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Changing Practices of Undergraduate Business Teaching at BGSU

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Changing Practices of Undergraduate Business Teaching at BGSU

October 2019

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TABLE OF CONTENTS

INTRODUCTION/BACKGROUND _____	3
METHODOLOGY _____	4
FINDINGS _____	5
Experiential Learning and the “Real World” _____	5
Student Engagement _____	6
Teaching Materials _____	8
Teaching Support _____	10
OPPORTUNITIES/RECOMMENDATIONS _____	12
Recommendation 1 _____	12
Recommendation 2 _____	13
Recommendation 3 _____	13
Recommendation 4 _____	13
APPENDIX A: PARTICIPATING INSTITUTIONS _____	15
APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL _____	16
APPENDIX C: GENERAL EMAIL RECRUITMENT _____	18
APPENDIX D: SEMI-STRUCTURED INTERVIEW QUESTION GUIDE _____	19
APPENDIX E: OTHER CONSIDERATIONS _____	21

INTRODUCTION/BACKGROUND

This report will discuss the findings and recommendations of a study of the changing teaching needs of undergraduate business faculty at Bowling Green State University (BGSU). This local project was conducted by BGSU librarians in the 2018-19 academic year as part of a national study coordinated by Ithaka S+R in conjunction with other institutional-level studies throughout the country. Ithaka S+R, a not-for-profit research and consulting organization that works with academic communities, will produce an overarching report on supporting the changing practices of undergraduate teaching in the field of business. (See Appendix A for a list of participating institutions.)

This report begins with an overview of the College of Business (CoB) at Bowling Green State University, followed by descriptions of our research methodology. It will then proceed to our findings, which are presented under four major themes: Experiential Learning and the “Real World”, Student Engagement, Teaching Materials, and Teaching Support. The recommendation section outlines potential actions and paths forward to providing better teaching support to the business faculty. Stakeholders who may have an interest in the findings from this report include the College of Business faculty and administration, librarians and library administration, teaching support centers and services across campus, campus administration, as well as business students.

The BGSU College of Business is accredited by the AACSB (Association to Advance Collegiate Schools of Business) and is an acclaimed institution in teaching undergraduate students. With an aim for high-impact experiential learning, the CoB website states that “students develop real-world business skills and an understanding of the global marketplace through interactive learning programs and internships.” The CoB is comprised of six discipline-specific departments and boasts numerous academic centers, institutes and programs.

BGSU business students are characterized by active involvement in student groups and organizations. They can choose to participate in study abroad opportunities and national student competitions or live in the Business District Learning Community. Undergraduate enrollment has steadily increased in recent years with over 1,900 FTE in 2019.

There are currently 72 full-time business faculty, 44 tenured or tenure-track and 28 non-tenure-track faculty, as well as adjunct instructors. In addition to teaching undergraduate students, the faculty also support four master's programs and one doctoral program.

Within the CoB, the Committee to Advance Teaching & Learning (CATL) has been formed to promote, educate and support faculty in high-impact teaching methods and experiential learning practices. Outside the CoB, campus teaching support structures are in place for business faculty including the Center for Faculty Excellence (workshops and learning communities) and University Libraries, which includes the Learning Commons and Collab Lab.

Within University Libraries, business faculty are served by the business instruction team. The team consists of a lead business librarian and a second librarian in a supporting role. Due to staff turnover, the Business Team has seen much inconsistency in the past four years, with three different business librarians/team leaders. This inconsistency has limited librarian outreach and instructional support; however, there is now a business librarian (Linda Rich) in place who will be fully dedicated to the College of Business starting fall 2019.

METHODOLOGY

At the local level, this qualitative project was conducted by Edith Scarletto, Vera Lux, and Linda Rich, all reference & instruction librarians at BGSU. The BGSU team followed the methodology as devised and directed by Ithaka S+R. Following Institutional Review Board approval (See Appendix B) in September 2018, the project team began recruitment efforts.

An email introducing the forthcoming study was sent to the College of Business (CoB-All) listserv in October to hopefully spark some interest in the project. A formal email invitation to participate was sent to the same CoB-All list in early November (See Appendix C). As a follow-up, individualized emails were sent to Department Chairs soliciting their support and asking them to encourage participation among their faculty. As these efforts generated few volunteers, individualized recruitment emails were sent to select faculty who had worked with librarians in the past in order to increase participation. A final call went out to the CoB-All email list in early February, asking for volunteers from unrepresented departments.

Of the approximately 70+ faculty invited to participate in the study, ten were interviewed. Though we hoped to interview faculty from all departments, all ten volunteers came from two departments. The ten participants included Associate Professors (5), Assistant Professors (1) and Lecturers/Instructors (4) from different stages in their careers. Six were from the Marketing department and four were from Management. They included faculty teaching in a variety of program areas such as Entrepreneurship, Business Communication, International Business and BizX. As this study was designed to be exploratory and not statistically representative, with the goal of eliciting results to inform and improve library services and to suggest areas for further investigations, we are comfortable with our sample. It is also worth noting that the two represented departments, Marketing and Management, have historically been the two departments who have partnered most consistently with librarians for library instruction class sessions.

The interviews were conducted by one of the three project team members between November 2018 and January 2019 in the participant's office or an alternate agreed-upon space. Informed consent was obtained from each participant, and each interview was recorded. The interviewers followed the semi-structured interview question format provided by Ithaka S+R. (See Appendix D for the list of questions.) After being anonymized, the recorded interviews were transcribed by a professional transcription service and de-identified by the project team. The anonymized interview data was

submitted to Ithaka S+R, who will compile and incorporate the aggregated institutional data into a comprehensive, national-level report.

The initial coding of two transcripts was completed by all three team members together, while discussing and establishing codes and categories. The remaining eight transcripts were coded individually and entered into an Excel spreadsheet as a group to ensure consistency. Codes and key quotes entered in Excel were then examined and discussed by the team members in order to determine significant points and identify central themes to be highlighted in this report.

FINDINGS

Experiential Learning and the “Real World”

A general theme that permeated through all of the interviews was the “real world.” Faculty see the value in experiential and applied learning and strive to make the learning experience as close to industry conditions as possible. Participants placed great value in providing students with experiences that mirror what is happening in the profession, and the real world is brought to the students through a variety of teaching strategies, projects, and activities.

Teaching practices that mimicked the real world include the use of case studies, simulation games, competitions, role plays, and guest speakers. Case studies are widely used and include both publisher-supplied cases and those that faculty, or even students, have authored themselves. One faculty member described a project where their students interviewed a company employee, identified a problem, and then wrote their own case study to solve that problem.

Another faculty member explained that for a topic or chapter they “talk about the methods, the theory behind it, and then put it into practice, obviously through examples, but I also like to augment those classes if I can with professionals who are working in it.”¹ The instructor further explained that after covering the content in the classroom, he brings in a professional that might say “‘Yeah, those are really cool, but here’s how we really do it today.’ So, they get a full gamut of that particular theory or that particular idea.”

Partnering with companies and professionals within the industry is a shared practice and takes many forms. Aside from large-scale company partnerships with major, organized competitions, faculty design individual real-world experiences for their students. Professionals are brought into the classroom to speak and sometimes introduce an assignment or activity. Group projects may require students to interview a professional in the field, visit a business facility, or give a final presentation or

¹ Quotes throughout the report have been lightly edited, but only for clarity and brevity.

pitch to a company CEO or Marketing Director. Regarding engaging students in real-world problem solving, faculty had this to say:

It's just like applying data, you need to interpret it, and then you need to present it back to the owner. They're not interested in the p value significance of this, or this is what we found, they're interested in what is your recommendation? Then your recommendation needs to make sense, which you do not come up with out of nowhere, but it is based on you talking to them.

So we're not just sitting in an ivory tower, but we're thinking, "What do employers need from us?" because number one, communication is the most asked for skill when students graduate, and at the same time, it's probably the least fulfilled for students, in terms of their skill level, as perceived by employers.

As a group you have to go and talk to the owner, you have to record the discussion and then find out from your perspective, when you analyze this store, what should be their current promotional campaign? What is lacking? Then you talk to them to see whether what you've reached is actually a consistent image with what they wanted to portray.

Many faculty also discussed the use of competitive situations within their instruction. These included both large-scale, established student competitions such as The Hatch and the BGSU Sales Competition, as well as small, in-class competitive activities where prizes are awarded or an individual or group is acknowledged as a "winner."

CoB faculty value teaching general, professional and personal awareness competencies, with one interviewee directly explaining how his courses are divided into three competency areas – content, professional skills, and personal awareness or personal influence skills. They see the qualities and skills students should use and acquire, both for college, the workplace, or real-world environment as important. These might include presentation skills, time-management, self-awareness and understanding, or finding and evaluating information. One faculty member states "All my courses I always start with understanding yourself." Another requires students to create storyboards when working on a presentation so that they learn how to tell a story instead of just providing information. Also specifically mentioned is the importance of networking, knowing your audience, and being able to find and use reliable resources.

Faculty believe that students value these real-world connections and find that it increases their engagement in the class. The experiential learning context drives both the desire for authentic learning experiences, and also for student engagement, another major theme in this study.

Student Engagement

Student engagement was frequently mentioned by most participants and is clearly highly valued. Student engagement encompasses the active participation of students in the course and activities, the faculty member's efforts to interest them and keep their interest in the course material, and assessment of their engagement using metrics and accountability measures. Several factors influenced

the pedagogical strategy for engagement, including the online environment, classroom design, and class size.

Classroom design impacts faculty teaching regarding engagement, limiting how classroom activities can be conducted. Faculty were sometimes frustrated by the classroom set up when trying to incorporate learning activities centered on direct student participation. Visibility for large classes when using whiteboards, lack of boards themselves, and limited space for small group activities and presentations contributed to their frustration. Often, the class size drove the size of the classroom, adding to the difficulties engaging students in those courses.

Discussion and group work had to be adjusted if class sizes were large, and the online environment also changed the design of group interaction. Faculty shared “you don't have time for everybody to do a two or three-minute presentation when you've got that many students. When you've got a handful, you can create more of those opportunities for discussion.” Another said “I really liked the in-person when it was a smaller class and I felt like I could know the students... The problem with the 80 and 150, there's no way to know the people I'm really talking to and develop that same connection.”

Technology tools facilitate the pedagogical strategies faculty would use for in-person classes, such as class discussions, group projects, and collaborative activities. Used in the online environment, they allowed for small groups to have a shared space for discussion and presentation development. These techniques were also applied when faculty worked with large class sizes in person. Traditional small group activities were replaced with Canvas (learning management system) groups and online discussion boards.

Technology tools figure widely among faculty both as a method of information management and for student engagement. Faculty indicated preferences for a variety of specific technology tools that were well suited for their needs. Kahoot!, in particular, was viewed as a valuable tool by a number of faculty. It was mentioned as a means to keep students actively participating in a class session and to enhance student learning: “You mention Kahoot!, they all get excited. They like that I lecture for one or two concepts, and then I give them a Kahoot! to sort of evaluate them on whether they know it, and then students said that they really like that.”

One faculty member expressed reluctance to adopt new technologies: “It's just like MyManagementLab, I was very hesitant to start it, but once I started, I got stuck on it, and I don't want to change.” Additional concerns raised regarding technology tools were aggressive marketing by publishers and hesitancy to ask students to pay additional fees, especially if the university or college had already subscribed to a similar tool. Alternatively, using technology for engagement is the key to

this faculty member's investment in making their courses a "hyper online learning experience":

Hyper online learning is when the faculty member starts creating their own lectures. They actually hold synchronous sessions with the class in which the class is meeting with them.... You're also putting them in teams where they actually have to use very specific tools online to manage their team project.... They hold their meetings with their group live. It's recorded, and it's submitted as part of their work."

Teaching Materials

Teaching materials generally include traditional course textbooks, often with additional publisher resources, that are supplemented by a wide variety of materials primarily used to illustrate course concepts through real-world examples. Faculty engage in limited sharing of course materials within their department and the profession. Material created by faculty mostly included course materials limited to use by students enrolled in a particular class, although some faculty have formally published course materials and textbooks for a wider audience.

Textbooks remain a core course material. One faculty member highlighted the role of the textbook as a traditional tool of student learning, "I feel like you're in college, you ought to be reading some sort of book outside class and then come to class prepared." Concerns were raised regarding the affordability of course materials as "the prices are getting astronomic". Faculty indicated they had taken actions to reduce the costs of course materials for students, such as making the course textbook an optional purchase: "I've switched to just making them recommended because if you come to class and you listen to what I'm saying, you probably will do just fine without the textbook." Course reserves were also mentioned as a method of reducing textbook costs: "I do put the textbooks on reserve, which the publishers don't really care for."

In connection to the textbook, supplemental **publisher content** was a frequent source of teaching materials, including publisher-created test banks, quizzes, and PowerPoints. Publisher learning systems with more comprehensive supporting resources such as assignments and pre-tests were also discussed by multiple faculty. A noted benefit of publisher content was the incorporation of algorithmic assessment of individual student learning: "it decides that students have a basic understanding of the objective or not."

Content from the publisher may have added value for instructors with less teaching experience. Faculty indicated a lack of teaching preparation in graduate programs and said "In the beginning when I didn't have much experience, I would rely quite a bit on the instructor manual from the publisher." Faculty further noted that over time they modified publisher content to better suit their needs: "Test banks are used in the beginning, but over time I think you rely less on those and start changing the questions up to match what you're teaching."

Publisher content can also serve as a model in creating updated course materials in rapidly evolving fields: “The publisher material seems always a little bit out of date when they are published. But then the concept is there and so then I will go online to go to some professional website.... I will grab the idea from there, but I will use the same format that the instructor manual shows you. The content will be up to date, but the delivery method will be very similar.”

Beyond the course text, faculty regularly incorporate a number of **supplemental sources** including periodical articles, case studies from a variety of sources, videos, books, TV advertisements, blog posts, white papers, infographics, websites, and more. The *Wall Street Journal* was frequently mentioned as a source for additional course material. The supplemental sources were described as a way to further illustrate course concepts: “The videos are pretty much, I'd say 98% of them are commercials because it's marketing, and it's easy to find a commercial that would illustrate a concept.” Supplemental sources also serve as a means to update content with more current real-world examples, and bring diverse viewpoints to the course material: “Because I think it's fun, and it's important not only to have my own content, but to bring in, strategically, other content for the students to get diverse voices in what they're hearing ... to add, to make it interesting, to give it more credibility.”

Faculty were also asked to address the materials they create and if and how they share materials beyond their own use. Most noted that they regularly create traditional course materials, such as syllabi, tests and quizzes, assignments, lectures, and slides. Two faculty mentioned that they have published course textbooks provided to their students at reduced or no-cost: “In one class, I've written a book, online book. My students don't even buy a book. I've got a whole book created. They get it free. They sign up for the class, I get, “What's our textbook for the class?” It's in Canvas. It's in each module. I've written it.” However, the second faculty member who noted developing a textbook has ceased using the material in courses: “It didn't seem necessary, and it seemed like if I choose a book that's accredited, I've got it covered. And I know it might have been a little cheaper, but it didn't seem to be any real value or pay off, so I stopped doing that a few years back.”

Curricular resources were infrequently shared for wider use, although with some exceptions. Some faculty share course materials among peers such as syllabi or other resources. Faculty reported this sharing takes place most often on shared storage in the department or college and less often outside the university. This form of sharing was noted to be particularly useful for adjuncts and to quickly identify topical course materials for student engagement. In addition, there are courses with shared curriculum, such as Business Communication. The coordinator of this course has established a common syllabus, a shared text and case studies, and other course materials. While sharing beyond the departmental level was less common, one exception noted was a professional organization where faculty share teaching practices and activities with one another: “So we have been working to try to create a depository on the [Association] website as well, of materials that these different instructors have been developing too... We've got a massive Excel spreadsheet that's out there that has YouTube topics and videos and links.”

Concerns regarding intellectual property and workload present a barrier to sharing materials. As discussed further in the Teaching Support section of this report, faculty struggle with information overload and find the process of identifying relevant course materials particularly time consuming. It is therefore not surprising that they expressed concerns regarding the implications of sharing their materials: "I don't purposely share it. I don't feel comfortable because I spend a lot of time developing it." This concern was also explicitly expressed regarding online courses: "As we develop things for these online classes, what's mine versus what's shared, and how it's shared. ...there's a lot of questions about how that gets structured and what the compensation is for that."

In contrast to the concerns regarding open educational resources, formal publication was discussed with less hesitation as an avenue for faculty to share teaching materials and ideas. One faculty member has commercially published a simulation game, and Scholarship of Teaching and Learning was mentioned as a current or future research area by multiple faculty. However, institutional support for teaching effectiveness and teaching publications was questioned as faculty see a higher value placed on disciplinary publications, particularly for tenure-track faculty: "You're supposed to be focused on your research because fantastic teaching as an assistant professor is not going to get you tenure."

Teaching Support

Teaching support includes resources, people and organizations that provide feedback, training and other material resources. They contribute to the faculty member's ability to assess, improve, and succeed in their teaching. Faculty cited departmental **peer support** as the most often used teaching support, "I think we're a department that's very dedicated to teaching, and we certainly listen to each other and learn from each other". The CoB has a formal teaching support group (CATL) as well as the institutional teaching support center (CFE), but faculty noted that they rely more often on colleagues for ideas for student engagement, accountability, and teaching methods. Coordinators in the departments most often serve this role, as well as other colleagues: "Anytime I have a question or if I want to bounce back best practices, all of my colleagues teaching any one of those classes are real easy to [talk to]." Other informal support came in the form of publisher content related to the course materials, conferences, or even Facebook groups. Peer support through sharing materials among colleagues was also important and discussed earlier in the Teaching Materials section of this report.

Teaching support for **technology tools** like Learning Management Systems (Canvas), PowerPoint, Kahoot!, the Google Suite, collaboration tools, and video and audio recording integration came up several times. Faculty prefer real-time, expert support for these issues as they arise, but would also like to see more webinars or workshops they could attend to support their knowledge of these tools. "I guess if the university could provide me with the software and train me on that software, then I did, and then if I could take it over at that point, then I might be interested in that."

Expert support was needed for some of the technology choices for some faculty, "So if there would be a way to integrate the audio with the PowerPoint in a way that was easy to redo from semester to

semester, I'd be interested in that." One faculty expressed interest and experience attending in-person trainings or workshops from formal teaching support groups: "As we were getting pressure for larger class sizes, I also joined a learning circle from CFE on large lecture classes to try and figure out--what are some of the ways that I can better engage and keep people involved, and really be able to reach out?" While others appreciate the availability of these workshops, they were not sure if they would attend: "Yeah, but you know, I'm wondering if I would take the time to do it." Some preferred the option of recorded sessions.

Expert support from guest speakers was also an important source for faculty. They solicit speakers from the business community to provide some of the real-world situations that students can explore in their simulations or projects. These experts contribute both perspective and content to the course: "I had an insurance company come in and speak with my students and they created the assignment." In addition, they also provide an assessment/feedback mechanism for student projects. Students present their solutions and analysis to these business partners and learn from the process of presentation of ideas, as well as the response to their presentations. "One of the clients I had this semester for my business communications course, also provided quite a hefty spreadsheet that was not organized, but a hefty spreadsheet of employee answers to engagement questions that the students had to peruse through."

Many of the faculty interviewed rely on **library services** as part of expert teaching support, by either sending students over to the library for assignment support or bringing the Business Librarian to class: "I think that really helped the students to learn how to, because otherwise it would take me the whole class period to tell them, here's the database and here's this and that, and I don't feel comfortable doing that myself." Others noted the work of the librarian in preparing course-related resources as well: "they had a session which this semester was actually given by Linda who did a great job explaining to the students what each database will do, what kind of information you can find and how to find that information. She helped develop a course website and list all the information that my course needs, which I really, I love it because it's so convenient." Faculty also refer students to the Learning Commons in the library for writing tutoring and to the Collab Lab for technology and design thinking resources.

Faculty see a need for increased communication regarding library resources and services. Faculty are not always aware of what the library has to offer. One faculty member observed, "It's just like shopping right? You don't go to Amazon randomly looking for things." They would like librarians to keep them apprised of what is available. Faculty also noted that students come to class with varied levels of experience and suggested that some would benefit from increased direct outreach from librarians.

Teaching support also took the form of updated information and **information management** that is referred to as **curated content** within this report. "I think from my perspective too, if I knew that I had one course and one subject that I really need to be the expert in, but that would help me fine-tune those resources, but because I know that my role is really being spread, it's trying to stay abreast of a lot of

different components.” They spent a great deal of time updating course materials and creating the real-world activities noted earlier in this report. One faculty member explained, “I mean, I feel like it's important to keep up on what's available out there and that, so it's an ongoing task to keep up on the new databases and the new sources of information”. Another quantified that need more specifically stating: “I would like to have two hours a day that I could do nothing but review and learn and read about what's happening in my discipline.” Business news, teaching resources, training materials, as well as current library resources, were all cited as part of the barrage of information faculty needed to navigate while trying to support their courses.

Other information that faculty incorporate are **data analytics**, particularly those which provide feedback regarding student learning and participation. Tests and quizzes, as well as real-time information using in-class polls with Kahoot! and participation data from learning management systems, and student evaluations contribute to teaching support. These mechanisms help faculty adjust content and pedagogy to keep students on track throughout their courses. For instance, a faculty member found that even though they used different course delivery tools (audio lectures), “...you need to, you know from looking at the Canvas analytics, I thought, ‘Oh, I need to embed questions in the middle of these to force the students to listen to them.’” While the interviewers asked if more data analytics on students might be helpful, faculty seemed to think more was available than they needed, even if they were not as familiar with the sources. However, one participant indicated that they would appreciate increased access to student demographics, preferably within Canvas (demographic backgrounds, GPA, major) so as to better tailor course content to their students.

Other Considerations

There were many additional individual remarks and suggestions from the interviews that provide insight or offer recommendations but do not fall under one of the core themes in this report. In some cases, we think the comments will be useful to other university stakeholders. We have included these comments in Appendix E.

OPPORTUNITIES/RECOMMENDATIONS

In response to the major findings above, the following are identified opportunities for University Libraries to improve library services in support of faculty teaching in the College of Business at BGSU. The business librarian, Linda Rich, will explore these recommended actions with input from and consultation with other University Library faculty and CoB faculty and lead implementation efforts.

Recommendation 1

CoB faculty spend a significant amount of time locating up-to-date, relevant real-world business content to support their instruction. A support service that would deliver curated content, appropriate to individual course information needs, directly to the faculty member would be desirable. Curated content could be both academic sources, as well as industry news and information, and might include resources such as brief

video content, case studies, or scenarios that reflect the content of the course for that week. University Libraries would be unable to support full-scale, college wide implementation of such a service, but exploring sustainable, smaller scale services might prove beneficial.

- Increase knowledge of business course content to improve ability to provide business faculty with relevant, curated content. Work with interested faculty to explore the best means of acquiring the knowledge and understanding needed to be effective.
- Implement a process for scanning current library database content/offerings/features for information to support classroom instruction. Establish an effective method (in consultation with business faculty) for sharing the resource content.

Recommendation 2

CoB faculty highly value and work hard to create interest and engage students in their classroom. Methods include using varied technologies and leveraging real-world connections.

- To increase student engagement with library resources, make the real-world connection for students between resources such as MarketLine, Mintel and IBIS World and the information needed and used in the industry environment. Provide concrete examples of how business professionals use data and information, possibly including testimonials from BGSU CoB alumni.
- Consult with the CoB's CATL and individual faculty regarding classroom engagement strategies proven to be successful when working with business students.

Recommendation 3

CoB faculty do not have a clear understanding of the services and resources that the library offers to faculty, and they suggest that guidance is needed. Business faculty and students do not typically explore what the library has to offer without prompting.

- Establish regular and sustained communication (through emails or newsletters or in-person) with CoB faculty to promote library resources and services.
- Investigate offering workshops related to library databases and resources that would be of interest to CoB faculty.
- Inform faculty of University Libraries' efforts regarding Open Educational Resources and advise them on the possibilities for textbook content.

Recommendation 4

Some faculty remarked that students need support for their library research skills and use of business resources, and these faculty see opportunities for the library to reach out directly to students, rather than via their professors. The direct librarian-to-student approach is seen as desirable because students have

varied experiences with research skills and faculty have less and less time to provide research instruction opportunities in class.

- BGSU Librarians currently offer drop-in research support at the Library Research & Information Desk as well as Individual Research Appointments to students throughout the semester, and we are currently increasing promotional efforts. To add to these efforts, investigate additional ways to target business students, including via the Navigate system.
- With UL instruction librarians, explore opportunities to teach subject-specific (including business) research skills in addition to the “one shot” library instruction currently taught as invited by instructors for a specific class. This might include subject-specific library workshops or credit-bearing courses.

APPENDIX A: PARTICIPATING INSTITUTIONS

1. Baruch College
2. Bowling Green State University
3. Georgia Tech
4. Grand Valley State University
5. Kansas State University
6. Michigan Technological University
7. Murray State University
8. North Carolina Central University
9. Providence College
10. Queens College
11. Santa Clara University
12. St. Thomas University
13. University at Buffalo
14. University of Texas San Antonio

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL

Informed Consent Handout for Verbal Consent

If you choose to participate in the study, your interview will be audio recorded for transcription purposes. If you choose not to participate, this will have no impact on your relationship or standing with Bowling Green State University (BGSU), University Libraries or the investigators.

Project title: Supporting the Changing Practices of Undergraduate Business Teaching

Reason for the study: This study seeks to examine the teaching practices in undergraduate Business in order to understand the resources and services that instructors at Bowling Green State University (BGSU) need to be successful in their work.

The study contributes to the wider fields of Library and Information Studies, Business, and Education by articulating the unique needs of Business instructors within the larger contexts of Business pedagogy best practices, and the evolving relationship between libraries and undergraduate teaching support.

Who will have access to the data: The investigators listed in this study will have access to the recorded interviews and transcripts subsequent analysis. Aggregated data will be accessible to Ithaka S+R staff for inclusion in a larger study.

The study at Bowling Green State University (BGSU) is connected to a suite of parallel studies being developed locally at other higher education institutions. Ithaka S+R, a not-for-profit research and consulting service that helps academic, cultural, and publishing communities, has been hired by the researchers to coordinate the parallel effort and to provide guidance on research methodology and data analysis. The research project as outlined here will be implemented exclusively by the investigators listed on this protocol. The anonymized aggregated data and analysis will also be used towards a comprehensive report written and made publically available by Ithaka S+R. Ithaka S+R will not have access to the research subjects or their personal information. Ithaka S+R will only have access to anonymized interview transcripts and anonymized metadata about the transcripts, not the audio recordings.

What you will be asked to do: Your participation in the study involves a 60 minute audio-recorded interview about teaching practices. Interviews will take place on campus between October and December 2018, after Institutional Review Board approval. Your participation is completely voluntary. You are free to withdraw consent and discontinue participation in the interview at any time for any reason.

Benefits and Risks: There are no known risks associated with participating in this study. You may experience benefit in the form of increased insight and awareness into teaching practices and support needs.

How your confidentiality will be maintained:

Recorded interviews will be stored as digital audio files by the principal investigator(s) in a non-networked folder on a password protected computer and these files will be destroyed immediately following transcription. Pseudonyms will be immediately applied to the interview transcripts and the metadata associated with the transcripts. Publications of the research findings will use pseudonyms to refer to participants or quotations and not provide demographic or contextual information that could be used to re-identify the participants.

BGSU IRB - APPROVED FOR USE
IRBNet ID # 1287239

EFFECTIVE 09/16/2018

EXPIRES 08/08/2019

Questions? You may contact the researchers at any time if you have additional questions about the study, or, if you have any questions about your rights as an interviewee, you may contact the Institutional Review Board at 419-372-7716 or orc@bgsu.edu.

Research Team

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Jerome Library, Library Teaching and Learning Department

BGSU IRB - APPROVED FOR USE
IRBNet ID # 1287239
EFFECTIVE 09/16/2018
EXPIRES 08/08/2019

APPENDIX C: GENERAL EMAIL RECRUITMENT

To: College of Business COB-ALL@LISTS.BGSU.EDU

Subject: BGSU's study on undergraduate business teaching – participants needed
To all faculty and instructors teaching a BGSU business course:

Jerome Library's Library Teaching and Learning Department is conducting a study on the teaching support needs of instructors in order to improve services for the College of Business faculty.

Interviews would take place on campus at a time to be arranged.

Would you be willing to participate in a one hour interview to share your unique experiences and perspectives?

Our local BGSU study is part of a larger suite of parallel studies with other institutions of higher education in the U.S., coordinated by Ithaka S+R, a not-for-profit research and consulting service. The information gathered at BGSU will also be included in a landmark final report by Ithaka S+R and will be essential for BGSU to further understand how the teaching support needs of Business instructors are evolving more widely.

To schedule an interview or If you have questions about the study, please don't hesitate to reach out and thank you so much for your consideration.

Sincerely,

Edith Scarletto ediths@bgsu.edu 419.372.7923, Vera Lux vlux@bgsu.edu 419.372.7901, Linda Rich
lrich@bgsu.edu 419.372-7902

APPENDIX D: SEMI-STRUCTURED INTERVIEW QUESTION 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 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]

APPENDIX E: OTHER CONSIDERATIONS

The following are individual comments and suggestions from the interviews that provide insight or recommendations but did not fall under a core theme.

- Programs and activities (student ambassadors, student competitions) that could also be used for new student recruitment were mentioned positively by multiple participants.
- Library faculty, staff, and student employees assisting business students should consistently ask for assignment descriptions to clarify needs rather than relying on student interpretations of requirements.
- One faculty member indicated a support need regarding integrating publisher test banks in Canvas.
- One participant mentioned creating their own videos on using Canvas. This may be a personal preference or indicate a lack of knowledge/satisfaction with existing resources.
- One faculty member would like an easy to use open textbook platform where the inserted material becomes “a very interactive flip book where they click it, it opens it up, they can read, they can flip through it.”
- One faculty member indicated it would be useful if timely proactive teaching suggestions could be based on their syllabus, student evaluations, etc. similar to how they receive recommendations based on their purchasing habits or locations when using the Internet. They further mentioned that publishers are starting to do this based on upcoming book chapters and encouraged the library to explore similar opportunities.
- A faculty member offered high praise regarding the impact of writing assistance students received from The Learning Commons, but wondered whether multilingual tutors would be able to offer enhanced assistance to ESOL students.
- A faculty member highlighted that student mental health issues and extensive demands outside the classroom create an additional challenge for student accountability and engagement.
- Identifying opportunities for teaching support on campus is complicated, thus a faculty member expressed the need for easy-to-navigate lists of teaching support resources on campus (such as a compiled document being prepared by the CATL) instead of having to navigate multiple websites.
- One faculty member felt that in addition to library workshops, short videos featuring library topics would be useful and they could be shared with students.
- Identifying images for slide presentations is a challenge for faculty. One recommended a subscription to a stock photo tool for campus faculty.
- One participant expressed the need for increased access to e-books containing teaching materials and activities. Walking over to the library for a physical book was acknowledged as a barrier to access.