

ERIAL Project: Implications for Marketing Library Services and Resources

DePaul:

NEIU:

UIC:

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- Listening to Students
- Creating Faculty Advocates
- Collaborating With Faculty

Listening to Students

NEIU

Why Market?

- “PS: I don’t think I know enough about the **library**. At my first school they had like an orientation thing that you had to go to and I haven’t had that here and like I just I look at the library and it’s this 4 story monster building and **it just seems overwhelming** sometimes.”

Methodology

- 26 student retrospective interview transcripts
- 2 questions
 - “Would you like to know more about the library and its services? If yes, what?”
 - “What do you wish librarians would tell students about the library?”

The Extremes

LOVE IT

- SM: Okay. Would you like to know more about the library and its services?
- PS: Oh totally.
- SM: Okay are there specific—
- PS: I could live here.
- SM: Are there specific things you'd like to know about?
- PS: You know no. I would just like to know **every nook and cranny** of the things that are available for students or people who like to learn things. Even if it's not associated with my class.

LEAVE IT

- SM: Would you like to know anything more about the library and its services?
- PS: No [laughs].
- SM: What do you wish librarians would tell students about the library?
- PS: What do I wish the librarians would tell students? I don't know – I wish they'd tell – I don't know **if there's something really special**, I wish they'd tell me [laughs].

Don't Know What They Don't Know

SM: Would you like to know anything more about the library and its services?

PS: Yes.

SM: Are there specific things you would like to know?

PS: I would like to know what other services they have.

SM: What would you wish librarians would tell students about the library?

PS: (Shrugs shoulders) I have no idea.

Want to know more about...

- What's in the library
 - "there's always something new"
 - "what's here and what the library has to offer"
 - "just things to get students into the library to see all that there is to offer both in the library physically and online"
- Efficient searching
 - "the best way to find a book that you're looking for"
 - "how to look for a book quick"
 - "ways that I can up my research capabilities"
 - "an easy way to find articles, books, anything like that"
 - "how to actually search—you know—search engines properly"

Proceed with Caution

SM: Okay what do you wish librarians would tell students about the library?

PS: I guess I just wouldn't – I guess I would just – I **wish they wouldn't give so much information**, because it's just – it was just so much information. **I guess it's very interesting for them**, because they're librarians and they want people to know about it, but a lot of students, if you – like for me, if you give me a lot of information about one certain place, I'm not gonna stick to it. If you give me like **a summary to the library**, I probably would see it – I would probably get it a little bit more, **but I guess not so much information all at one time.**

What do they suggest?

- Library instruction
 - “the session that was scheduled through the class was helpful”
 - “the reason that I know so much about the library is because of the workshop”
 - “maybe [librarians] could offer more workshops, too”

Also...

- Independent learning
 - “go to the website and get this cool tutorial on everything the library has or something”
 - “not until...I have a class where I have to do some research...then I’ll be interested in knowing a little more.”
 - “...I think I know everything—basic knowledge of the library—if I need this, I know where to go”

Creating Faculty Advocates

DePaul

Oh, if they only knew the power they wield

“I’m not sure all of the faculty really are fully cognizant of how powerful their assignments are and how much the students cling to them. They will bring the assignment out and say this is exactly... the classic one is, “Find an article in a journal. Blah, blah, blah. Examples of journals include.” Which clearly when you read that means, these are just examples. But the student will say, “It has to be one of these 8. I have to use one of these 8.” And you say, well okay. This really means examples, I can find you... And they’re like, no no no, I want one of these. So I think the faculty don’t always realize that once they’ve given that assignment, even if the students don’t seem to, they really treat it as like, the law.”

Librarian

No internet?

SM: Okay. Did you search through the library's collection of articles online or not?

PS: No, I just went straight for the books (that the professor recommended.)

SM: Okay. I know that your professor said you weren't supposed to use the internet but did you do it at any point to get a better idea of what your topic would be?

PS: Oh, no because I'm really freaked out about the whole plagiarism thing so that's just something that scares me and I don't want to be involved with internet. So as hard as it was, I just didn't search it online because sometimes they'll know or sometimes they'll know or sometimes they will turn it in that's not common, that's not good if you have...

SM: Tell me...I think I'm not sure I understand how plagiarism is related to doing internet searching can you explain that to me?

PS: Plagiarism is when you look at the internet...like articles or anything online or it could be a book, I guess, or someone else's work. But you look at it, you get the main idea of it and you copy. Well sometimes you get [? 11:36] if even if it's not word for word. That's what I heard. So basically, you don't cite it, you don't give them any credit and you research.

SM: And the professors worry that this is more likely to happen if you use internet sources. Is that what you're saying?

PS: I don't know. He just said no internet. I guess he kind of wanted us to do the old...the back in the day before computers were invented researching.

Another known item “pusher”

SM: And why did you go to your professor?

PS: She was nice, she was approachable, encouraged us to come ask questions if we had any.

SM: Okay and what kind of advice did she give you?

PS: She actually pulled out three sources that she had in her materials, and just gave them to me. They weren't scholarly journals, but they gave me a push in the right direction of where I'd really look.

We find things...

- SM: That's really helpful. We're out of time and I wanted to ask you just a couple of questions. The last ones, just so we can get you out of here. What's the most significant thing that librarians can do when you are working on a research project?
- PS: Probably direct me to the right information.
- SM: How would they do that?
- PS: If I ask them where the book is, just pretty much tell me or recommend me other books? I don't know. That's not really their job, I don't know.
- SM: Okay. So you feel like their job is to help you find a book when you know what the title of it is. And it's not necessarily their job, but they could help you recommend other books.
- PS: They could recommend other books.

The Faculty Perspective

Expectations of Self-Sufficiency

- “... I give them the tools, I expect them to go in and then ask me if they’re having trouble, or ask the reference librarians. So, it’s kind of a – teach the basics, get some hands-on application through these exercises, leave it up to the student then to determine how much he or she knows about the research process, and what they need to ask. “
- “[...] reticence – hesitancy to go into the library, to speak to a reference librarian. [...] I think that many of these students either have an ego problem – ‘I should know this’ – or just don’t want to be bothered. They think they can get it all online [...] they assume that they don’t really need guidance beyond point – mine or anyone else’s. ...”

Students may not ask for help...

- “Well, I just really think it’s my job. I don’t, you know, I’ve never had expectations of librarians. I know they have the reference desk but I just don’t have the expectation because I just don’t think the students use the librarians. [...] I never thought about making it a part of the assignment that they have to see the librarian. And, I don’t know if that would be too big a burden on a librarian....”

Unless directed to do so... (or influenced by peers)

- “I’ll ask pretty much every day, “Well, what did you do? Who went to the library? Did you talk to a librarian?” And so yeah, and so the students will you know you’ve got a couple of really bright go to students who have already made that research date. Had an hour with the librarian. And they’ll when you hear what they got from their hour everybody wants to rush over and do it. “

What faculty think that students expect of librarians

- “In general, I think the students are even less aware of how the librarians can help them than I am. I find that most of them seem to have not worked much with librarians and may even find it a new suggestion when I suggest that they work with a librarian.”
- “I think they expect them to be a concierge. [laughs] I think they expect concierge service to the world of knowledge, you know. That this is too hard or outside of my area of expertise so the librarian is the magician or the concierge who’s going to get them those opera tickets, right? They’re gonna get you the perfect sources and, you know, that’s their job. That’s the thing librarians do. I know that’s what students think.”

Ideal scenario for faculty and librarians ... collaboration!

- “[...]finding the right person [...] who you know your students are probably going to encounter or who can help you. It’s almost like it would be nice if they had reference sheets at the library of things that would help students think the way that faculty are trying to get them to think. It’s nice in return to me to have the library tell me what I can be telling my students so that the things that they’re gonna hear [and see] when they’re at the library [are] reinforced in the conception and construction of the project. [...]”
- “If we could meet beforehand, before the class starts at the beginning of the quarter, before the quarter begins, to sort of coordinate what it was that I was trying to do in class and the kinds of assignments I was going to be making. Also to schedule a time for the librarian to take part in the class work, essentially - if we could manage to schedule that. That to me would be an ideal scenario.”

Collaborating With Faculty

UIC , with data from all ERIAL institutions

Collaborating with faculty: learning from what they say and do

- Thinking beyond the library instruction session: exploring new ways of augmenting faculty teaching of library research
- Raising and Maintaining Awareness:
 - Launching an aggressive and systematic marketing campaign on all fronts: print, electronic & interpersonal

TIME: A Major Obstacle to Faculty Buy-In

“I really like having the librarian come in, but I don’t do it for every class. It is only where I think it is really necessary. Because we have a limited number of sessions, and it takes one of the sessions”

“On this end, it would be time. Because it takes time to figure out how to get somebody to help you.”

The Merits of Library Liaisons

“Well I think the ideal scenario would be if the library was fully staffed and the liaison from the library to each individual department had time then to spend in that department. Even if that was an hour a week, something where that librarian was available to talk with faculty and to exchange ideas and have some face to face conversations and without a full staff, that’s just not possible.”

Traditional PR

“If there were any way for the library to have more PR. If there were more posters around campus, more emails going out, or if they gave out calendars. I think they give out bookmarks...Anything that they could do to make their services available to students would be a good thing.”

Leveraging and Exploiting Technology

“So how do librarians show their visibility in an electronic environment? So how can they tell me what to look out at the latest collection for example? Rather than sending a global email. So how can they engage individually? I think they have the capacity through electronic means to do that. So they should leverage and exploit the new technologies that they have access to.”

Face-to-Face

“People need relationships, they need face time, they need people to get out there from the library and promote the library. And there’s a lot of quality here, it needs to be championed and you do that face-to-face, right? I think that it would also be good if you **keep banging on the face-to-face piece**...If the library representative said, ‘Hey, we can offer your faculty support if we know kind of what they are thinking about in terms of research.’ Having a program of support...I’m not saying it has to be really creative, it doesn’t. But having that and having one or two key relationships on a very small scale on different colleges around the campus.”

Help Us, Too

“I would love it if I knew that they were here for the faculty as well as the students and not just in a sense of helping the faculty help the students. But in helping the faculty directly would be great.”