A New Way to Improve Library Services: Conducting a Participatory Design Study of Faculty Research Practices

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A New Way to Improve Library Services:
Conducting a Participatory Design Study of Faculty Research Practices

SCELC Research Day
February 17, 2015
Lynne Jacobsen
Kevin Miller
Pepperdine University Libraries
OVERVIEW

- Research question
- Purpose
- Expected benefits
METHODOLOGY

- Conducted 45-minute semi-structured interviews of each faculty member in the faculty member’s office
- Asked six questions to start a conversation
  - Tell us about your current research project.
  - What materials are you using for this project?
  - How do you organize your work?
  - Do you use materials in your teaching?
  - How do you keep current in your field?
  - If you had a magic wand to help you with your project, what would you do with it?
GETTING STARTED

- Presented the research proposal to the Dean of Libraries
- Submitted an Institutional Review Board (IRB) application
- Completed a web-based training course on “Protecting Human Research Participants”
- Selected faculty members through nomination by division chairs and library liaisons
REVIEW PROCESS

- Completed nine interviews (6 Divisions, 3 graduate programs)
- Review process: Coding, categorization, and themes
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<td>10</td>
<td>GSE-P-1</td>
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<td>Print vs. electronic?</td>
<td>Electronic, sometimes prints them out</td>
<td>mix (did not ask directly)</td>
<td>He likes to print things out</td>
<td>mostly digital</td>
<td>mix, increasingly digital</td>
<td>Both. Really appreciates access through Jstor</td>
<td>Both. Doesn’t print even if does sometimes (e.g., for student grade)</td>
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<td>Systems for organizing research materials and notes</td>
<td>RefWorks; takes notes on computer (backed up)</td>
<td>Sometimes prints out PDF files, sometimes puts them on thumbdrives; stacks of papers (by project) in his office, then donates papers to archives; deposits some data sets that he created to Peppermint Digital Commons (“there’s a Berkeley site or something that has made them publicly available”);</td>
<td>Per IRB, datasets are stored on local computers (more than one computer); the data itself is sensitive (not for the public); has used Mendelecy for reference management (not supported by university); prints out PDF to annotate; cut and paste quotes; keeps everything on his computer</td>
<td>“I don’t have trouble finding things. Sometimes I have trouble tracking things.” Wants student worker to help organize her data and “categorize her books.” Uses Zotero (after experimenting with Endnote, Evernote, and Mendeley); likes Zotero’s integration with Jstor; tries to keep filing system consistent across email, hard drive, and Zotero files (certain categories of work; some tagging—ex. “books to check out”). Zotero is her “memory bank.” Buys her own books often, since she likes to write in them.</td>
<td>With digital document: Copy and paste quotes/sections to Word Doc for later and export the citation; It’s more traditional note-taking; Organize files on personal computer in color-coded folders</td>
<td>For current project: builds binders of manuscripts by composer</td>
<td>“I’m not very organized—mark up print copies, notes on things; will print articles; uses phys and PDF libraries on her mac where do you store the Student worker is developing an acquisition portal for digital archives”</td>
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<td>Teaching and learning materials</td>
<td>Sakai, PowerPoint; directs students to graduate librarian</td>
<td>Textbooks; Sage green books now online (e-books); uses Course for reserve items (PDF); other resources are already online; students do a lot of work in the library for their research papers (reference materials, Country studies, Oxford handbooks, and current online databases/websites)</td>
<td>Current articles brought into course teaching; copyright becomes an issue with books and textbooks; grant-funded training videos in the works access from a secured site; could be revenue generating for access by other institutions (IT support)</td>
<td>Requests books that she uses in class for purchase in the library; uses InfoGuides too; she lends her own books to students</td>
<td>The classes that he teaches have a pretty standardized materials list (short stories, novels, etc.)</td>
<td>Students use CDs in the library; he expresses concern that students rely too much on videos/recording and less on studying the score; students may find recordings on YouTube</td>
<td>Courses require a term research proposal that good sources (primary secondary); format of paper, referencing sources used to bring students to library (see below)</td>
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<td>Methods for keeping current</td>
<td>6 or 7 online journals and newspapers, 2 to 3 hours a day reading on the computer; RSS feeds; likes the currency of journals; “You’re reading history when you’re reading a book…I couldn’t live without electronic journals”</td>
<td>By doing research; go to a lot of conferences, talk with colleagues; a lot of article and manuscript reviews (sometimes for pay); or a student asks a question that he doesn’t know the answer to</td>
<td>Publication projects force him to stay very current; PsychInfo (again)—he likes the citation tools with this database; grants too require staying current</td>
<td>Especially in her areas of specialization—social media, Speculum journal, etc., keeps up on higher ed issues</td>
<td>“I don’t—there’s an answer is I don’t stay current.” (joke); conferences; tries to stay up to date on what’s published on the authors that he writes about; attends book fairs in Spanish speaking countries, which provide a look at what’s coming out (he buys a bunch of stuff at these fairs)</td>
<td>Especially in her areas of specialization—social media, Speculum journal, etc., keeps up on higher ed issues</td>
<td>“How do I keep current? I’m not quite sure what that means anymore. Because yesterday I thought I was current, today I’m not so sure, and tomorrow I’ll be less sure.” In music, we constantly learn new literature for our instrument; belongs to six musical organizations, reads some to the societies’ journals</td>
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Participatory Design Faculty Research Coding Frame

- Related to current project: get all the film processed; have access to a better microfilm reader with digital output; concerned about preservation of the existing microfilm.
CATEGORIZATION

- Systems for organizing research material
- Preferred physical location(s) for conducting research
CATEGORIZATION

- Preferences for reading print vs. electronic
- Methods for communicating and collaborating with co-authors/colleagues
- Familiarity with particular staff or subject liaisons
“It’s all on the computer now, right?”
“You’re reading *history* when you’re reading a book…I couldn’t live without electronic journals.”
“I still love paper. I have a really hard time not having the paper article and reading it, and working it up. And I have a tablet I can do that on, but I just don’t think I understand the work unless I’m actually reading a physical piece of paper.”
There’s something about the smell of dust and old leather that is really pretty intoxicating.
INSIGHTS INTO FACULTY CULTURE

• Most faculty involved in multiple, simultaneous research projects
• Many responded “more time” to the magic wand question
• Direct integration of research with teaching load not widely indicated
• Social media is used by some faculty for communication and staying current
• LESSONS LEARNED

• NEXT STEPS

• CONCLUDING REMARKS
THANK YOU!

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