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

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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 learningl outcomes

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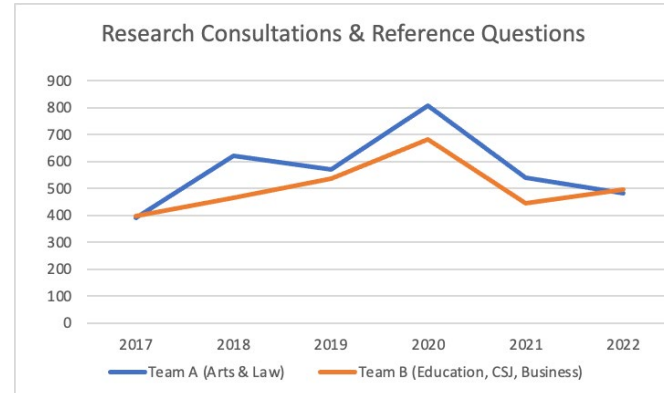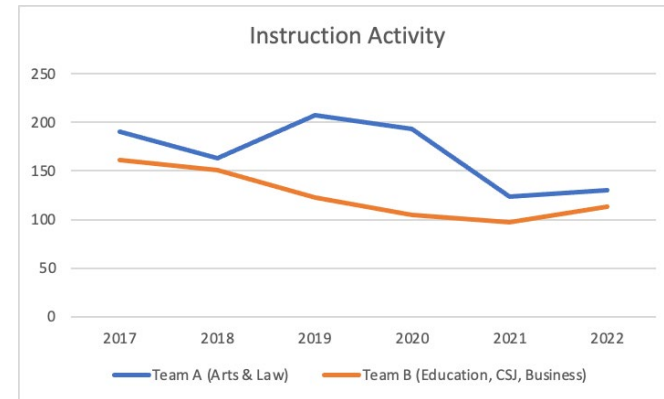
Instruction Data:
- <u>Number of sessions by instructor</u>
- <u>Course/topic addressed</u>
- Type of instruction (course-based/non course based)
- Format of delivery
- Session length
- <u>Number of participants</u>
- <u>Session topics</u> (information literacy, research topics, search strategies, research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

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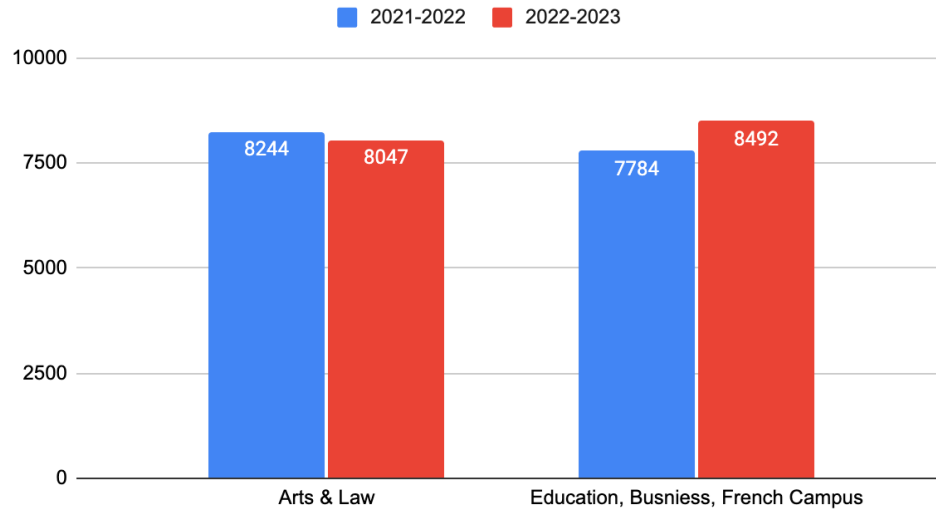- Involves systematic or scoping review
- Comments/notes

Comparing Service Activity

Unit Service Data						
Instruction Sessions	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Arts & Law	190	163	207	193	124	130
Education, French Campus, Business	161	151	123	105	97	113
Consultation Sessions	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Arts & Law	392	621	571	809	541	482
Education, French Campus, Business	397	464	536	682	446	496

Instruction Activity

Team A (Arts & Law) Team B (Education, CSJ, Business)

Research Consultations & Reference Questions

Team A (Arts & Law) Team B (Education, CSJ, Business)

Comparing Program Enrollment

Total Student Enrollment

	Total Undergrad	Total Grad	Total Students	Total Undergrad	Total Grad	Total Students
Arts & Law	7514	730	8244	7304	743	8047
Education, Business, French Campus	5980	1804	7784	6625	1867	8492

Curriculum Mapping Exercise

Data Collected for Each Academic Department:

Course Information	Library Data	Course Enrollment/Program Data
Course Title/Description	Years Taught	Course Enrollment figures
Syllabi (if we could get them)	Session Topics	Program Learning Outcomes
	Library session learning outcomes (if we had them)	

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

QUESTIONS?

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