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Supporting the Changing Practices of Teaching in Business at Providence College

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October 2019

Phillips Memorial Library
Heather Williamson
Sarah Edmonds
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INTRODUCTION

In the fall of 2018, the Research & Education Department of Phillips Memorial Library (PML) began the process of mapping the business core curriculum to best determine where library instruction and support could be used by Providence College School of Business (PCSB) faculty and students. At about the same time, the library as a whole began its participation in Ithaka S&R’s Supporting the Changing Practices of Teaching in Business.

Following approval by Providence College’s Institutional Review Board in July 2018, we recruited 15 participants—regular faculty (both tenured and untenured) and practitioner faculty as well as some administrators—who all taught business core curriculum classes ranging from introductory to capstone level. They represented all four departments of the PCSB: Finance, Marketing, Management, and Accounting, as well as the Department of Economics. At Providence College, introductory micro and macro-economics are required for all business majors, but the Economics Department is part of the School of Arts and Sciences, and not considered part of the Business School. We thus included faculty from the Economics Department because of their role in the undergraduate business program.

BACKGROUND ABOUT BUSINESS SCHOOL

This section of the report is provided to give some context to the results of the semi-structured interviews we conducted in the fall of 2018. Providence College was founded and is administered by Dominican Friars which influences and informs the curriculum and teaching philosophy at all levels.

Accreditation

In 2012, the Providence College School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB). This was an important milestone for the PCSB and has significantly affected teaching and faculty scholarship.

New Building

In 2017, a new building to house the PCSB was opened, the Arthur F. and Patricia Ryan Center for Business Studies. It is notable for its flexible and adaptive classroom space designed to support active learning approaches to teaching and its finance lab with a suite of Bloomberg terminals.
**Business Majors as Percentage of PC’s Undergraduates**

As of the Spring of 2019, 39% of PC undergraduates have declared as business majors.¹ As a liberal arts institution, there is an ongoing conversation at the college about what should be the appropriate percentage of business majors amongst the school’s undergraduates.

**Curriculum, Development of Western Civilization**

At Providence College all students are required to take 16 credit hours of a foundation course called Development of Western Civilization for the first two years of their studies. Students with a business major and business faculty have to fit in the business courses within this framework. There is a highly defined set of courses required for any business major, in parallel with a stated drive for providing a Liberal Arts education. As a result, one of our respondents noted that “we’re cramming a business education into a very small number of credit hours, which is a challenge if you are trying to teach business in a liberal arts way.”

**The Role of Liberal Arts and other trends in education**

There are ongoing discussions about the balance of a liberal arts education, the growing trend for certification/competency-based education, and the need to remain competitive in the market for new students. Providence College and specifically the PCSB have been improving their rankings nationally.² At the moment the College’s enrollment and retention rate do not create any cause for concern.

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¹ Providence College Fast Facts & Statistics - [https://about.providence.edu/fast-facts/](https://about.providence.edu/fast-facts/).
METHODS

We interviewed fifteen faculty members, two of whom were also administrators (see Appendix A for some demographic information on our respondents). These were semi-structured interviews that we recorded and which were conducted either at the library or in the faculty member’s office (see Appendix C for the Interview Guide). Each of the three authors of this report interviewed five faculty members. After transcribing and anonymizing all the interviews, we coded them using the qualitative data analysis software, MAXQDA.

The collected data were analyzed using a grounded theory methodology, as per Strauss and Corbin (2014). As such, there were no pre-existing codes, but rather, a coding structure was developed by the authors in the process of reading through the data. Attention during coding and analysis was focused on what the respondents identified as their teaching support needs with an eye towards developing ideas for improving library services (see Appendix B for the Coding Scheme that was developed).

KEY FINDINGS

Some of the more important key findings of our research are as follows:

- There is a connection between the space a faculty member is given to teach in and the approach they take to teaching. Some classrooms are more conducive to active learning than others. It is often difficult if they are asked to use active learning to be assigned the active learning classrooms, but if they are not assigned those rooms, they are unable to demonstrate or experiment active learning techniques.

- There needs to be support and latitude when faculty are experimenting with active learning teaching methods. If innovation is to be encouraged, the teaching evaluations need to be weighted differently.

- Faculty are interested in having a way to curate all the media content they might use for instruction.

- The degree to which the library can support instruction depends on the department and course level. Marketing and Management are more likely to use the library, whereas Finance and Accounting require more subject-specific/database-specific instruction that the faculty are better equipped to do.

- There is an interest in having librarians come to department meetings to inform faculty what resources are available.
• It was suggested that a librarian get some basic training in each subject area as each department has very different needs. There was no expectation that the librarian would become an expert, but that they could at least have an understanding of the teaching, research, and learning needs of students and faculty.

• There was interest in specific resources, for example having better online access to the WSJ and NYT, which we accomplished while working on this research project.

• There is either tension or lack of interest, depending on the faculty member, around the extent to which it is necessary to monitor students’ success. There is more interest in getting a general sense of which concepts are being understood, or not, by the students within each unit. Currently the software from the online textbooks gives an overall grade but does not say where the professor might need to delve deeper or review some individual parts of the chapter/unit.

• There is interest to see how well the foundations of the business core curriculum and PC’s overall core curriculum are preparing students for upper level classes, capstone courses, internships, and the workplace.

These findings and the evidence supporting them are more fully developed in this report’s three sections on Active Learning, Curriculum Support, and Assessment/Data Analytics.

**ACTIVE LEARNING**

It came as little surprise that “active learning” was a major theme and topic of discussion in our interviews with PCSB faculty. The recently opened Ryan Center for Business Studies was designed with an eye towards active learning approaches to pedagogy. In addition, Providence College as a whole has put a significant emphasis on promoting and supporting active learning college-wide.

A significant number of respondents mentioned “active” or “engaged learning” during their interviews, and it is important to unpack what this concept means to the faculty with whom we spoke. For our respondents, active learning came in many different forms, such as:

• “work[ing] peer-to-peer,”
• using “pretend auctions” and other “simulations” as teaching tools,
• downplaying lectures in favor of “experiential” learning,
• having “students break into groups and work through problems in class.”

So, while active learning is clearly an important part of the undergraduate business education here at Providence College, it is equally clear that there is no single approach to active learning.

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3 Ryan Center for Business Studies - https://business.providence.edu/ryan-center-for-business-studies/
4 Learning Spaces - https://academics.providence.edu/learning-spaces/
An important prerequisite for most forms of active/engaged learning is the availability of spaces that support this approach to teaching. As was noted above, the Ryan Center for Business was designed with an eye toward supporting active learning, and its active learning spaces were noted by many of our respondents. One respondent felt that in regards to active learning, “the biggest support that I’ve received since I’ve been here is the new building. Prior to having that space, it was really hard to implement a lot of collaborative-type activities.” Some respondents noted the importance of specific features or technologies found in the Ryan Center’s active learning classrooms, such as the Solstice screen project technology which facilitates group work.

Another key element of any successful program of active/engaged learning is support for those faculty interested in exploring such pedagogical approaches. Fortunately, there seem to be multiple sources of formal and informal support for PCSB faculty including the following:

- The PCSB administration which encourages active learning and other forms of pedagogical innovation.
- PC’s Center for Teaching Excellence which has provided a series of workshops on active learning.
- Informal support from faculty colleagues.

Overall, our research revealed a business faculty engaged in a wide range of active/engaged learning practices partly as a result of the new spaces available to them in the Ryan Center for Business Studies and with significant support from colleagues, the PCSB administration, and PC as a whole.

Despite the wide interest in and popularity of active learning, our respondents also noted a number of challenges to, or constraints upon, the use of active/engaged learning approaches.

Some students displayed a lack of comfort with active/engaged learning approaches and may have difficulty benefiting from them. This was particularly common among first-year students and sophomores whose recent, more structured high school experiences does not appear to have prepared them for classes with significant active learning content.

While there are several important sources of support for faculty interested in active/engaged learning, there was concern that it was somewhat fragmented and uncoordinated. One respondent felt that there is no one in “charge of information technology for the business school” whose job would be “helping teachers incorporate it in their classrooms and [who would] also be there to mentor students.”

There were concerns expressed by untenured faculty on the importance of teaching evaluations and the degree to which experimenting with active/engaged approaches to teaching is often experimental and risky (and as was noted above, can make some students uncomfortable). As was noted by some of our respondents, “by and large, the students are evaluating whether or not they think you’re a cool person and whether or not they liked you,”
and evaluations from students “don't really measure what they've learned. They're just putting it based on attitude.”

Finally, the available supply of active learning classrooms has not always been sufficient to meet demand, and there has been some uncertainty about the manner and timing of their allocation. One respondent noted that planning for classes was difficult when they didn’t know which spaces they would be using until shortly before the start of the term.

This is something that the College is aware of, and it has just implemented an Active Learning Classroom Preferred program in order to more effectively match faculty with the classrooms that support their approach to teaching.5

It should be noted that none of our respondents saw any of these challenges as reasons not to pursue an active learning approach to teaching. Instead, they were generally seen as problems that could and should be solved in order to expand quantity and quality of active/engaged learning at the PCSB.

**CURRICULUM SUPPORT**

This section highlights the various ways that PCSB faculty engage with formal and informal support systems in the creation of their curriculum and teaching practice. This support includes collaboration with colleagues within and outside of PCSB, working with the campus departments like the Center for Teaching Excellence, and consulting with librarians. It also covers challenges in supporting teaching methods and creating course materials.

**Collaboration and Information Sharing**

“I know everybody asks the faculty who are teaching the same class, and they'll be happy to share their materials. And I’m sure I'd be happy to share what I'm doing, as well, but there's really no kind of formal mechanism there or any kind of a requirement to be able to share what we're teaching.”

“I've had the benefit of both the [individuals] at the Center for Teaching Excellence, as well as just good colleagues who share what they're doing, too. So it's not a formal approach, but it's worked.”

Many of the respondents spoke about collaboration as a method to improve their teaching. Some respondents discussed what they feel is a lack of formal and systematic collaboration within the PCSB, and that much of the collaborative support received by faculty is through informal connections. Occasionally, it occurs through their relationships with previous advisors or networking with faculty members at other institutions. PCSB faculty share their teaching

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5 Active Learning Classroom Preferred - [https://academics.providence.edu/active-learning-classroom-preferred/](https://academics.providence.edu/active-learning-classroom-preferred/)
ideas at conferences and workshops, and a smaller number have created, or are working on, textbooks that include pedagogy and teaching concepts.

Most PCSB faculty use the learning management system (Sakai) for at least basic course management, but some engage more heavily with the system for sharing their course resources. This includes curating articles, case studies, and textbooks, as well as integrating videos and some lecture capture. There is some feeling that putting this material into Sakai is a necessary, but cumbersome activity. None of the faculty surveyed publish their syllabi or course material on an external website. The general sense is that they would prefer to spend their time making material available internally.

The PCSB relies on course coordinators to facilitate uniformity of learning objectives for each course. However, there is freedom in the topics covered, selection of texts, and teaching methods. Very few respondents stated that they do not consult with other faculty or PCSB administration in the creation of their curriculum, and in fact, most made mention of consulting with each other or the faculty review process in order to improve their teaching methodologies. Some respondents would like to see this sharing around teaching become more formalized. As is mentioned in other sections of this report, competing priorities also impact the curriculum and some respondents feel pressure to focus less on developing their teaching practice and more on publishing or their administrative responsibilities.

**Institutional Support: Center for Teaching Excellence, Instructional Technology Development Program, Office of Academic Services**

Several respondents mentioned consulting with institutional support in order to improve their approaches to teaching. The Center for Teaching Excellence (CTE) was frequently cited as a useful resource. The main role of the CTE is to support faculty as they integrate effective pedagogical approaches in their teaching. This includes workshops, activities, presentations, and one-on-one consultations. Many respondents mentioned the CTE as a space where faculty could seek out new ideas or approach teaching in a new way.

“Trying to find that balance between a tool as a means to an end and the tool becoming sort of almost like a piece of entertainment. I don’t want the tool to be the focus. I want the learning to be the focus.”

Similarly, a few respondents have mentioned working with PC’s Instructional Technology Development Program (ITDP) in order to better incorporate technology into their teaching. A smaller number of respondents seem to equate ITDP with “clickers” or have some hesitation around the cost/benefit of incorporating technology in the classroom and prefer more traditional communication methods. The faculty that do use technology in teaching feel that it enhances their pedagogy and allows them to convey their content more creatively.

A few of the respondents also work with the Office of Academic Services (OAS) in order to better help the students in their classes. This office specifically supports students, and faculty
recommend to students that they take advantage of these services when needed. The Writing Center was specifically mentioned as a resource for students as they craft their written arguments and to help with the clarity of their writing. The Tutoring Center, which is also part of OAS, was mentioned by a few respondents as a resource for students needing additional support with business concepts or for test help.

Library Support for the Curriculum

Interaction between PCSB and the Phillips Memorial Library varies by department, by course, and by faculty member. Library involvement also spans from no contact with PCSB faculty to high-level engagement through specific projects and information literacy instruction sessions. This is largely dependent on the faculty member’s interest and experience with the library as a support for business courses. It also requires time and space to incorporate instruction or to seek out library support for course resources. As a result, collaboration between business faculty and the library is varied and inconsistent. Some faculty in this study are regular users of the library—one faculty member specifically works with library staff to support a major project that she developed for her marketing class. This involves information instruction during class time as well as research support to students when they are on their own and looking for data. This partnership is considered mutually successful, and the library has created a curated collection of resources the students need to complete their project.

Other respondents mentioned a desire for more collection curation from the library to better support PCSB faculty and students. This could be something as common as LibGuides or focus on data services and data management for courses that rely on company and financial data. Very few respondents stated they need no library help and most respondents expressed the desire to use or work with the library more, but many do not seem sure how to incorporate this support into their current teaching. There is some consensus that utilizing access to resources, like complimentary access to the *Wall Street Journal*, is helpful and that relying on the library as a place for reputable source material is beneficial for PCSB students.

Further exploring course resources, the PCSB faculty that use textbooks rely heavily on the supplementary online components that allow them to see how students are engaging with and comprehending texts. A smaller number of respondents mentioned the cost associated with business textbooks and the barriers this creates for some of their students. Even the faculty that recognize the prohibitively expensive nature of these textbooks have not yet found suitable open educational resources (OER) or other cheaper, proprietary replacements. An even smaller number mentioned the use of course reserves as a possibility for making their text material available to students but have yet to set up a reserve with the library.

One respondent felt strongly that the librarians as subject generalists could support teaching within the PCSB by facilitating interdisciplinary scholarship. Workshops, presentations, and
other forms of scholarly engagement on interdisciplinary studies would be in line with the unique nature of our business school where all students are required to take the Development of Western Civilization core courses. The library is in the best position to help facilitate this in that we are the only library on campus and support every academic program.

Challenges:

“I know that there are all these resources, and we keep getting emails, for example, from the CTE, from tech support, or even from the library. I know all the information is there. It’s really just the effort that I need to put in to be able to get access to that information and know who to call for what.”

As the quote above suggests, one of the biggest challenges in supporting the teaching practices of PCSB faculty is that while they know the library and other support services exist on campus, they are not always able to access this information at their point of need. One respondent thought that co-locating all academic support departments in the library would help make it easier to access services. In this respondent’s opinion, the Office of Academic Services, the Center for Engaged Learning, and the Center for Teaching Excellence could all reside in the library and make it easier for faculty to engage with each department.

Another way to connect with PCSB faculty would be to dedicate a librarian as a business liaison for the library. A few respondents brought up the benefits of a business-focused librarian that they could depend on to provide consistent, knowledgeable service. Many research or data-related questions are handled by the faculty instead of the library because of their subject-specific knowledge. Additionally, some respondents thought it would be helpful if there were a more formalized way for librarians to be part of the planning process—for instance, to attend department meetings on a regular basis. This would ease the point-of-need problem by making the connection between library services and faculty needs more seamless and integrated.

ASSESSMENT/DATA ANALYTICS

Assessment comes in two forms, assessment of teaching and assessment of students. There was confusion about the question when we asked some of the faculty what we were looking for. The responses varied, depending on how the respondents interpreted the question. Assessment of teaching includes tenure documentation and self-requested evaluations from CTE and department evaluations.

Some professors want to find a way to see if their instruction in introductory classes is successfully building the foundation for upper level classes as the curriculum is seen “like [a] Lego set,..., and if you don’t use the Legos the right way in that class, the next class becomes incredibly difficult.” There is a struggle with trying to fit in all the required business courses along with PC’s core curriculum that is part of the central mission to provide the students with a well-rounded liberal arts degree. Also, the certification and accreditation efforts are
influencing, and creating tension around, how basic skills such as Excel and statistical analysis are taught due to the tight academic schedule.

Concern about privacy of students’ information ranged from a total lack of knowledge to the sense that the students should be given autonomy and if they choose to not participate or do all the work, it is not necessary for professors and instructors to always check in. Faculty with tenure, seniority, and more administrative roles can be more hands off about monitoring their students’ progress due to the fact that they can be less concerned about student evaluations affecting their status. However, the administration does not always concur with this due to retention and graduation rate concerns. There was a general consensus that using the LMS (Sakai) was the best option as it was maintained by someone on campus and did not require updating by the faculty as well as it being equipped, in their opinion, to maintain student privacy.

Some professors showed no interest in keeping digital tabs on their students as they are able to build personal relationships with students due to the small size of the classes, and they did not feel any need for data analytics. They have their own methods such as “my own spreadsheets that I set up that I use for myself, but they're not necessarily a tool from a vendor” or using “the homework manager program that I have does allow me to run reports on how students are doing on their homework ….which questions they're missing or if certain students are falling behind on their homework.” Some of them were curious to see if they could chart motivation and determine where in the semester, they might need to change pacing and types of assignments.

“I try to monitor students' performance throughout the entire semester. I have a philosophy where I make it incumbent upon them, where I want them to take ownership of their academic performance.”

There was also an interest in being able to find granular data about which individual concepts were not getting through to the students. The textbook software does not always analyze down to that level and only provides overall grades.

There are new requirements in the curriculum to ensure that students are engaging critically with information, civic engagement, and cultural agility, and there are challenges in evaluating students’ success in any of these areas. There was a suggestion of “getting access to the Collegiate Learning Assessment. ... it's been nationally tested as an instrument, and I believe it checks writing as part of critical thinking. ... it would be nice to know what is even being tested in there, at least as a benchmark for what we're thinking about doing.”
NEXT STEPS

Active Learning

- The library should undertake a literature review and environmental scan to inform the ways in which the library’s Collection Services and Research and Education can consciously focus on supporting active/engaged learning.

- The library can seek to better understand the active/engaged learning tools and resources available to PCSB faculty. Pedagogically and technologically, there are a range of approaches to and definitions of active/engaged learning among PCSB faculty. To the degree that we understand these, we will be better prepared to work with those faculty employing such approaches. The library has already taken one step in this direction as one of the authors of this report will be undertaking an introductory, self-directed tutorial on the use of the Bloomberg terminals which are a central feature of the Ryan Center’s finance lab.

Curriculum Support

- Explore the curation tools available that would allow multiple faculty to access streaming videos, multimedia content, case studies, and other teaching resources.

- Based on the interview responses, the library should incorporate more elements of embedded librarianship and/or a liaison program in their work with PCSB to bridge some of the service gaps and provide more uniform support.

Assessment/Data Analytics

- The library can continue to advocate and provide information about trends in analytics and data management. An example of the kind of support the library can provide can be seen in the research provided for the PC200 strategic planning process.6

- When appropriate, assist in the acquisition and maintenance of evaluation tools for critical thinking, civic engagement, and cultural agility. The library can facilitate in the

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storage of data with other departments such as Institutional Advancement, Institutional Effectiveness, IT, and Sponsored Projects and Research
REFERENCES

APPENDICES

Appendix A – Respondent Demographics

Table A1. Academic Rank and Status

<table>
<thead>
<tr>
<th>Rank</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>2</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
</tr>
<tr>
<td>Practitioner Faculty</td>
<td>2</td>
</tr>
</tbody>
</table>

Table A2. – Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>3</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>4</td>
</tr>
<tr>
<td>Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix B – Coding Scheme
Two levels of coding were used, an overarching “parent” code and for many of these parent codes, a number of more specific, sub-codes. Some text was of a sufficiently general nature that only a parent code was assigned to the text, and for others, a more specific sub-code was applied.

<table>
<thead>
<tr>
<th>PARENT CODE</th>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tools</td>
<td></td>
<td>Discussion of assessment tools broadly speaking</td>
</tr>
<tr>
<td>Books other than</td>
<td></td>
<td>Assigned readings from books other than textbooks</td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflicting Priorities</td>
<td></td>
<td>Faculty faced with conflicting priorities when attempting innovative teaching practices</td>
</tr>
<tr>
<td>Conflicting Priorities</td>
<td>Tenure</td>
<td>Junior faculty felt that experimenting with innovative approaches to teaching negatively affect their tenure chances.</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td>Which discipline did the respondent teach.</td>
</tr>
<tr>
<td>Discipline Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Discipline Finance</td>
<td>Finance</td>
<td>Finance</td>
</tr>
<tr>
<td>Discipline Marketing</td>
<td>Marketing</td>
<td>Marketing</td>
</tr>
<tr>
<td>Discipline Management</td>
<td>Management</td>
<td>Management</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>Discussed issues of diversity at the School of Business</td>
</tr>
<tr>
<td>Grading</td>
<td></td>
<td>Discussion of grading</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td></td>
<td>Discussion of use of technology in teaching</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td>Discussion of the interdisciplinary nature of undergraduate business education.</td>
</tr>
<tr>
<td>Learning Management</td>
<td></td>
<td>Respondent mention of their use of the college's learning management system.</td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td></td>
<td>General mention of library services used by PCSB faculty and students</td>
</tr>
<tr>
<td>Library Services</td>
<td>Student Support</td>
<td>Specific focus on library support for PCSB students</td>
</tr>
<tr>
<td>Library Services</td>
<td>Library Support - Assignments</td>
<td>Discussed the way in which the library has or can help develop assignments.</td>
</tr>
<tr>
<td>Library Services</td>
<td>Library Support - Tech support</td>
<td>Discussed the way in which the library has or can provide technical support.</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>Mention of the LibGuides the library creates for majors and occasionally classes</td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>Meeting with PCSB faculty</td>
<td></td>
</tr>
<tr>
<td>Metacognition</td>
<td>Respondent brought up metacognition as on their learning goals for students</td>
<td></td>
</tr>
<tr>
<td>News</td>
<td>Discussion of how news and news stories are used in classes.</td>
<td></td>
</tr>
<tr>
<td>Not public facing</td>
<td>Explicitly avoided making course content available to the general public.</td>
<td></td>
</tr>
<tr>
<td>Business School Administration Role</td>
<td>Discussion of the role of the business school administration.</td>
<td></td>
</tr>
<tr>
<td>Publishing/Research</td>
<td>Discussion of the importance of PCSB faculty doing research and publishing scholarly work</td>
<td></td>
</tr>
<tr>
<td>Role on Campus</td>
<td>Mention of the role and profile of the PCSB at the college</td>
<td></td>
</tr>
<tr>
<td>Space/Location</td>
<td>Respondent discussed the importance of space or classroom location on their approach to teaching.</td>
<td></td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Discussion of the importance of student engagement and/or ways this can be achieved</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>Mention of the general importance of student support.</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>Not Needed</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>Writing Center</td>
<td></td>
</tr>
<tr>
<td>Student Work Habits</td>
<td>Discussion of how student work habits affect various approaches to teaching</td>
<td></td>
</tr>
<tr>
<td>Syllabus Creation</td>
<td>Discussion of the process of creating syllabi</td>
<td></td>
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<tr>
<td>Teaching Support</td>
<td>General mention of faculty finding and using others to support their teaching</td>
<td></td>
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<tr>
<td>Teaching Support</td>
<td>Collaboration</td>
<td></td>
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<tr>
<td>Teaching Support</td>
<td>Specific mention of the role of other faculty collaborating, often informally, to support teaching</td>
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<tr>
<td>Teaching Support</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific mention of the role of the PCSB administration in supporting teaching</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Example</td>
<td>Description</td>
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<td>------------------------</td>
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</tr>
<tr>
<td>Teaching Support</td>
<td>Center for Teaching Excellence</td>
<td>Specific mention of the role of PC’s Center for Teaching Excellence in supporting teaching.</td>
</tr>
<tr>
<td>Teaching Support</td>
<td>Professional Association</td>
<td>Specific mention of the role of professional associations in supporting teaching.</td>
</tr>
<tr>
<td>Technology Support</td>
<td></td>
<td>Discussing the importance of having strong technical support when using technology in teaching.</td>
</tr>
<tr>
<td>Technology Tools</td>
<td></td>
<td>Use of technology tools such as smart boards or Apple TV in class.</td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td>Mention, either positive or negative, of the role and use of textbooks.</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Custom Textbook</td>
<td>Creating a custom textbook with content from multiple sources.</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Textbook Cost</td>
<td>Concern about the high cost of textbooks.</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Library Reserve Copy</td>
<td>Respondent put a copy of the textbook on reserve at the library.</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Textbook Publisher's Website</td>
<td>Use of a textbook publisher's website for additional material and/or assignments to accompany the physical textbook.</td>
</tr>
</tbody>
</table>
Appendix C – Interview Guide

Before you hit record...

Welcome

Here is the Informed Consent we need you to sign. Can you take a look over the document and let me know if you have any questions or concerns before you sign it.

Once you hit record....

As we described in the original email the goal of this project is to explore the business faculty’s undergraduate teaching methods and how the library can better support your instructional needs. There are three of us conducting interviews with about 15 of your colleagues.

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]
• Have 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 do 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]
• Have 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)
  o 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?
  o 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?
  o 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 we 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]