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Exploring the Changing Teaching Practices and Needs of Business Faculty at Santa Clara University

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SANTA CLARA UNIVERSITY

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1. Introductions

About the Study

This report will present the findings and recommendations of a study designed to explore Santa Clara University (SCU) business faculty's current and emerging undergraduate teaching practices. The study was led locally by researchers in the SCU Library, with parallel studies conducted at fourteen other institutions of higher education in the United States during the 2018-19 academic year. These studies were coordinated at the national level by Ithaka S&R, a not-for-profit research and consulting service that helps academic and cultural communities serve the public good and navigate economic, technological, and demographic change. Ithaka will publish a capstone report of major themes across all fourteen institutions in Winter 2020 and will include recommendations that libraries, universities, and business schools can use to support the changing teaching practices of their business faculty.

Undergraduate Business Programs at SCU

The Leavey School of Business (LSB) is one of the professional schools at SCU, a private academic institution located in the heart of Silicon Valley. SCU is ranked the No.1 Regional University in the West in the 2019 edition of Best Colleges. Founded in 1923, and accredited by the AACSB in 1953, the LSB ranks No. 62 among business schools in the nation, according to U.S News and World Report's 2019 Best Business Programs. The LSB ranks No. 2 in California and No. 42 nationally in the Best Undergraduate Business Schools ranking by Poets&Quants for Undergrads. In fall 2018-2019, undergraduate enrollment was 1,626.

The LSB's six academic departments - Accounting, Economics, Finance, Management & Entrepreneurship, Marketing, and Information Systems and Analytics – offer eight majors and seven minors taught by over 140 academic and adjunct faculty. Four centers and institutes - The Ciocca Center for Innovation and Entrepreneurship, the Center for Food Innovation and Entrepreneurship (CFIE), My Own Business Institute (MOBI), and the Retail Management Institute (RMI) - provide scholars and organizations an interdisciplinary approach to business issues.

The LSB offers the degree of bachelor of science in commerce, and to earn it students complete a minimum of 175 quarter-units of credit (of which at least 60 must be in upper-division courses) and satisfy the requirements of the Undergraduate Core Curriculum, the Leavey School of Business curriculum, and the departmental major.

Experiential Learning at SCU

As stated on the LSB website, "All programs at the Leavey School of Business provide rigorous study and high impact experiential learning." Applied, experiential learning has strong roots in Santa Clara University's undergraduate curriculum. This relates directly to the Jesuit Ignatian values of the institution, which prioritize opportunities for experiencing the reality of the world, thinking critically about it, responding to its suffering, and engaging with it constructively. Institutional entities like the Ignatian Center for Jesuit Education help nurture and provide these kind of real-world experiential learning opportunities. The commitment to engagement with the world is further encoded in the undergraduate core curriculum where students are required to take courses with these kinds of external orientations and applied learning environments. This outward-looking imperative of the institution is one equally embraced by the School of Business. Some of the campus programs and centers working with undergraduate business students include the Neighborhood Prosperity Initiative (via the Ignatian Center for Jesuit Education), Arrupe Partnerships for Community-based Learning, Leavey School of Business Community Fellows Program, and the Global Fellows Internship (via the Miller Center for Social Entrepreneurship).

2. Methods

Participants for this study were recruited through convenience sampling. The Principal Investigators generated a list of faculty (full, associate, assistant, and adjunct) across all programs within the LSB. A small set of faculty were flagged within each program area and were invited to participate in the study via an email and print invitation. Two rounds of invitations were sent to this pool of faculty which resulted in 14 faculty recruitments.

This study does not purport to be statistically representative nor are the recommendations meant to be prescriptive; rather, the report and its recommendations are intended to be suggestive of areas for further investigation. The exact number of interviews for the sample was informed by Guest, Bunce and Johnson's research demonstrating that data saturation can be achieved at the point of about 12 qualitative interviews and Creswell's argument that a range of 15-20 interviews be conducted when utilizing a grounded theory approach to qualitative analysis.

Faculty participants engaged in one-on-one audio-recorded, semi-structured interviews with one of the study's investigators. There were no incentives offered; participation was completely voluntary. The interviews were approximately sixty minutes in length and took place in a private meeting room in the Santa Clara University Library. Transcripts from the interviews were anonymized and analyzed using grounded theory methodology.

Each participating institution also shared the anonymized transcripts from the local study with Ithaka S+R, who analyzed a sample of transcripts from each institution. Transcripts were combined

into one pooled sample and were not analyzed on a site-by-site basis by Ithaka S+R. The pooled samples were also analyzed using the grounded theory method. This analysis will result in a capstone report, which will include only pooled results. The intent of the capstone report is to identify broad themes and thus will not include data that might be identifiable to a particular institution or individual.

3. Findings

The SCU transcript analysis led to the articulation of five major thematic categories: perspectives on multidisciplinarity and transferability, teaching, student engagement, resources and materials, and technology in teaching.

Perspectives on Multidisciplinarity and Transferability

Multidisciplinarity and transferability were significant themes that emerged with business faculty at Santa Clara University. Multidisciplinarity refers to the combining of multiple disciplinary practices and approaches, while transferability refers to the application of knowledge from one setting to another. The need to apply multiple disciplinary practices, and to transfer knowledge, permeates many aspects of coursework in business at SCU. The themes are introduced below but then elaborated in more detail in later sections of this report.

Multidisciplinarity

The nature of the field of business is itself described by several faculty members as highly multidisciplinary. One way this appears is through the highly specialized nature of subdisciplines within business. Faculty noted the stark differences, and sometimes siloed, nature of subdisciplines. These subdisciplines require different skill sets, knowledge practices, and methodologies of practice.. For example, accounting is characterized by standardized and rule-based practices that remain relatively stable over time, while subdisciplines such as marketing or economics are fast-changing and reactive to new innovations and practices, requiring more adaptation on the part of faculty and students.

Other sub-disciplines are described as multidisciplinary in nature, requiring knowledge practices from diverse subdisciplines within business or from other disciplines altogether.

> "If you're going to be [a subdiscipline] manager, you're really a manager, but in a specific type of business. So you need to know something about general management, marketing, accounting, economics, operations."

Faculty describe intersections between their work and fields such as public health, sociology, and communications. This requires faculty members and students to engage with both the disciplinary

practices of these fields as well as collecting and analyzing information from sources related to these fields. Information can include a variety of sources, such as reference, popular news, government, and raw data.

The need for multidisciplinary approaches is frequently associated with ethical and social/political orientations within the business school. The need to integrate ethical reasoning in both coursework and research is a frequent theme among SCU business faculty. Faculty describe integrating issues of ethics in a variety of ways, ranging from ethical business practices to ethical interpretations and interactions with the community.

The global nature of business described by faculty also requires navigating international issues, ranging from understanding local practices, customs, history, and conditions to international business trends. This requires students and faculty to seek out data and information on a variety of topics and to devote class time to discussing global issues.

Transferability

Transferability is another theme raised by business faculty and is manifested in several ways. Perhaps most prominent is the need to transfer knowledge to practical application. Students are guided to apply theory, knowledge and methods from coursework to real world scenarios and situations. This can include developing functioning projects or field work with communities and consumers.

As a field rooted in business and industry practice, transfer also has implications for coursework and learning objectives. Coursework emphasizes opportunities to better understand consumers, to stay current with industry practice, and to be responsive to rapidly changing business environments. This need to transfer knowledge from the classroom to practice creates limitations and pain-points. For example, one faculty member shared that "there's a gap, you know, between academia and industry. We always tell students we can teach you the knowledge but we won't be able to teach you the experience." Other faculty report that staying current with rapidly changing practices in business is a continual struggle. The need to continually update materials and stay abreast of not only current trends, but to perceive future developments, is an ongoing challenge.

Business faculty share a common concern with their peers in other disciplines: to develop in their students the ability to transfer skills from coursework to lifelong learning and their lives beyond Santa Clara. Faculty describe the desire to help students "understand how to really learn" or learn to "walk away with tools that will help them through the rest of their lives." This desire to instill life-long learning practices necessitates the selection of course materials related to current issues, the application of course theory to real life scenarios, and a focus on ethical practices and social and political issues in some courses.

Perspectives on Teaching

Faculty described their perspectives on teaching, from which emerged a number of themes relating to real-life contexts, data and statistics in course activities, and preferences for tailored or customized learning experiences. This section elaborates on and adds to some of the Multidisciplinarity and Transferability discussion.

Meaningful Contexts and Experiences

Faculty interviewed in this study echoed SCU's commitment to experiential learning and shared the belief that knowledge without application leads to shallow learning. They strive to balance traditional "chalk and talk" lectures with meaningful, "real life" contextualization of course content across all of the diverse business disciplines. There is a shared sense that presenting content in such a way best engages students.

Case study analysis tends to be the dominant in-class method for introducing real-world contexts. Case studies may be created by the faculty member or, more commonly, by an external entity such as Harvard Business Publishing. Faculty appreciate cases that present the complexities and messiness of real-life business contexts: "the case I use has a lot of mistakes in it and that's the point." Sometimes faculty task students with creating their own case studies, which requires the students to distill an issue into a concisely articulated problem with background context and various possible solutions or responses.

Another mechanism widely used by faculty in connecting course learning to real world contexts is through community collaborations. Faculty value these kinds of collaborations because they provide opportunities for students to take initiative, make decisions, and be accountable for the results. These collaborations may be brokered through one of the institutional programs described in the introduction or arranged by the faculty member themselves. Typically the partner (an individual, small group, or organization) works alongside the students as a study site with some kind of culminating deliverable prepared by the students and presented to the partner. The faculty member tends to take responsibility for all the instructional design and pedagogical aspects of these experiences, while the partner is brought in for their content knowledge or expertise. Because of SCU's social justice focus, the partner may often be working with a local marginalized community on a particular need or problem, such as a small business plan. In other cases, faculty work with a local partner almost in a co-teaching relationship whereby the partner helps coach or train the students in their specialized area of expertise, like entrepreneurship.

This commitment to experiential learning is not specific to a narrow set of specializations in business, but rather it was a priority voiced by all the interviewed faculty in this study. They strive to "encourage students to think about complex issues in real life. The stuff we teach seems straightforward because we simplify it. But then it's always more complicated in real life."

Data and Statistics in Learning Activities

Being able to use, analyze, and interpret data and statistics to make evidence-based decisions are important competencies that many faculty seek to inculcate in their students through the learning activities and assignments they design.

There are generally two ways that these learning activities are constructed: students are given or prescribed the data sources by the faculty, or students must find the data sources themselves. In the former, the faculty member may create or curate the data, then provide them to the students. For example, students may be directed to obtain data/statistics from the U.S. Census Bureau or California State Attorney General's website or a specific library-licensed database. In the latter, students are required to locate data/statistics on their own with or without guidance from the faculty member.

Overall, it appears that faculty prefer "real world" data/statistics as opposed to artificially created ones, but obtaining that kind of data presents challenges for them. Because they value the realism of the numbers, it means that currency is an important attribute. For example, years old sales or advertising data is not favored by faculty, but trying to find the most current data through the Internet or library can be difficult for them. Some faculty also expressed frustration with the library when a licensed data-source is no longer available, causing confusion for them and their students.

Faculty also value and try to support students' data finding and literacy skills in their classrooms. On the topic of how students find data, a number of faculty shared that their students' default strategy is to depend exclusively on Google. Surprised by this student behavior, some have responded by explicitly requiring students to use library data sources, with or without accompanying library instruction. A few faculty members also assigned importance to students knowing what they may or may not ethnically do with data; for example, being aware of intellectual property or privacy issues. However, one faculty member was not sure whether the curriculum specifically dealt with these ethical issues anywhere.

Various strategies for mitigating data-finding and data-literacy challenges were suggested. A few faculty thought that specialized study groups or help sessions - perhaps hosted or facilitated in some way by the library - would be useful, particularly for augmenting students' statistical analysis skills. Ensuring continued access to a disciplinary librarian with deep business expertise was also voiced as important. Finally, many faculty indicated that the library could provide continuously updated wayfinding tools that categorize the availability of current articles, journals, videos, readings, or case studies. There seems to be low awareness that the library offers many such tools already.

Tailored Learning Experiences and Support

Faculty tend to guard the 10 weeks of their quarter protectively. If they do invite external collaborators, guest speakers, or other on-campus instructors into their course, it must be an extremely good fit with their learning goals and pedagogy. If there is a poor fit, faculty do not hesitate to make changes. For example, if the topics chosen by the guest speaker do not align well with course content or the talk is too advanced for the students, the faculty may reduce the number of guest speakers or the time allotted for the talk.

They are equally sensitive to perceived expertise. They tend to seek out support or collaborators only if they feel a need cannot be adequately met through their own teaching skill-set or if they feel the time spent collaborating will yield a high return on investment. One faculty member, for example, expressed confidence in his own ability to teach and cultivate student writing skills in a particular genre. Overall, many faculty express doubt that collaboration would yield any benefits unless a collaborator is deeply familiar with their own students or deeply familiar with their subject.

> "You know a lot of people offer me help but the thing is, if they don't know my students, it's hard to offer help that really helps me."

One faculty member mused that the only realm in which a collaborator might be useful is providing training or filling a skill-set gap they do not have, such as with software or technology training.

Perspectives on Student Engagement

Faculty expressed interest and concern in cultivating student engagement with their course topics and materials, and in the skills that students may or may not be bringing into their courses.

Student Engagement

Faculty recognize that student engagement leads to deeper learning. Connecting course materials to real-world contexts is one lever used for cultivating such engagement. At the same time, there is in-class foundational work that students need to do in order to be successful in their applied learning experiences elsewhere. Cultivating student engagement in this realm is where faculty may struggle for solutions.

One faculty member shared that contextualizing data and numbers via stories - some taken from his own life - was an effective strategy he employed. Others found technology, when used appropriately and endorsed by their peers, to be helpful, such as iClickers.

Another cited engagement challenge was the perceived lack of student motivation for completing coursework beyond the minimum requirements. For example, there is a shared sense that only the shortest required readings are engaged with and read. Another faculty member expressed perplexion over students lack of motivation to use any kind of source other than Google:

> "I think if … we could get students to know what resources they should use and then be motivated to use those resources, rather than take the easy shortcuts, I think that could be a valuable addition to student learning."

While there are resources on campus to help address engagement issues, faculty do not necessarily make use of these supports once they have established themselves as an instructor. In some cases it is due to low awareness, in others it is a perceived lack of time, and for some it is due to self-confessed "inertia" to change long established instructional methods:

> "I probably don't take as much interest in keeping my materials updated as I probably should ... once I get the material that I'm happy with, I tend to hold on to it and just keep using it."

There needs to be compelling impetuses and a perceived alignment with faculty's specific needs for them to seek out additional support or training.

Student Research Skills

In general, faculty believe that students require guidance finding data and statistics for course exercises and assignments, particularly given their over-reliance on Google. One faculty member indicated it would be helpful for librarians to teach students where to find data sources and especially how to use the library-licensed databases: "[O]n the webpage of the Library there are actually a large number of extremely useful sources of data that the Library has purchased subscriptions for, but my guess is that 95% of my students are unaware of that."

The Library subscribes to over two hundred licensed databases including over thirty specialized business databases. Faculty value librarians' knowledge of the content of these resources, and this is the primary reason they invite the business librarian into their classrooms, "I work with [the business librarian] to see how we can help students to better utilize our Library ... that's extremely helpful for the students and extremely successful." In the quarter system faculty often find it difficult to devote class time for this type of librarian led instruction session. Instead, they recommend or even require that their students meet with the business librarian outside the classroom.

Perspectives on Resources and Materials

Selection of Learning Materials

Learning materials may be created by faculty members themselves or obtained through commercial or open access sources. The most commonly used reading materials are commercially available textbooks and the textbook publishers' supplemental resources such as case studies. When selecting a textbook for a new course, one participant said he consults colleagues teaching similar courses. Additional reading materials commonly used are book chapters, articles, and case studies, particularly those published by the Harvard Business Review.

Videos, either in DVD format or streamed from an open access or commercial source, may be used when appropriate to the material being taught. VHS recordings are rarely used now although classrooms are still provided with VHS players. Faculty have access to several commercial streaming services though the Library, but also use videos found on YouTube, or other sources. However, it was noted that using such videos is problematic due to their ephemeral nature.

Guest speakers, especially SCU alumni, are commonly invited to share their experience and expertise with students. Some participants prefer to use tools such as Skype or Zoom to bring speakers into the classroom so that they do not feel obliged to devote an entire class to the guest.

Fluid and Ephemeral Learning Materials

Faculty use a range of learning materials in their classrooms and learning management system (LMS) course sites. While print and digital textbooks are still widely used - albeit with growing dissatisfaction because of the financial cost to students - faculty typically say that the dynamic nature of their fields outpaces textbook publishers abilities to keep pace.

Given the pace of their fields, many faculty must constantly redesign and update their curriculum, including developing and sourcing new learning materials. These materials include slide decks, case studies, videos, articles, news stories, and data sets.

They also struggle with disappearing online content. While Google or YouTube may indeed be a great companion "teacher", the content is impermanent. YouTube, in particular, is widely used for finding videos which illustrate a particular concept, but "sometimes they delete the videos and the next [time] it's like, where did it go, this is a little bit frustrating". Textual materials that are accessed through the library, on the other hand, generally pose no continuity problems for faculty.

Given the challenges they experience in keeping their learning materials updated and accessible, it is unsurprising that many faculty are looking for help synthesizing, way pointing, and organizing both class materials for students and teaching materials they have created. For example, a few faculty members expressed desire for sharing instructional materials, particularly case studies and

other sort of illustrative examples, with their colleagues through some kind of shared, hosted platform.

Dissatisfaction with Cost of Textbooks

Several faculty members expressed frustration with the cost of textbooks. Faculty were aware of the financial burden on students, and showed awareness of open-access as a possible solution. Some faculty expressed resentment and suspicion of publisher pricing practices. Faculty perceived various issues related to textbook pricing, including a disproportionate amount of revenues going to publishers rather than authors, releasing marginally updated new editions to force the purchase of new materials, and the high cost for use of materials in coursepacks. This frustration was expressed in relatively strong terms including "I resent it. I really do" and "[publisher's are] basically forcing students and faculty to purchase a new edition."

To address this challenge, faculty applied a variety of strategies including making textbooks recommended rather than required reading, asking the department or library to purchase a few copies, trying to create course packs with open-access or library-subscribed materials, and selecting course texts with a lower price point. With many of these strategies, faculty described drawbacks and challenges in implementing affordable solutions. Faculty expressed, in some cases, a sense of compromise with selecting lower cost materials (for example, making textbooks optional or replacing one book with many articles) and one faculty member described having difficulty finding support when attempting to replace the coursepack with library-licensed materials. Additionally, concerns expressed about the overall difficulty with finding and maintaining course materials, including the need for rapid updating of materials, the need for multi-disciplinary materials, and the often highly specialized nature of materials, are likely to compound the need for support in adopting more affordable textbook options.

Perspectives on Technology in Teaching

A range of sophisticated technologies are utilized in all aspects of course delivery. Veteran faculty remember using now obsolete technologies such as typewriters (and typists), mimeograph machines, overhead projectors, and they express appreciation for the availability of new technologies that make it much easier to deliver course materials. However, new technologies are not without their own problems. One faculty member described frustration at having to spend a great deal of class time troubleshooting problems specific to students' personal computers and expressed the opinion that having more computer classrooms available would solve the problem, "I would say, because we are teaching the technical courses, so we need a computer room … there's probably only like two or three [Lucas Hall] computer rooms and it's just not enough."

Course Delivery

The standard equipment included in every LSB classroom consists of an instructor computer (although faculty often use their own personal computers), a screen projector, audio system, and video player. All LSB classrooms are connected to the campus computer network. Use of other teaching technologies varies widely. Some participants readily embrace teaching technologies new to them while others are less likely to do so either because they are unaware of them or because they do not believe the time needed to learn them is worth the effort, "[D]o I really want to go to the trouble of doing this?"

Reliance on Learning Management System

Faculty are making wide use of online platforms to augment their face-to-face course delivery and provide continuous, asynchronous access to their course materials. Most of those interviewed make use of Camino, the SCU learning management system, albeit to varying extents. While one faculty member uses it simply as file storage, many others use it to blend, flip, and truly web-enhance their courses.

> "We're all having students do a lot of the work that we would normally do in the classroom, I'll have them do at home or in groups online."

They are posting syllabi, practice problems with solutions, slide decks, and case studies, for example. The LMS build is becoming the official version of the course for many.

Despite its increasing adoption, however, a few faculty expressed frustration with the LMS, finding it cumbersome to use. After some initial use, they ultimately stopped using it or switched to more open delivery platforms, such as Google Drive or Google Sites. Yet another participant expressed satisfaction with their LMS site being "good enough", not wanting to invest more time in learning the tool. In a few instances, other specialized, industry-wide platforms are used to disseminate and share materials, such as GitHub for code, or publisher online textbook platforms.

Instructional Technology Challenges

Arranging external community collaborations while widely valued by teaching faculty is not without its challenges. It can create additional time and workload needs. In some cases, institutional resources are thought to not align well with external collaboration needs. For example, one faculty member voiced frustration that collaborators could not get access to the learning management system for greater immersion and participation with the students. The workaround of using Google Docs for commenting and discussion was thought to be messy and inefficient.

> "The LMS doesn't support outside commenting. I have a lot of these students turning in business plans and one way they could turn it in is to turn it into Camino. But then outside commentators would like to comment on those plans. But Camino doesn't let outside people who don't have an SCU ID to come in and comment."

On the other hand, faculty are gaining an appreciation of, and facility with, using Zoom web conferencing to bring in partners and guest speakers for consultations. There is also growing recognition that web conferencing can broaden the scope of external collaborations. However, some still struggle with the set-up, recording, and other aspects of the technology that might be an impediment to wider adoption. As one faculty member shared: "I think I could do a better job of using Zoom to bring in speakers from around the world to our classroom. Primarily I've been using face-to-face people in Silicon Valley."

4. Recommendations

The findings from this study suggest a number of key areas in which the SCU Library and its campus collaborators might focus our efforts to develop action plans in support of undergraduate teaching in business.

Leverage Collaboration

- *Explore opportunities for subject librarians to collaborate in supporting business faculty, particularly in courses with a multidisciplinary frame.*

  The highly multidisciplinary nature of business curriculum and resources creates challenges in identifying resources and providing information support for students. Librarians are well-situated to develop partnerships to support these needs.

- *Explore opportunities to collaboratively engage with business faculty and other stakeholders on campus to address student learning related to research and writing.*

  Faculty members expressed varying awareness of services to support student writing and research. Librarians are engaged with various initiatives on campus to support student learning in this area, and natural partners for extending support to the School of Business.

- *Explore opportunities to develop functional expertise and/or collaborate with other stakeholders (such as Academic Technology) to address the needs of business faculty and students.*

  The materials and information needed by business faculty represent a number of areas that vary considerably from other academic departments (including specialized and proprietary datasets, industry experts, and local knowledge that falls out of traditional academic library

sources). By developing functional expertise and partnering with other stakeholders, librarians are well positioned to support these needs.

Steward Resources

- *Explore mechanisms that support access, sharing, and re-use of teaching materials.*

  Faculty are challenged to keep their teaching materials current and available, given the rapidly changing nature of their fields and the ephemerality of many online materials they now use. There may be opportunities for the Library to help mitigate some of these challenges by leveraging our expertise in resource management, platform provision, and archival services. Specifically, the Library should consider how to support sharing, re-use, and preservation of teaching materials.

- *Identify and support non-traditional and emergent information and data needs.*

  Librarians should investigate the non-traditional or emerging information needs that may reside outside the kinds of sources typically collected by the library. These needs might be specific to a particular field - such as competitive intelligence - or they could be in varied, non-scholarly formats. The Library might explore the kind of support faculty and students may need when finding and using data, identify support gaps, and determine how the library and partner stakeholders might respond.

Champion Textbook Affordability

- *Explore strategic and comprehensive approaches to address textbook affordability.*

  Textbook affordability will be a mounting challenge as institutions grapple with the overall unsustainable rising cost of higher education. At Santa Clara University, addressing this issue also aligns with the institution's Jesuit values and commitment to increasing diversity. The library is well positioned to participate in advancing textbook affordability through such means as increasing faculty awareness, assessing the needs of students, and piloting programs to support faculty in adopting affordable or open access solutions.

Integrate Outreach and Engagement

- *Develop direct interventions to increase business faculty and student awareness of and access to library resources.*

  Faculty generally reported low uptake and awareness of library resources by their students and at times the faculty themselves also exhibited low awareness of existing library resources and support services. The Library should consider new forms of intervention to

mitigate this low uptake and awareness, such as developing boilerplate assignment language for faculty adoption, providing turnkey support modules/services for Camino integration, and advocating for greater library instructional integration beyond freshman year.

Align Instructional Offerings

- *Create compelling instructional offerings which align with the preferred teaching formats and styles valued by business faculty.*

  Business faculty are receptive to support and collaboration when they perceive a good fit with their teaching needs and their preferred ways of teaching. The Library should explore how to cast our support to dovetail with their pedagogies and instructional methods - which include preferences for real life contexts, case studies, and consulting relationships -- and their modes of writing or publication. Building an increased instructional presence in Camino should also be an area of targeted growth.

- *Develop additional levers that would encourage faculty uptake of library instructional expertise and offerings in order to ensure scaffolding of information literacy and writing in the business school curriculum*.

  Business faculty are likely to seek out research and writing expertise from peers on campus only when they feel they cannot adequately meet a student need, and only if they feel that the time spent collaborating will yield a high return on investment. Many do, however, simultaneously express concern about students' information literacy and writing skills. The Library and other stakeholders (such as the Writing Center, Faculty Development Program, various Core Committees) should consider together how to increase collaborations with the LSB to support student learning related to information literacy/writing. At the same time, the Library could explore how to deepen and market our information literacy expertise in those areas judged by business faculty as important, yet under-represented in the curriculum, including data privacy issues and intellectual property awareness.

5. Appendix: Semi-Structured Interview Guide

Background and Methods

1. Tell me about your experiences as a teacher [E.g. How long you've been teaching, what you typically teach, what you currently teach]

    » Does your teaching incorporate any particular teaching methods or approaches? [E.g. experiential learning, case method, design thinking, problem-based learning, flipped classroom]?
    » Have you received any support/relied on others towards developing your teaching approach?
    » Are there any other supports or resources that you think would be helpful for you?

2. Do you currently teach more general research or study skills in any of your courses? [E.g. finding sources, evaluating sources, data literacy, financial literacy, critical thinking]

    » How do you incorporate this into your courses? Have you experienced any challenges in doing so?
    » Does anyone support you in doing so and if so how? [E.g. instruction classes offered through the library]
    » Are there any other forms of support that would be helpful in doing this?

Working with Materials and Content

3. What materials do you typically create in the process of developing a course? [E.g. syllabi, course website, online modules, lectures, assignments, tests]

    » How do you make these materials available to students?
    » Do you make these materials more widely available? [E.g. public course website or personal website, sharing via listserv]
    » How you experienced any challenges in creating and/or making these materials available?
    » Do you ever consult with others as part of creating and/or making these materials available?
    » Are there any supports that could help you in creating and/or making these materials available?

4. Beyond the materials you create in the process of developing a course, what other kinds of content to students typically work with in your courses? [E.g. readings from textbooks or other sources, practice datasets, films]

    » How involved are you in how this content is selected and/or created?

- How do you make these materials available to students?
- Do you make these materials more widely available? [E.g. public course website or personal website, sharing via listserv]
- How you experienced any challenges in selecting, creating and/or making these materials available?
- Do you ever consult with others as part of selecting, creating and/or making these materials available?
- Are there any supports that could help you in selecting, creating and/or making these materials available?

Working with Tools

5. Have you considered using and/or are you currently working with data and/or analytics tools to understand and improve your teaching? [E.g. dashboard or an app through a course management system, early alert notification system on student performance via email]

    » If no, why? (e.g. unaware of such offerings, current offerings are not useful, opposed to such offerings)
        » If a tool could be designed that leverages data (e.g. about students) in a way that would be helpful towards your teaching, what data would feed into this and how would this tool ideally work?
        » Do you have any concerns in relation to how this data is collected and/or leveraged (e.g. privacy)?

    » If yes, what data and/or tools have you used and how? To what extent was this useful?
        » Do you have any concerns in relation to how this data is collected and/or leveraged (e.g. privacy)?
        » What are some of the greatest challenges you've encountered in the process of using these tools?
        » Do you rely on anyone to support you in using these tools?
        » Are there any other forms of support that would help you as you work with these tools?

6. Do you rely on any other tools to support your teaching (E.g. clickers, smart boards)? If so,

    » What are some of the greatest challenges you've encountered in the process of using these tools?
    » Do you rely on anyone to learn about and/or support you in using these tools?
    » Are there any other forms of support that would help you as you work with these tools?

Wrapping Up

7. If there was a magic wand that could help you with some aspect of your teaching [beyond giving you more money, time, or smarter students], what would you ask it to do for you?

8. Are there any ways that library or others on campus have helped you with your teaching in ways that have not yet come up in this interview?

9. Are there any issues relating to your experiences teaching that you think that librarians and/or others on campus who support you and your students should we be aware of that have not yet come up in our discussion? [e.g. on the role of the library in supporting teaching, what makes teaching in your specific area of Business or Business more widely that warrants unique support].