Aligning Resources for Instruction & Research Support

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Overview

- About the University of Alberta
- Service Reorganization
- Data used in project
- Aligning for impact
Land Acknowledgement
New Model Needed

- Significant Budget cuts
- Reorganization at the University
- Staffing reductions
- Increasing number of Faculties Served
Social Sciences & Humanities Team

● The unit
  ○ One Head, Faculty Engagement
  ○ Ten Faculty Engagement librarian positions reduced to seven
  ○ Librarians provide liaison services and contribute to functional teams and committees across the Library

● Who we serve
  ○ Faculties of: Arts, Education, Law, and Campus Saint-Jean
  ○ Alberta School of Business added in January 2023

● How do we provide service with diminishing resources?
Data Sources

- University of Alberta Libraries
  - Workshops and instruction sessions delivered
  - Research consultations provided & reference questions answered
- Unit Level
  - Curriculum mapping exercise
- University Level Data
  - Course enrollment data
  - Program enrollment data
- Program Level Data
  - Departmental learning outcomes for each program
  - Course learning outcomes
Library Data: Instruction and Research Consultation

Instruction Data:
- Number of sessions by instructor
- Course/topic addressed
- Type of instruction (course-based/non course based)
- Format of delivery
- Session length
- Number of participants
- Session topics (information literacy, research topics, search strategies, research data, etc)
- User Group (e.g. graduate, undergraduate, faculty etc)
- Faculty affiliation
- General comments/notes

Research Consultations & Ref Questions
- Number of interactions by librarian & unit
- Type of interaction (Consultation or Reference Question)
- Course/Subject of interaction/question
- Length of interaction
- Number of participants
- Format of delivery of service
- Client group
- Related to grant application
- Involves systematic or scoping review
- Comments/notes
## Comparing Service Activity

### Unit Service Data

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<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<th>2022</th>
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## Comparing Program Enrollment

### Total Student Enrollment

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<tr>
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<th>Total Undergrad</th>
<th>Total Grad</th>
<th>Total Students</th>
<th>Total Undergrad</th>
<th>Total Grad</th>
<th>Total Students</th>
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<td>6625</td>
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</table>
## Curriculum Mapping Exercise

### Data Collected for Each Academic Department:

<table>
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<tr>
<th>Course Information</th>
<th>Library Data</th>
<th>Course Enrollment/Program Data</th>
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<tbody>
<tr>
<td>Course Title/Description</td>
<td>Years Taught</td>
<td>Course Enrollment figures</td>
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<td>Syllabi (if we could get</td>
<td>Session Topics</td>
<td>Program Learning Outcomes</td>
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<tr>
<td>them)</td>
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<td></td>
<td>Library session learning outcomes (if we had them)</td>
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Example Learning Outcomes

Overlapping First/Second Year
- Find/navigate library website, including relevant subject guides
- Contact library/librarians
- Search Discovery System/Databases-general
- Building/revising research questions
- Developing/revising search strings
- Searching strategies
- Information literacy concepts: evaluating information, source types, different databases
- Citing/referencing sources

Overlapping in upper years
- Research data management
- Scholarly communication topics (publishing, open access, research impact)
- Advanced search strategies involving multiple databases
- Use of primary sources
Impacts

• Team based Approach
  ○ Two teams with distributed workload for instruction and research consultations
    ■ Team members function as main contacts for programs within each Faculty and strategize methods to distribute requests among the team
    ■ Collaborate in instructional design and sharing of teaching materials
    ■ Increasing subject expertise
    ■ Facilitating effective coverage for emergencies and leaves
• Reduce in-person visits by developing virtual modules for large introductory courses
  ■ Followed up with question/answer sessions if needed
  ■ Testing effectiveness with surveys to instructors and students
• Better alignment of instruction with curriculum goals
• Increasing time for advanced instruction at upper levels