

Taking the librarian outside of the library: A case study in inter departmental collaboration

Shannon Murray & C Denton

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that the territories on which UCW and its campuses are situated are the traditional, ancestral and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish) and Selíl'witulh/səlilwətał (Tsleil-Waututh) Nations.

We thank them for having cared for this land since time immemorial, honour their graciousness to those who reside, work, and seek knowledge here, and iterate our dedication to valuing the ongoing contributions of Indigenous peoples and communities.

PRESENTERS

We're glad you're here



Shannon Murray
Student Success Librarian



C Denton
Learning Strategist

OVERVIEW

What we will discuss...

- 1 A (brief) introduction to University Canada West
- 2 Learning for Success (LFS)
- 3 The librarian's role in LFS
- 4 Collaborating for student success

ABOUT UCW

UCW By the Numbers

14,000+

Students

110+

Countries
students
are from

2

Downtown
campuses

95%

of MBA students are
working or have a job
lined up within one
year of graduating*

*Based on survey results from
March 2023

OUR PROGRAMS

Undergraduate & Graduate

- Associate of Arts (AA)
- Bachelor of Commerce (BCom)
- Bachelor of Arts in Business Communication (BABC)
- Master of Business Administration (MBA)



SERVICES

New Student Support



New Student Orientation



Peer2Peer Program



University Access Program
MBA Foundations



Virtual and In-Person Appointments with
Support Services



Centre for Teaching Excellence

Center for Teaching Excellence



Faculty support

- Professional development
- Coaching and mentorship
- Instructional design



Student support

- Strategic planning
- Writing coaching
- Skill-building workshops



Learning for Success

- Skill-building course



CENTRE FOR TEACHING EXCELLENCE

Learning for Success

A smiling man with dark hair and a beard is sitting on a couch, using a laptop. He is wearing a light-colored button-down shirt over a white t-shirt and blue jeans. The couch has a patterned blanket and a striped pillow. In the background, there is a wooden easel and a potted plant. The entire image has a blue and purple color overlay.

LEARNING FOR SUCCESS

LFS By the Numbers

3,000+

Students each term

14+

Class
sections

16

Facilitators

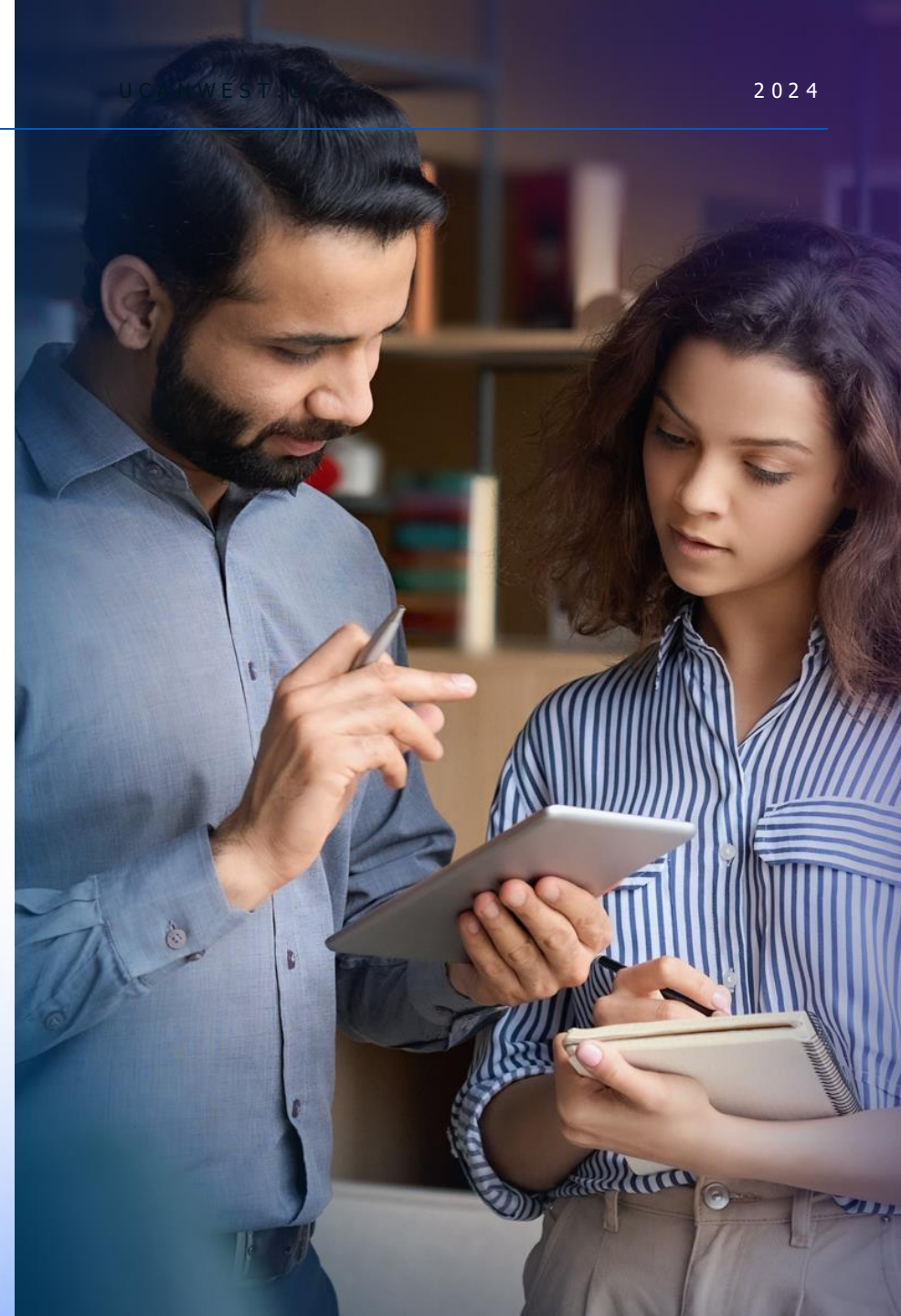
LEARNING FOR SUCCESS

LFS Overview

All new UCW students are enrolled in this 4-week, non-credit course. We support students through:

- Reflections on learning habits
- Practice implementing effective techniques
- Direct connections with services at UCW

Students can earn digital badges for successfully completing the course.



LEARNING FOR SUCCESS

Learning Objectives

Library instruction supports the following objectives:

- Demonstrate understanding of factors, skills, and attitudes that contribute to academic success.
- Evaluate information sources for credibility when conducting research.
- Demonstrate understanding of academic integrity, plagiarism and the APA citation style.
- List and apply the characteristics of effective academic writing and the stages of writing academic texts.



LEARNING FOR SUCCESS

Module 2



LFS: Module 2

What do we cover?

Based on course learning objectives, the Library **designed**:

Module 2A

- Introduction to the Library
- Academic Research
- Critical Thinking
- Source Evaluation

Module 2B

- Academic Integrity
- Plagiarism
- APA Citation Style



LFS: Module 2

Librarians as instructors



Lecture and engagement

- Provide 60-minutes of "lecture-style" material
- Intersperse engagement elements using Articulate Rise



Classroom management

- Virtual classes of over 100+ students
- Monitor chat for proper use
- Manage breakout rooms during group activities



Beyond the virtual classroom...

- Answer emails throughout the term
- Meet with students for the Module 4 assignment

LEARNING FOR SUCCESS

Student Success

LIBRARIAN PERSPECTIVE

This partnership helps the library "**reach a wider audience**" and "begin to **build relationships with new students**, so they feel more comfortable coming to ask questions."

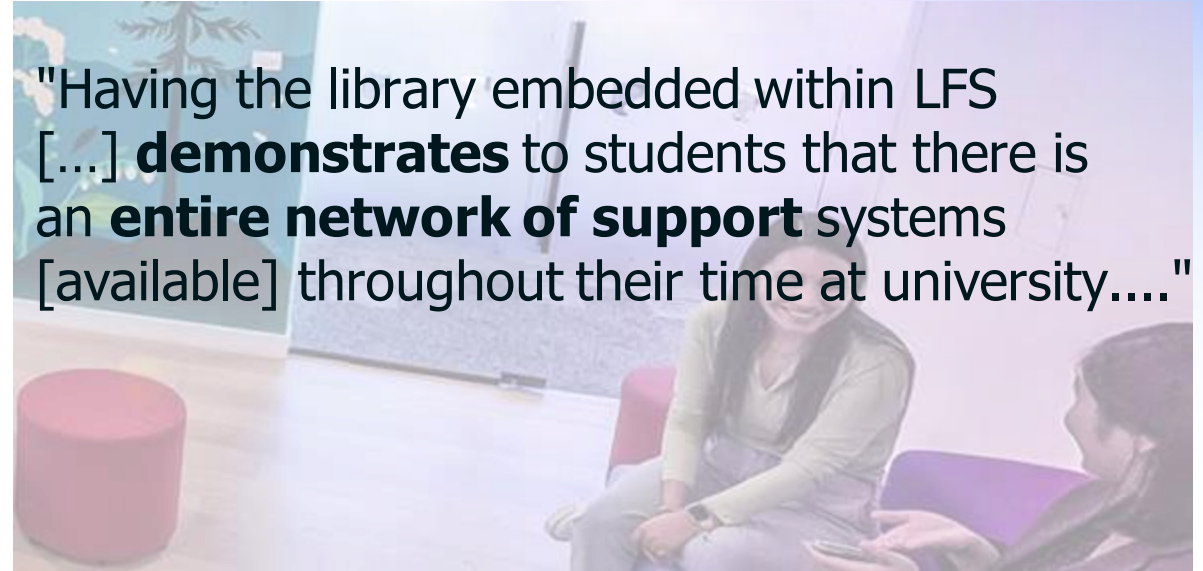
"Most terms I will have at least one student in the library mention that they **recognize me from the course...**"



"Having the library embedded within LFS [...] **demonstrates** to students that there is an **entire network of support** systems [available] throughout their time at university...."

"It is useful in getting a **sense of students needs** through the questions they ask in [LFS]."

"There are some limitations of the current model, **namely the large class size and online delivery format**, which can make the learning environment somewhat impersonal."



STUDENT SUCCESS

LFS By the Numbers

1918+

Digital badges
issued for Module 2
in Winter 2024

889+

Students successfully
completed the course
in Winter 2024

85%

Satisfaction score

*Based on Fall 2023 course
evaluations

STUDENT FEEDBACK

This course and the instructors have really been helpful with **APA writing style**, learning strategies, time management and goal setting.

I think it was great because class had more **interactive activities** to engage students.



*I did not understand why we were having this course, but eventually, as weeks passed, this course helped us **find a lot of resources** and **how to do our projects, assignments** etc. It was helpful for us to **learn about APA** and various strategies to stay focused on our goal.*

It was a great experience learning new things from this course, and it helps a lot in knowing more about the **Brightspace portal** of our university.

This course [helped] rectify my **study habit**.

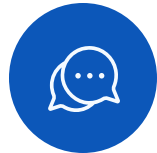
STUDENT SUCCESS

Connecting Students to Help

In Module 4, students meet with UCW support services to create an action plan to achieve an academic or career-related goal.



Library team
50+ appointments



Learning strategists
148 appointments



Career advisors
36 appointments



Academic advisors
113 appointments



Writing coaches
Untracked



Educational technologist
10+ attendees at weekly session



Peer tutors
Untracked

This assignment increased appointment bookings and attendance rates substantially for the Library (as per ref stat data)

STUDENT SUCCESS

Inter-departmental Connections

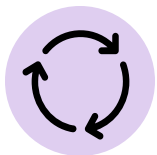
Collaborating with the CTE and teaching Module 2 in the LFS course has resulted in a lasting relationship between our respective departments...



Promotion of services and resources



Support on other projects, informal check-ins, etc...



Referrals



Opportunities for continued collaboration...

- GenAI workshop
- This presentation!

Overall...

Meeting students where they are at... not expecting them to come to the library (or other departments) first.

Increased one-on-one appointments to discuss topics related to academic success (academic integrity, plagiarism, etc...)

Established relationships with students early in their academic career

Strengthened relationship between Library and the CTE

Opportunities for future projects that will contribute to student success

Demonstrated collaborative success initiated new partnerships with additional departments



Increased communication and collaboration reduces siloed nature of departmental work and shows students we are all working **together** to support them in their studies!

LOOKING FORWARD

Questions for the future

- How can we create more personal connections with students in large, virtual classroom environments?
- How can we sustain the large numbers of student appointments prompted by the LFS assignment?
- How can we ensure our librarians are prepared to teach and manage large classes? What additional training and support can we provide?

*How can the library **connect** with more departments to create meaningful relationships that will support our students' success?*



Thank You!

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