

# In a Perfect World: Successful Outreach to Faculty

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# Where we started

- Dwindling enrollment in our for-credit information literacy course
- Serious conversations about discontinuing the class

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- Dwindling enrollment in our for-credit information literacy course
- Serious conversations about discontinuing the class
- “The Library does THAT?”
- “The dinosaurs in the Library.”

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What this told us:

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We have an awareness problem

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We have an image problem

How do we fix this?



We did this to ourselves

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Before:

- Respected by library peers, ignored by faculty

# We did this to ourselves

Before:

- Respected by library peers, ignored by faculty
- We talked to faculty like they were librarians
- Used jargon heavy language
- Side effect of a siloed culture

Nathan Destro

Hanging on to the past,  
while expecting others to see  
our future.

# Leave the library

- Very little of our one-shot information literacy instruction happens in the library
- Library personnel members of multiple campus committees
- Library participation in campus-wide events
- Including recruiting, new student orientations, and new employees events

The more interaction outside  
the library, the more  
comfortable we were  
changing our language.

The more we changed our  
language, the more open we  
became.

# Reframed our approach to talking with others

- Language shift to be accessible to those with absolutely NO library experience



# More examples....

- New departmental names Before:  
Reference

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Reference Now: Research and  
Educational Support

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- Renamed our for-credit IL instruction  
Before: Introduction to Using Electronic  
Information Resources

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Before: Introduction to Using Electronic  
Information Resources Now:  
Introduction to Academic Research

# What's in a name?

Just by changing the name of our  
for-credit information literacy course,  
enrollment rose by:

*72%*

Five year increase: 303%

# The importance of collaboration

- **The library is everyone's, not ours**

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- **The library is everyone's, not ours**
- Proactively develop partnerships
- If you build it, they won't come
- Have to go and talk with faculty
- Faculty Senate meetings, departmental meetings, new faculty orientation, one-on-one meetings
- “How can we support you?”
- “How can we support your students?”
- Accept that not every endeavor will be successful

# But when you're successful...

- Develop partnerships that change how you and/or other departments work:
- Making Connections classes
- Librarian taught session and assignment
- Partner with A-State Online Services
- Create video tutorials and provide information literacy resources for online students and faculty
- Make library resources more easily discoverable in campus course management software (Blackboard)
- Partner with local high schools



# Growth of IL instruction

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- 2018 – Don't have the staffing to meet demand
- Fall semester classes are 98% full
- Classes starting in October are 100% full

2013 2014 2015 2016 2017

# Meeting demand

- Intro to Academic Research Biology
- Subject specific IL class for Biology majors
- Fall 2018 - 78 students

## • Online Introduction to Academic Research

- Fully online course
- Introduction to Academic Research

## Concurrent

- Online class open to local high school students for college credit
- Additional classes in discussion

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- You have to backup what you preach
- Important for buy-in at both faculty and administrator level
- Make use of readily available literature:
- Students who use the library at least ONCE their first year have an average of .202 higher GPA than those with no library use
- Same students have higher retention when compared

Soria, K. K., Fransen, J. F., & Nackerud, S. S. (2014). Stacks, Serials, Search Engines, and Students' Success: First-Year Undergraduate Students' Library Use, Academic Achievement, and Retention. *Journal Of Academic Librarianship*, 40(1), 84-91. doi:10.1016/j.acalib.2013.12.002

# Making the data relevant

- Use local data to validate the literature and support your information literacy instruction
- Local data makes the literature “more real”
- Self-assessment
- Seek help outside the library
- Institutional Effectiveness

# Our data

*Anecdotal: “I understand the library and the internet like never before. It's incredible, really.” – Student*

*“It helped with all my final papers, which play a key part in me graduating this summer.” – Student*

*“Having an embedded librarian completely changed my class. This is the best work my students have ever done and the most library, non-internet resources I’ve seen used.” – Online Faculty*



# Our data

- Using Credo InfoLit Modules and Credo Insight, we can measure that students who take our for-credit IL course have a 15.7% improvement in IL test scores:

# Our data

- Measured Freshmen who take our for-credit information literacy course to overall Freshmen:

Institutional Effectiveness

# Our data

- Measured success of students from partnering high schools who receive information literacy support:

Admission Rates: Students from participating schools have higher admission rates the overall student population:

2015 72.25% 70.95%

2016 76.29% 70.48%

2017 77.03% 65.32%

Retention: Students from participating schools have higher first-year retention rates than the overall student population:

2015 77.61% 74.90%

2016 73.99% 72.80%

2017 76.55% Not yet available

Librarians and library  
personnel are the best  
marketers and advocates  
that we have.

# Thank you!

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