

Undergraduate Research Programs and the Academic Library

*How Partnership Creates Successful
Research Experiences*



Nancy Cunningham – Director of Academic Services
USF Libraries Tampa



Richard Pollenz – Associate Dean/Director, Office for
Undergraduate Research (OUR) - USF



Drew Smith – Assistant Librarian/Undergraduate
Research Librarian Liaison – USF Libraries Tampa



Mark Greenberg – Director of Special &
Digital Collections – USF Libraries Tampa

Our program today

- Undergraduate research overview – **Rick**
- Role of the library, strategic value, and development of partnership – **Nancy**
- Student training through OUR – **Rick**
- Collaboration, library skills assessment – **Drew**
- Special Collections experience – **Mark**
- Challenges & opportunities – **All**

What about you?

- Which of these best describes your institution?
 - Doctoral research (R1) university
 - Masters granting university
 - Predominately undergraduate university (4 year)
 - Community College
 - Other

How many of you are working with an undergraduate research program or initiative?

- Yes
- No

For those who are...for what length of time?

- One year or less
- 1 to 2 years
- More than 2 years



Office for Undergraduate Research (OUR)

<http://ur.usf.edu>

History, Mission and Goals

RS Pollenz, Ph.D.

OUR: Brief History

- **1994:** Undergraduate Research (UR) initiative established as a component of the Honors Program.
- **2002:** Honors College established with UR program.
- **2003:** First *Undergraduate Research Symposium* held.
- **2004:** Office of Undergraduate Research created as a funded unit of the Honors College as part of the SACS Quality Enhancement Plan (QEP).
- **2011:** Office for Undergraduate Research transferred to Undergraduate Studies to better serve university community.
- **2011:** OUR suite opened within the main USF library. First training workshops.
- **2012:** First *Undergraduate Research and Arts Colloquium*.

OUR: Mission and Goals

- **Promote** undergraduate research across all disciplines and develop pathways to success.
- **Provide** all students a forum to present and discuss their research.
- **Provide** assessment and tracking of UR.
- **Assist** with recruitment of prospective students.
- **Enhance** communication about UR to all stakeholders.
- **Obtain** extramural funding to support UR initiatives.
- **Provide** all UR participants **professional development** and mentoring resources.
- **Develop** partnerships that assist students, faculty, **staff**, **administrators** and community leaders in establishing **new** research experiences.
- **Promote** undergraduate research across all disciplines and develop pathways to success.

What is Undergraduate Research?

- Students pose or work from defined research questions
- Students work individually or in groups to apply defined methods of inquiry relevant to the project/discipline to generate findings/products
- Students present the findings/products to others (within the course/through the colloquium/etc.)

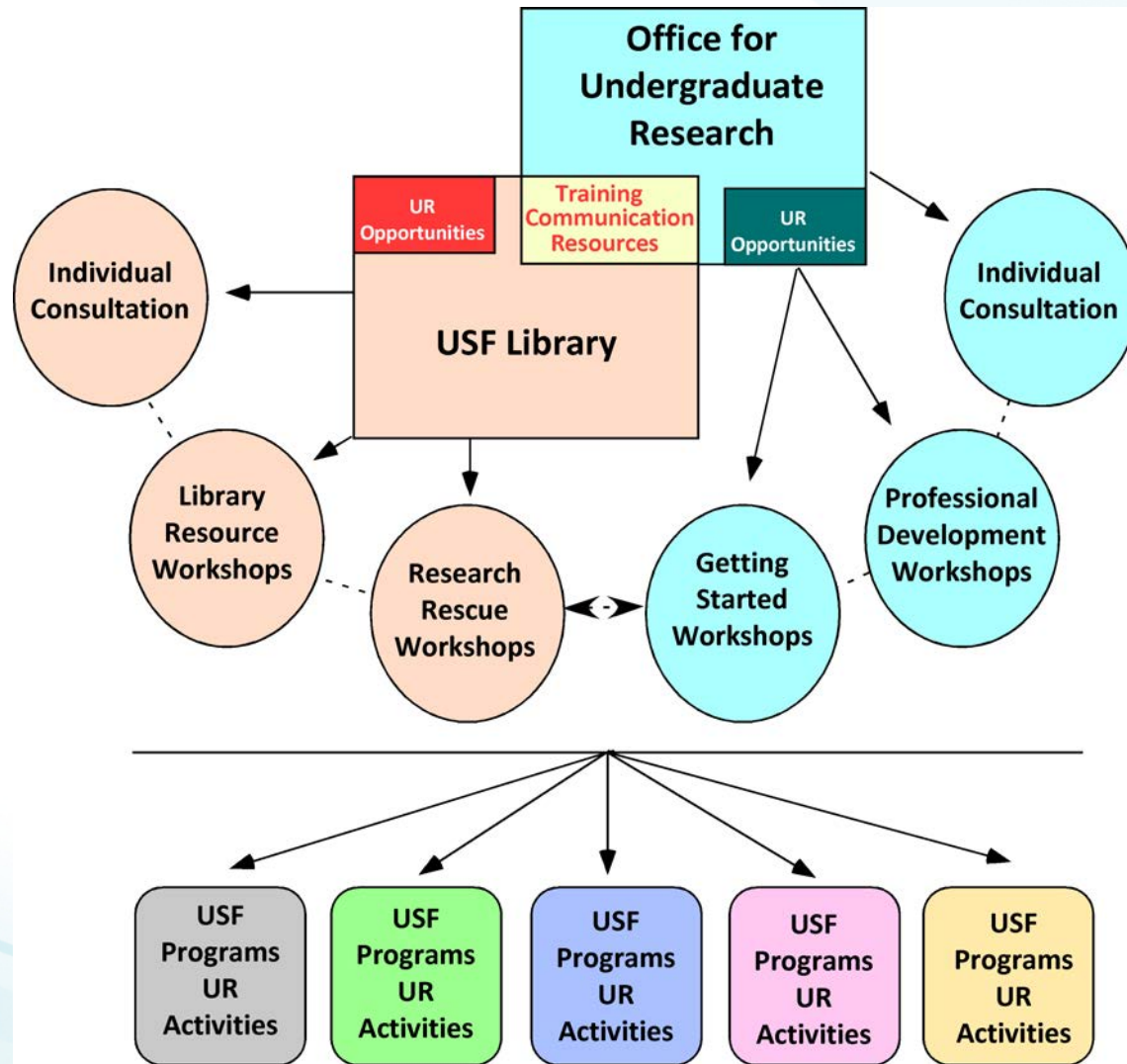
Key questions to address when assessing the quality of the UR experience

- Is this UR activity something that a student could present at the UR Colloquium?
- Is this UR activity something that a student could represent on their CV as a true UR experience?
- Would a student doing the exercise be competitive with a student who may have engaged in one-on-one UR experience with a faculty mentor?

OUR Tiers of Engagement



OUR and the Library



Library + Undergraduate Research



- Partnerships are critical
 - Strategic, extend our reach, equally beneficial
 - Learning Commons development
 - Tutoring, Writing Center, IT
- Undergraduate research – unique opportunity
 - Relationship w/librarian often overlooked
 - Complexity of independent research
 - Creation of new knowledge – different approach
 - Information in different formats, special collections
- Liaison librarian
- Sharing the storefront
 - Web presence, joint calendars, marketing banners

USF Libraries Website

www.lib.usf.edu

↓ Start Your Search Here...

NEW - Find It! Books (Catalog) Google Scholar This Website

What's this? Search articles, books, & library materials in one powerful search!

Find It! **SEARCH**

Keyword Title Author [Have a Citation?](#)

USF Library Channel

office for undergraduate research

Office for Undergraduate Research

Want to transform your future?
Engage in undergraduate research.

[Get started >>](#)

[« Previous](#) [Next »](#)

Get Librarian Help



Text · Email · Chat · Phone
Make an Appointment · Hours

USF Library Spring Break Hours

Monday-Thursday: Open 24 hours
Friday: Close at 6:00 PM
Saturday: 10:00 AM - 6:00 PM
Sunday: Noon - No closing
[SEE ALL LIBRARY HOURS >>](#)



[View today's open workshops >>](#)

Office for Undergraduate Research

<http://ur.usf.edu>



Getting Started Workshops

RS Pollenz, Ph.D.



“Getting Started” Workshop

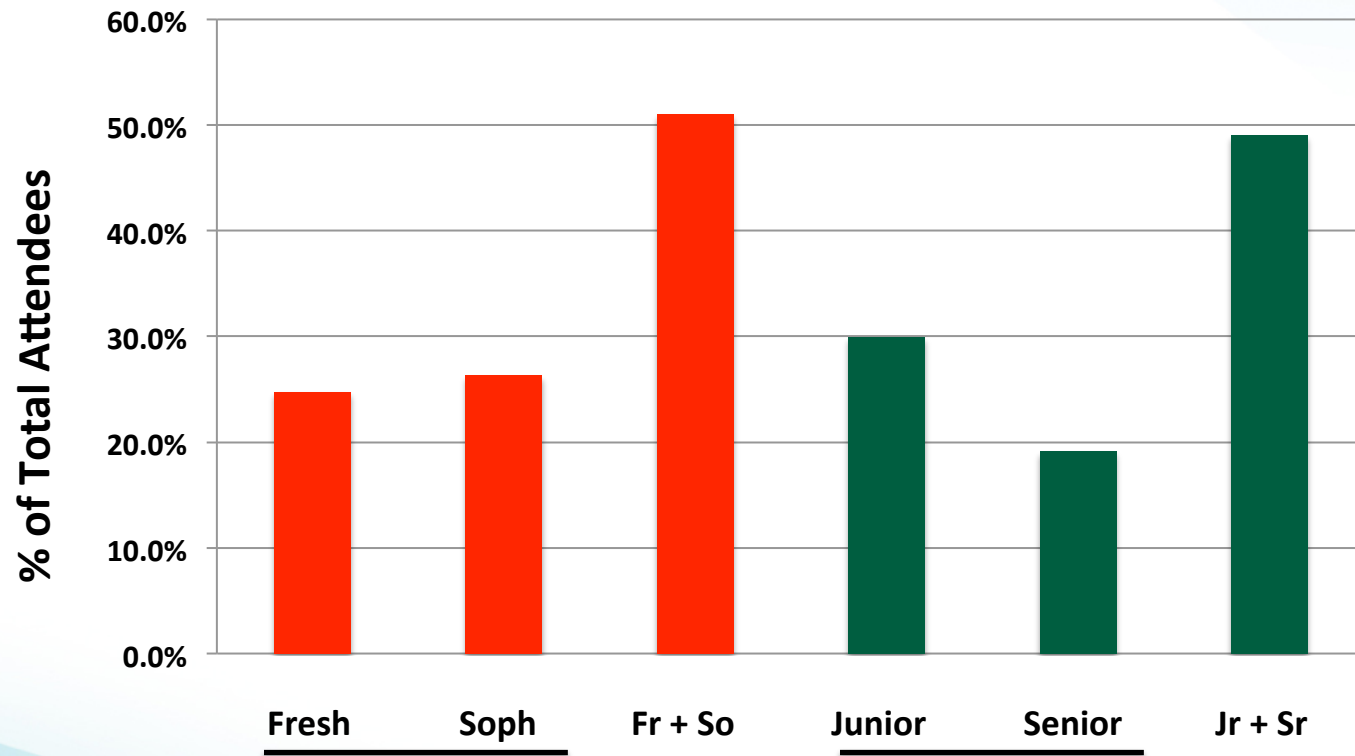
Goals and Outcomes

- Complete a **self-assessment** on what research means
- Understand the **types of research** opportunities at USF
- Understand the importance of **interdisciplinary research** and opportunities that are outside of the discipline
- Understand the importance of **ENGAGEMENT** with faculty, staff and other students
- Understand **responsibilities** in obtaining a UR opportunity
- Understand the **services** of the OUR
- Determine **library resource competencies** and meet USF **library staff**

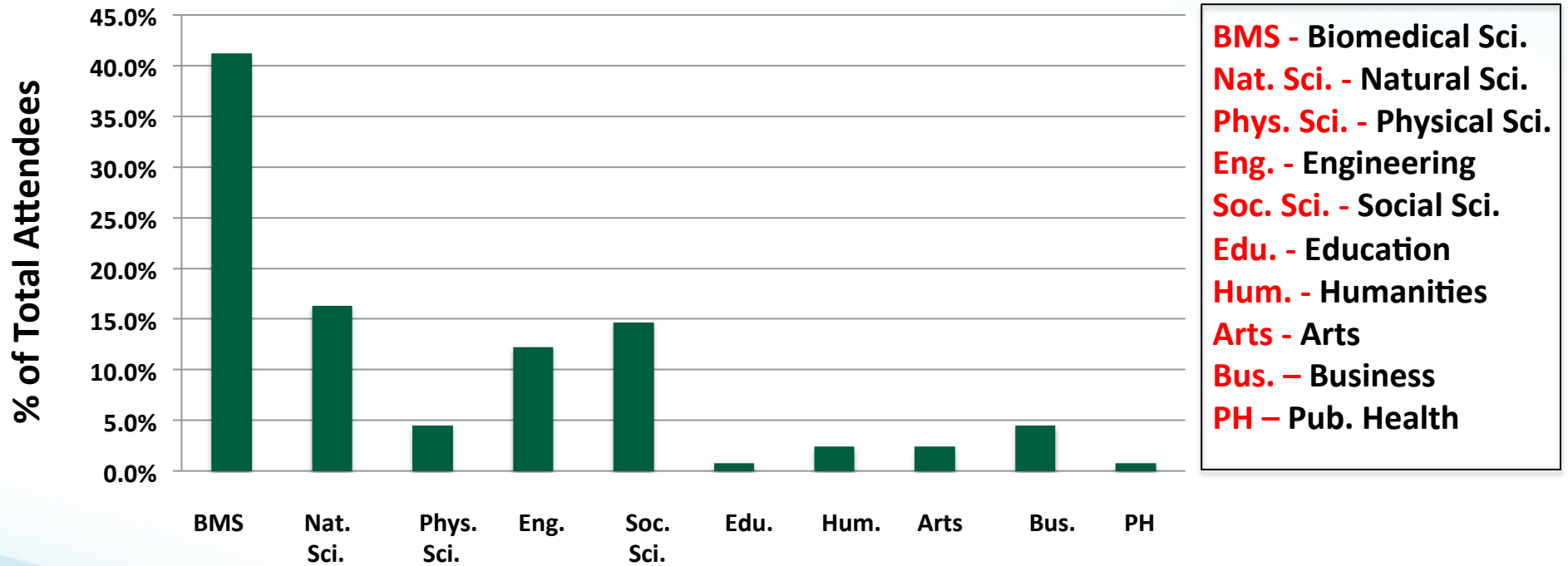
“Getting Started” Workshop To Date

- **18 workshops (Mon-Sat)**
- **25-30 students per workshop**
- **>300 total students**
- **OUR has collected survey data on ~250 attendees**
- **All students are embedded in a UR Blackboard Organization to enhance communication and networking**
- **~40 students have made follow-up queries directly to the OUR**
- **OUR will carry out follow-up to all students 2 semesters after the workshop was attended**

Demographics

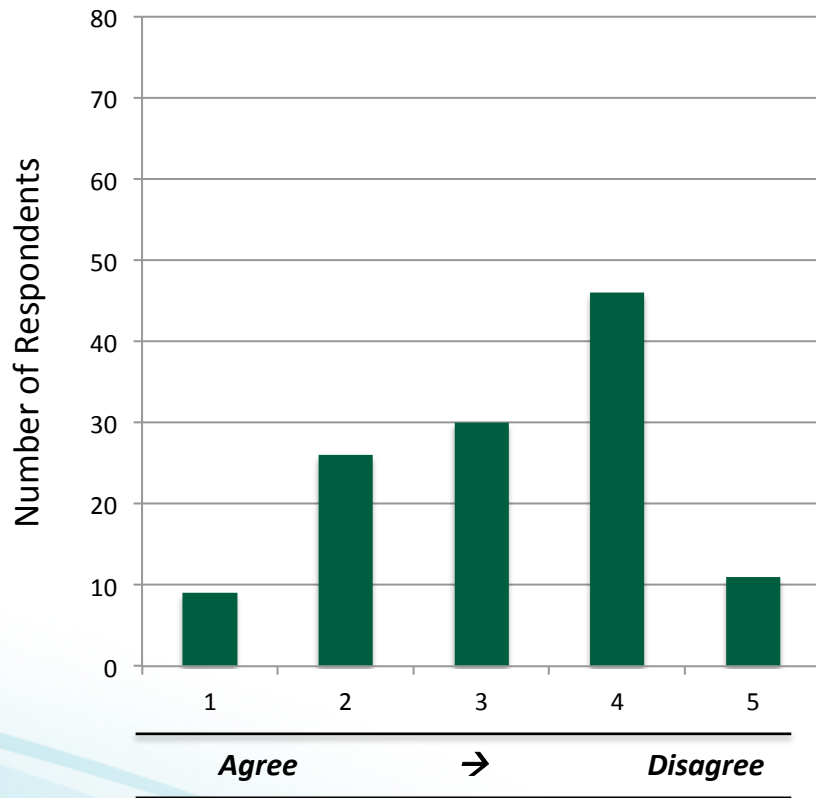


Demographics

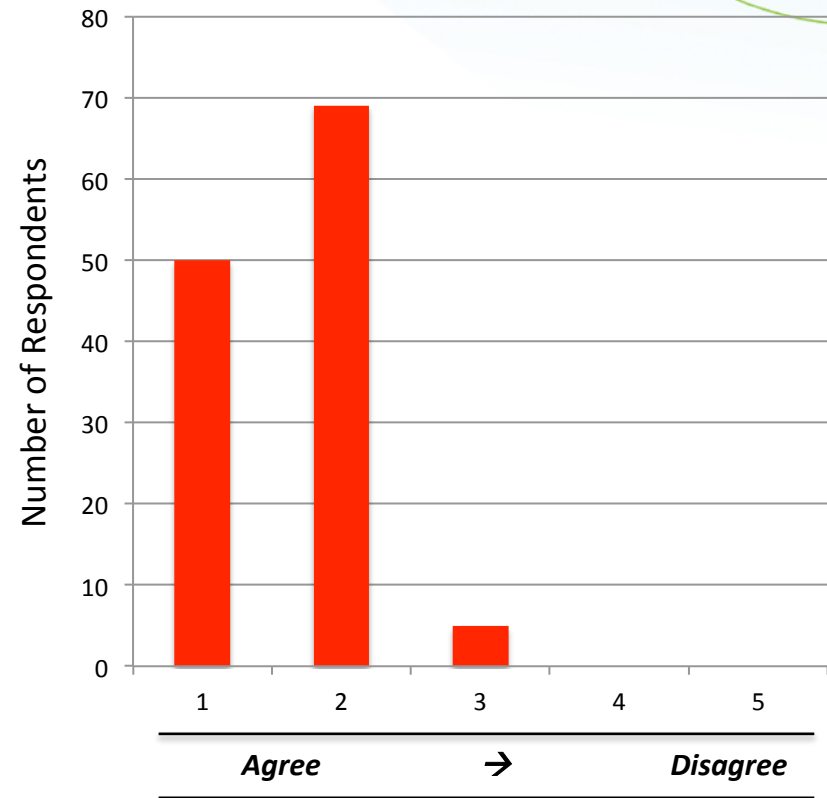


26% of the attendees are Honors College students

I know what I need to do to prepare for and obtain an UR experience



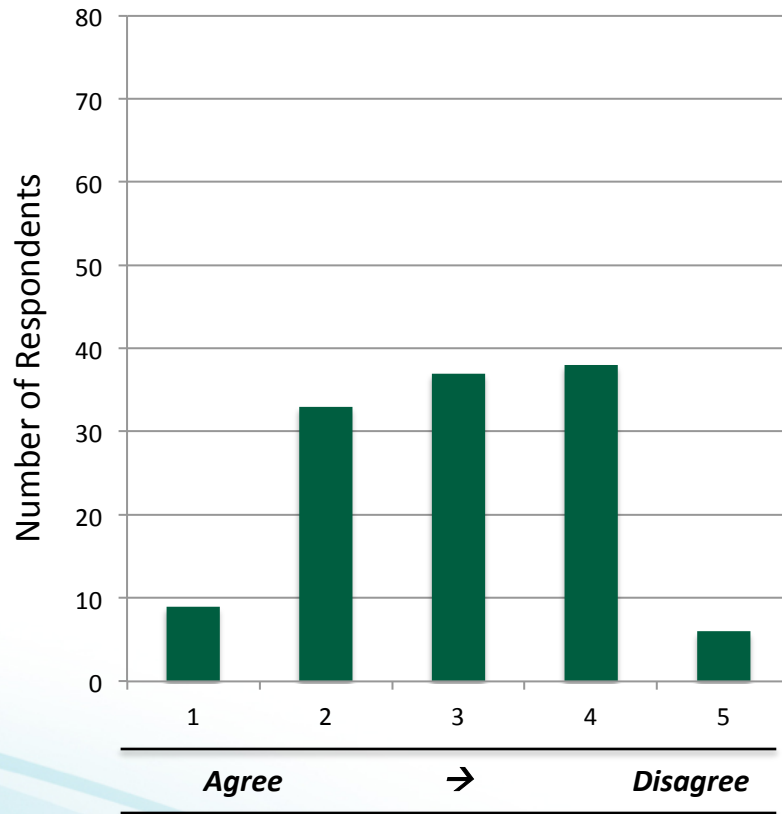
BEFORE (3.00)



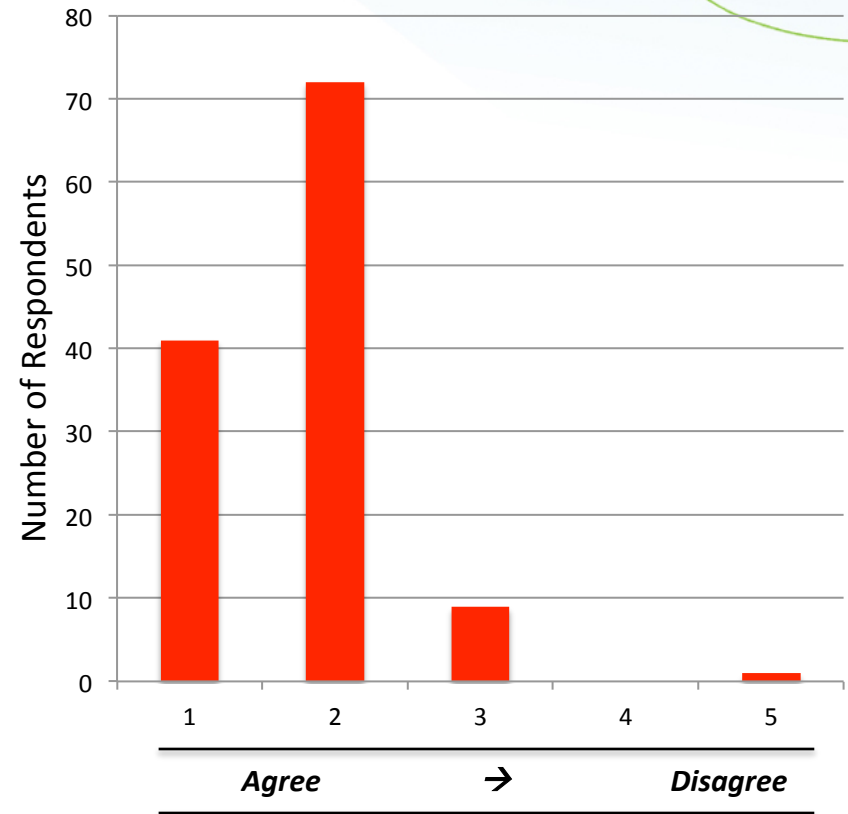
AFTER (1.56)

(95%)

I am aware of the different types of research experiences offered at USF



BEFORE (2.99)



AFTER (1.76)

(70%)

What's been done? Who is doing it?



- Library literature review turned up little
- November 30, 2011 – posted query to ILI-L
- Responses from:
 - University of Central Florida
 - Virginia Commonwealth University
 - Duke University
 - University of Maryland
 - University of Alberta
 - High Point (NC) University

After the “Getting Started” workshop

- 5-minute presentation in a computer lab
- Highlights of library resources/services:
 - Subject-specialist librarians
 - Using subject-specialist librarians to help locate appropriate faculty mentors
 - Reference services
 - Discovery service
 - ILL
 - Special and Digital Collections
 - Library research guides
 - Citation management services/software
 - Library workshops

Library research skills competencies survey

- 2 questions ask about previous library instruction and usage of reference services
- 23 multiple-choice questions chosen to reflect ACRL Information Literacy Standards
- Typically requires 15 minutes to complete
- Student may opt to take survey later
- Students who have not completed the survey are reminded via email to do so

Results of assessment

- 147 students have completed the survey
- Scores range from 100 to 230
- Average score is 190
- Range of results:
 - 39 students scored 90% or higher
 - 54 students scored 80-89%
 - 31 students scored 70-79%
 - 23 students scored less than 70%

Next steps

- More reminders to students who haven't completed the assessment (or removal from the Undergraduate Research Interest Group)
- Feedback to students about their subject-specialist librarian
- Feedback to students about library workshops to take during the next semester
- Design and implementation of custom library workshops
- Tweaking of assessment for use in 2012 Fall semester

Why Special Collections for UR?

<http://www.lib.usf.edu/special-collections/>



- Use of original materials
- Wide variety of topics
- Multiple formats
- Interpreting primary documents
- Digital Humanities (Omeka)
- Interdisciplinary research
- Having a library mentor
- Librarianship as a career?



Making the Relationship with UR Work

- Special & Digital Collections strategic plan
- Opportunity to engage UR
- Faculty buy-in
- Approaching Rick Pollenz
- Rick meets the Department
- Creating formal proposals for UR
- Rick advertises the proposals
- Student response
- Vetting candidates
- Getting to work



The screenshot shows a digital exhibit page with a header image of citrus fruit. The main title is "SELLING SUNSHINE" in large, stylized letters, with "FLORIDA'S CITRUS INDUSTRY" below it. The page includes a search bar, a table of contents, and a detailed description of the exhibit's content.

Search
Advanced Search Search

Introduction
From Novelty to Industry
Natural Threats
Selling Sunshine
Cultivating Consumers
Growing Competition
Further Reading

Selling Sunshine: Florida's Citrus Industry

Description
This exhibit explores the history of Florida's citrus industry through various materials held by University of South Florida Tampa Library's Special Collections: post cards, sheet music, rare books, promotional materials, industry documents, and political correspondence. If Florida's identity is irrevocably entwined with the citrus industry, some of these materials served as the glue that joined them in the public's mind. For Florida boosters, it was not just a matter of marketing citrus. They sold a bit of Florida sunshine in every crate of citrus and carton of orange juice.

Credits
Assistant Librarian Andy Huse (curator), with Joe Tamargo and Matt Deihl

Sections
INTRODUCTION
FROM NOVELTY TO INDUSTRY
NATURAL THREATS
SELLING SUNSHINE
CULTIVATING CONSUMERS
GROWING COMPETITION

Theory in Practice

Two students in the inaugural semester

1. Sophomore psych major

- Collection tour from Special Collections librarian
- Selected a topic
- Chose cartoon art
- Planning physical exhibit in the reading room
- Selecting, researching, writing



2. Junior psych major

- Personal background makes her especially interested in genocide
- Assisting in Omeka exhibition on Darfuri children's drawings
- Developing a bibliography
- Learning how to use Omeka (loading content and creating metadata)
- Third author on proposed journal article on children's drawings and genocide



What do you think?

What are the challenges for working with an office for undergraduate research on your campus?



Type your response in the chat box



What are creative solutions to overcome these challenges?

Type your response in the chat box

Questions? Comments? Thanks!



Selected Resources

Daly, E. (2011). Is the library part of the picture? Asking honors undergrads to describe their research processes. *College & Research Libraries News*, 72(7), 408-419.

Gesink, I. (2010). Speaking stones: The cemetery as a laboratory for undergraduate research in the humanities. *Council On Undergraduate Research Quarterly*, 30(4), 9-13.

Jones, Lynn. (2009). The rewards of research: Library prizes for undergraduate research. *College & Research Libraries News*, 70(6), 338-341.

Polkinghorne, S., & Wilton, S. (2010). Research is a verb: Exploring a new information literacy-embedded undergraduate research methods course. *Canadian Journal Of Information & Library Sciences*, 34(4), 457-473.

Stamatoplos, A. (2009). The role of academic libraries in mentored undergraduate research: A model of engagement in the academic community. *College & Research Libraries News*, 70(3), 235-259.

Zhang, W. (2008). Is there a role for the library in a student-faculty collaborative research program?. *College & Undergraduate Libraries*, 15(3), 341-356.