respondents; specifics included presentation spaces, presentation preparation spaces, space for faculty-student mentoring session, and general use.

What did they value?

- Publishing student research
  - 38% found making available online original student research, including creative works valuable
- But the focus in comments was on sharing or showcasing products of research:
  - Providing venues and space to **display of student work**, specifically posters.
  - Providing support for **poster printing** as a service, but also education about how to **create and design effective posters**

The library provides support for information literacy in research projects, but the curriculum needs to draw on their expertise more.

There is enormous potential. Librarians are offering more skill building workshops for undergrad researchers; they are providing space for undergrad research advising. One of the things that has facilitated this increased collaboration is the library's appointment of an Undergraduate Engagement Librarian.

I think that the most important change or service is to set aside rule that restrict librarians to 10 minutes support for a student.

Better access to more scientific journals

We have excellent library instruction and a strong library liaison program. Faculty can request customized workshops of our librarians, which are frequently used.

Further Questions

- Is the same level of support for all undergraduates sufficient to support URP?

- What are the differences in types of support in different types of institutions?

- What is the role of 'library as publisher' in UR? Publish / Showcase

- What is the impact of library support on students?

Thank you and Questions

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Hensley, Merinda, Sarah L. Shreeves, and Stephanie Davis-Kahl. [Accepted. To be published in 2014]. A survey of library support for formal undergraduate research programs. *College and Research Libraries*. [41 pages in typescript] http://crl.acrl.org/content/early/2013/02/06/crl13-458.full.pdf+html