April 2012

Undergraduate Research Programs and the Academic Library

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**Recommended Citation**

Cunningham, Nancy; Pollenz, Richard Ph.D.; Smith, Drew; and Greenberg, Mark I. Ph.D., "Undergraduate Research Programs and the Academic Library" (2012). *Western Libraries Faculty and Staff Publications*. 38.  
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Undergraduate Research Programs and the Academic Library

How Partnership Creates Successful Research Experiences

ACRL 2012 Spring Virtual Institute

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USF Libraries Tampa

Richard Pollenz – Associate Dean/Director, Office for Undergraduate Research (OUR) - USF

Drew Smith – Assistant Librarian/Undergraduate Research Librarian Liaison – USF Libraries Tampa

Mark Greenberg – Director of Special & Digital Collections – USF Libraries Tampa
Our program today

• Undergraduate research overview – Rick
• Role of the library, strategic value, and development of partnership – Nancy
• Student training through OUR – Rick
• Collaboration, library skills assessment – Drew
• Special Collections experience – Mark
• Challenges & opportunities – All
What about you?

- Which of these best describes your institution?
  - Doctoral research (R1) university
  - Masters granting university
  - Predominately undergraduate university (4 year)
  - Community College
  - Other

How many of you are working with an undergraduate research program or initiative?
- Yes
- No

For those who are...for what length of time?
- One year or less
- 1 to 2 years
- More than 2 years
Office for Undergraduate Research (OUR)
http://ur.usf.edu

History, Mission and Goals

RS Pollenz, Ph.D.
OUR: Brief History

• **1994**: Undergraduate Research (UR) initiative established as a component of the Honors Program.

• **2002**: Honors College established with UR program.

• **2003**: First *Undergraduate Research Symposium* held.

• **2004**: Office of Undergraduate Research created as a funded unit of the Honors College as part of the SACS Quality Enhancement Plan (QEP).

• **2011**: Office for Undergraduate Research transferred to Undergraduate Studies to better serve university community.

• **2011**: OUR suite opened within the main USF library. First training workshops.

• **2012**: First *Undergraduate Research and Arts Colloquium*. 
OUR: Mission and Goals

• **Promote** undergraduate research across all disciplines and develop pathways to success.

• **Provide** all students a forum to present and discuss their research.

• **Provide** assessment and tracking of UR.

• **Assist** with recruitment of prospective students.

• **Enhance** communication about UR to all stakeholders.

• **Obtain** extramural funding to support UR initiatives.

• **Provide** all UR participants **professional development** and mentoring resources.

• **Develop** partnerships that assist students, faculty, **staff, administrators** and community leaders in establishing **new** research experiences.

• **Promote** undergraduate research across all disciplines and develop pathways to success.
What is Undergraduate Research?

• Students pose or work from defined research questions

• Students work individually or in groups to apply defined methods of inquiry relevant to the project/discipline to generate findings/products

• Students present the findings/products to others (within the course/through the colloquium/etc.)

Key questions to address when assessing the quality of the UR experience

• Is this UR activity something that a student could present at the UR Colloquium?

• Is this UR activity something that a student could represent on their CV as a true UR experience?

• Would a student doing the exercise be competitive with a student who may have engaged in one-on-one UR experience with a faculty mentor?
OUR Tiers of Engagement

**Tier 1**
- 1st semester
- UR Self-Assessment
- I Will.........

**Tier 2**
- 1st semester
- OUR “Getting Started” Workshop
- Library Research Competencies Survey
- Individualized Library Resource Consultation

**Tier 3**
- 1st/2nd semester
- OUR “Researching a Mentor and Developing an Undergraduate Research Project” Workshop
- Individualized OUR Research Consultation
- Library Research Workshops

**Tier 4**
- 2nd semester
- Research Methods Course
- Departmental/Program Research Seminar
- Course with Research Experience Option

**Tier 5**
- 2nd/3rd semester
- Engagement with Graduate Students
- Engagement with Faculty
- Engagement with Peers Involved in UR
OUR and the Library

Office for Undergraduate Research

Individual Consultation

Library Resource Workshops

Research Rescue Workshops

Getting Started Workshops

Professional Development Workshops

USF Programs UR Activities

USF Programs UR Activities

USF Programs UR Activities

USF Programs UR Activities

USF Programs UR Activities
Library + Undergraduate Research

• Partnerships are critical
  – Strategic, extend our reach, equally beneficial
  – Learning Commons development
    • Tutoring, Writing Center, IT

• Undergraduate research – unique opportunity
  – Relationship w/librarian often overlooked
  – Complexity of independent research
    • Creation of new knowledge – different approach
    • Information in different formats, special collections

• Liaison librarian

• Sharing the storefront
  – Web presence, joint calendars, marketing banners
USF Libraries Website
www.lib.usf.edu
Office for Undergraduate Research
http://ur.usf.edu

Getting Started Workshops

RS Pollenz, Ph.D.
“Getting Started” Workshop
Goals and Outcomes

• Complete a **self-assessment** on what research means

• Understand the **types of research** opportunities at USF

• Understand the importance of **interdisciplinary research** and opportunities that are outside of the discipline

• Understand the importance of **ENGAGEMENT** with faculty, staff and other students

• Understand **responsibilities** in obtaining a UR opportunity

• Understand the **services** of the OUR

• Determine **library resource competencies** and meet USF library staff
“Getting Started” Workshop
To Date

- 18 workshops (Mon-Sat)
- 25-30 students per workshop
- >300 total students
- OUR has collected survey data on ~250 attendees
- All students are embedded in a UR Blackboard Organization to enhance communication and networking
- ~40 students have made follow-up queries directly to the OUR
- OUR will carry out follow-up to all students 2 semesters after the workshop was attended
Demographics

% of Total Attendees

- Fresh
- Soph
- Fr + So
- Junior
- Senior
- Jr + Sr

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0%
Demographics

- BMS - Biomedical Sci.
- Eng. - Engineering
- Edu. - Education
- Hum. - Humanities
- Arts - Arts
- Bus. – Business
- PH – Pub. Health

STEM = 74%

26% of the attendees are Honors College students
I know what I need to do to prepare for and obtain an UR experience

**BEFORE** (3.00)

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**Number of Respondents**

**AFTER** (1.56)

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**Number of Respondents**

(95%)
I am aware of the different types of research experiences offered at USF

BEFORE (2.99)

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(70%)

AFTER (1.76)

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(70%)
What’s been done? Who is doing it?

• Library literature review turned up little
• November 30, 2011 – posted query to ILI-L
• Responses from:
  – University of Central Florida
  – Virginia Commonwealth University
  – Duke University
  – University of Maryland
  – University of Alberta
  – High Point (NC) University
After the “Getting Started” workshop

• 5-minute presentation in a computer lab
• Highlights of library resources/services:
  – Subject-specialist librarians
  – Using subject-specialist librarians to help locate appropriate faculty mentors
  – Reference services
  – Discovery service
  – ILL
  – Special and Digital Collections
  – Library research guides
  – Citation management services/software
  – Library workshops
Library research skills competencies survey

- 2 questions ask about previous library instruction and usage of reference services
- 23 multiple-choice questions chosen to reflect ACRL Information Literacy Standards
- Typically requires 15 minutes to complete
- Student may opt to take survey later
- Students who have not completed the survey are reminded via email to do so
Results of assessment

• 147 students have completed the survey
• Scores range from 100 to 230
• Average score is 190
• Range of results:
  – 39 students scored 90% or higher
  – 54 students scored 80-89%
  – 31 students scored 70-79%
  – 23 students scored less than 70%
Next steps

• More reminders to students who haven’t completed the assessment (or removal from the Undergraduate Research Interest Group)
• Feedback to students about their subject-specialist librarian
• Feedback to students about library workshops to take during the next semester
• Design and implementation of custom library workshops
• Tweaking of assessment for use in 2012 Fall semester
Why Special Collections for UR?
http://www.lib.usf.edu/special-collections/

- Use of original materials
- Wide variety of topics
- Multiple formats
- Interpreting primary documents
- Digital Humanities (Omeka)
- Interdisciplinary research
- Having a library mentor
- Librarianship as a career?
Making the Relationship with UR Work

- Special & Digital Collections strategic plan
- Opportunity to engage UR
- Faculty buy-in
- Approaching Rick Pollenz
- Rick meets the Department
- Creating formal proposals for UR
- Rick advertises the proposals
- Student response
- Vetting candidates
- Getting to work
Theory in Practice

Two students in the inaugural semester

1. Sophomore psych major
   - Collection tour from Special Collections librarian
   - Selected a topic
   - Chose cartoon art
   - Planning physical exhibit in the reading room
   - Selecting, researching, writing

2. Junior psych major
   - Personal background makes her especially interested in genocide
   - Assisting in Omeka exhibition on Darfuri children’s drawings
   - Developing a bibliography
   - Learning how to use Omeka (loading content and creating metadata)
   - Third author on proposed journal article on children’s drawings and genocide
What do you think?

What are the challenges for working with an office for undergraduate research on your campus?

*Type your response in the chat box*

What are creative solutions to overcome these challenges?

*Type your response in the chat box*
Questions? Comments?

Thanks!

Selected Resources


