

STEPPING OUTSIDE THE FACULTY-MEDIATED OUTREACH MODEL: COLLABORATIONS WITH STUDENT ACADEMIC SUPPORT SERVICES TO REACH STUDENTS

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TOPIC OVERVIEW

In an effort to expand upon traditional faculty-librarian collaborations at the University of California, Santa Cruz (UCSC), the library's Student Outreach Program has established library instruction connections with the campus's Student Academic Support Services (SASS). SASS is a cluster of units, which has dedicated academic staff and advisors who promote student retention and academic success through a variety of programs and activities. Early contact and continued participation have led to opportunities to work with a variety of SASS units and SASS-sponsored programs. In cases where there are long-standing partnerships, the instruction and student outreach coordinator has been able to assess students' needs and has redesigned the library instruction sessions (usually one-shots) to improve upon student learning goals. Because SASS programs are primarily utilized by a combination of first-generation college students, transfer and re-entry students, and low-income or at-risk students, working with SASS programs offered the library a chance to engage these students early in their academic career and in venues committed to ensuring student success.

The library has worked with SASS in several areas. Specifically, UCSC librarians partnered with the Educational Opportunity Program's (EOP) Faculty Mentor Program (FMP); EOP Bridge; Community Studies 199, an academic-skills credit course sponsored by the Community Studies Department; the Learning Center's Tutor Training Day; and Services for Transfer and Re-Entry Students (STARS) Early Move-In. The EOP FMP selects fifteen students, who are then enrolled in a two-quarter course that

emphasizes the development of a research project as well as learning about library research and graduate-school resources. Students are expected to use peer-reviewed sources in their project, and are encouraged to use special collections, government documents and statistics, as well as original research. The course culminates in a student colloquium. Students are paired with faculty mentors as well as with librarian mentors, and receive support from EOP advisors. Fifteen UCSC librarians serve as mentors for the students during the program. The library offers a series of workshops on conducting library research as part of the course to build and enhance the students' research skills. The library instruction coordinator participates as an active member of the FMP coordinating group and attends the FMP faculty meetings as well as the end-of-year student colloquium.

Bridge is a program that is provided to EOP status students who are admitted to the university on a conditional basis (in 2006-2007 there were 120 students). These students are all enrolled in special sections or labs (attached to a credit course) that focus on improving their academic skills. The library participates in this program through its provision of one library instruction session per section (in 2006-2007 a total of six Bridge library instruction sessions were taught). The library instruction sessions include a database search and bibliographic citation exercise.

Community Studies 199 is a course that is open to transfer and re-entry students who qualify for EOP or STARS status, or disabilities services. This course is focused on easing the transition from community college to a research university. In each class a specific academic skill or service is addressed. The library provided a hands-on session in which students learned about a scholarly item (either a periodical, edited book, book, or subject encyclopedia) by filling out an accompanying worksheet to help identify that item's contents, audience, bias, author affiliation, etc. The students were asked to cite their source in two citation styles (MLA and APA) and report back to the larger group. This exercise provided

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an opportunity to ascertain the contents of peer-reviewed sources, evaluate and compare the sources to determine appropriate usage, as well as the chance to use information such as publisher or author affiliation to verify the authority of the sources.

The Learning Center's Tutor Training Day is a daylong event in which peer tutors (up to 200 students) attend workshops to enhance their skills in areas such as editing, learning and communication styles, and library research. Peer tutors for writing are strongly encouraged to attend the library research workshop. The library workshop balances increasing the peer tutors' awareness of library tools that will enable them to better assist students with filling in the gaps in the peer tutors own library researching skills. The focus of the class is on subject encyclopedias, which are presented as a tool that tutors can use to assist students with the development of a research topic; finding the most appropriate database to use for a given class; setting up search strategies; and, finally, empowering tutors to utilize the (informal) referral process to send students to the library.

The STARS Early Move-In program enables the transfer and re-entry student population (in 2006-2007 there were 120 total) to move into campus a week before most of the student body. These students are provided with a daylong program composed of information sessions on student services as well as workshops that focus on building academic skills. The library contributes to this program by providing library orientations and tours. During the program librarians focus on resources that will help these students get started on transitioning to a research university.

While all of these library-SASS collaborations help orient students to library research by reinforcing the concept of research as a process and helping students to become library literate, these collaborations offer additional benefits. With respect to the SASS student population, these programs provide students with a friendly and familiar face in the library; they help demystify the university library and make services like those offered at the reference desk more approachable; and they help students make use of the reference collection (in particular dictionaries and encyclopedias) to better navigate the depths of their academic field. With respect to campus collegiality, working with SASS staff has created greater awareness between the two units. As a result, each unit is more likely to refer students and promote our respective services to the benefit of everyone involved, especially the students.

DISCUSSION SESSION FORMAT

Our discussion session at LOEX 2007 began with a five-minute ice breaker in which participants were asked to identify and write down the following: their current work responsibilities; experience with collaborative outreach models; and their expected learning outcomes for the discussion session. We then asked discussion participants to introduce themselves to their table-colleagues and to share the information they wrote on their note cards. After the icebreaker, we transitioned into a brief PowerPoint session outlining the SASS units with which the UCSC Library's Student Outreach Program established partnerships.

After the overview of the UCSC collaborative efforts, we asked participants to work on a problem solving activity with guiding

discussion questions (Appendix 1). Each table was to consider the scenario and decide on a course of action, which they reported back to the entire group. At the conclusion of the session we asked participants to use the same note card they had used in the ice breaker exercise and write one positive aspect and one negative aspect of the session on the card. Finally, we provided participants with an annotated bibliography and a "getting started" take-home worksheet.

CONCLUSIONS

The majority of our twenty discussion-session participants identified themselves as Reference or Reference/Instruction Librarians who had experience with outreach. Most expressed a desire to hear about new outreach venues as possible opportunities for their own libraries to explore. The problem-solving exercise generated the most discussion. For example, the wording of the scenario required some clarification: How many librarians were involved (6); were the sessions one-shots (yes). Our problem-solving scenario asked participants to determine how they would handle an increase in instruction-session requests that had resulted from budget cuts to EOP Bridge. The cuts had an impact on the timing of the program and coincided with a time when changes to the campus's general-education writing requirement sharply increased the number of writing courses being offered.

Size and type of institution played a role in how participants responded to the questions. The numbers we supplied in our scenario seemed quite small to those discussion participants who handled much larger instruction loads than at UCSC. Most everyone agreed that not providing the service would represent a lost opportunity for the library. Ideas that were raised included the following:

Absorb the workload

- Build consensus in the unit, and emphasize the value of the program in eliminating barriers to diversity
- Support the unit by standardizing the course so anyone can teach it, and provide ready-made materials for librarians
- Spread out outreach responsibilities and contacts among unit members
- If necessary, assign librarians to participate

Utilize technology

- Develop an online tutorial
- Utilize Blackboard-style discussion groups

Increase staff

- Develop funding to hire a new librarian to work specifically with Bridge students
- Utilize library-school students or interns
- Hire upper-division student mentors

Communication

- Better communication and planning with Bridge coordinators to determine a more appropriate time for the classes

Participants in the session indicated that both the icebreaker and problem-solving table discussions were useful and generated good ideas. Participants also indicated that the UCSC projects would serve as catalysts for new collaborative efforts at their own institutions.

APPENDIX 1

Library-EOP Bridge Collaboration Scenario

Due to anticipated budget cuts, EOP Bridge coordinators changed the program from a two-week, skill-building intensive program in the summer to a section (lab) attached to a credit course in the fall. In their sections, Bridge students received skill-building classes over the course of the quarter. As a result, the library's involvement grew from three one-hour instruction sessions (20 students each session/60 students total) in the summer to eight library instruction sessions in the fall (for the eight sections). This increase occurred at a time when the Reference Unit's instruction workload increased from 13 classes to about 40, due to a new first-year writing course.

Discussion Questions:

- Given the Reference Unit's workload, is it reasonable to continue to provide library instruction for EOP Bridge in the Fall Quarter?
- If yes, how would you approach your unit or librarian colleagues about continuing this partnership?
- If no, what options would you pursue for replacing the instruction sessions?
- Which collaboration strategies would you use to pursue alternative options with EOP Bridge coordinators?

Instructions:

1. Discuss questions with your group
2. Jot down a group answer
3. Report back to the larger group

APPENDIX 2

Stepping Outside the Faculty-Mediated Outreach Model

LOEX 2007

May 5, 2007

Further Reading

Librarian/Faculty Collaboration

Donham, J., & Green, C.W. (2004). Perspectives on...developing a culture of collaboration: Librarian as consultant. *The Journal of Academic Librarianship*, 30, 314-321.

The article discusses the Cornell University Library reorganization process, its impact on the redesign of librarian roles and responsibilities, and the ultimate development of a librarian-consultant role for the professional staff. Librarians shifted their focus and subject expertise toward the disciplines and became responsible for selecting, conducting instruction sessions, and managing outreach for their specific discipline(s). The article describes the process by which librarians developed their new roles and outlines how they worked with faculty to successfully integrate librarian consultants into discipline-specific course development. Several examples of course assignments are discussed and shared within the article.

Cross-Campus Collaboration

Evenbeck, S.E., & Foster, M.C. (1996). The urban first year experience: Building community benefits faculty and other university professionals and serves students well. Paper presented at the International Conference on the First Year Experience, 9th. St. Andrews, Scotland, United Kingdom. Retrieved from Eric Information Resources Center on May 2, 2007.

The paper outlines Indiana University Purdue University Indianapolis's (IUPUI) development of collaborative, cross-functional, instructional teams. The teams include faculty, librarians, academic advisors and media specialists. Drawing on the conclusions of the literature regarding the support needs of first year students, IUPUI, developed the instructional teams to work closely with first year students in order to help ensure their academic success and retention. The paper addresses initiatives successfully completed by the teams and outlines future directions.

Campus Writing Center Collaboration

Hook, S., & Elmborg, J.K. (2005). *Centers for Learning: Writing Centers and Libraries in Collaboration*. Chicago: Association of College and Research Libraries.

The book discusses intersections between libraries and writing centers and presents several case studies about library/writing center collaborations.

Counselor/Librarian Collaboration

Poole, C. E., (2003). A missing link: Counselor and librarian collaboration. *Community & Junior College Libraries*, 11, 35-43.

The article discusses the intersections between the respective positions and outlines the opportunities for these two constituencies to collaborate in order to serve their shared user population: students.

Student Affairs Collaboration

Swartz, P. S., Carlisle, B.A., & Uyeki, E.C. (2007) Libraries and student affairs: Partners for student success. *Reference Services Review*, 35, 109-122.

The article outlines the UCLA College Library's experience with partnering with the campus student affairs department. The library worked with student affairs to develop several initiatives focusing on academic integrity/information ethics. Specifically, the article addresses the library's participation in the co-development of an on-line tutorial to help students understand information ethics issues (intellectual property, copyright, source citation, time management, and academic integrity policy). The article also addresses a second collaborative effort between the units, which addressed the needs of students who had been disciplined for plagiarism. The article provides details about the programs and also offers a set of guiding principles useful for libraries considering following their model.

Multi-Cultural Center Collaboration

Walter, S. (2005). Moving beyond collections: Academic library outreach to multicultural student centers. *Reference Services Review*, 33, 438-458.

The article details a Washington State University Library needs-assessment survey conducted to determine how to collaborate most effectively with the campus Office of Multicultural Student Services (OMSC). The library designed an instrument (included in the article) to survey the students who utilized the OMSC campus services. Results of the survey indicated that the students conducted their library research without the assistance of the library's professional staff or their professors and that peer assistance was the most common method for receiving help in the beginning of their research process. As a result of the survey's findings, the library worked with the OMSC to include library instruction in the OMSC Peer Mentoring training program, included an informational section about the library and its resources in the OMSC student handbook, and created a set of library workshops to be offered through the OMSC unit. Discussion of future collaborative projects between the units is also discussed. The extensive bibliography may also be of use to libraries considering a similar approach.

APPENDIX 3

Stepping outside the Faculty-Mediated Outreach Model

LOEX

May 5th, 2007

Next Steps

1. List as many potential outreach opportunities on your campus as you can here:

2. For one or two of the potential outreach opportunities you identified above:
 - a) List related stakeholders for that department or person (i.e., who else may be working with this group or person who you may need/want to network or partner with).

 - b) Briefly outline what steps you will take to approach this group or department.

 - c) Identify potential internal (library) impacts (i.e., staff time, resources needed, etc.) and if there are perceived barriers, how you might go about removing those barriers.

3. Write one or two goals related to the potential outreach opportunities:

What:

What:

Who:

Who:

By when:

By when:

Anticipated outcome:

Anticipated outcome: