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Undergraduate Research Programs and the Academic Library

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Undergraduate Research Programs and the Academic Library

How Partnership Creates Successful Research Experiences

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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

<table>
<thead>
<tr>
<th>Tier</th>
<th>1st Semester</th>
<th>1st/2nd Semester</th>
<th>2nd Semester</th>
<th>2nd/3rd Semester</th>
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</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>UR Self-Assessment</td>
<td>I Will.........</td>
<td><strong>Tier 2</strong></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>Tier 2</td>
<td>OUR “Getting Started” Workshop</td>
<td>Library Research Competencies Survey</td>
<td>Individualized Library Resource Consultation</td>
<td><strong>Tier 4</strong></td>
</tr>
<tr>
<td>Tier 3</td>
<td>OUR “Researching a Mentor and Developing an Undergraduate Research Project” Workshop</td>
<td>Individualized OUR Research Consultation</td>
<td>Library Research Workshops</td>
<td><strong>Tier 5</strong></td>
</tr>
<tr>
<td>Tier 4</td>
<td>Research Methods Course</td>
<td>Departmental/Program Research Seminar</td>
<td>Course with Research Experience Option</td>
<td>Engagement with Graduate Students</td>
</tr>
<tr>
<td>Tier 5</td>
<td>Engagement with Peers Involved in UR</td>
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<td></td>
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</table>
OUR and the Library
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

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)  (95%)

AFTER (1.56)
I am aware of the different types of research experiences offered at USF

Before (2.99)

<table>
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<th>Disagree</th>
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<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
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</table>

(70%)

After (1.76)

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

(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


