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Supporting the Changing Practices of Teaching in Business - Baruch Summary

Ryan Lee Phillips

CUNY Bernard M Baruch College

Louise Klusek

CUNY Bernard M Baruch College

Charles Terng

CUNY Bernard M Baruch College

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**Supporting the Changing Practices of Teaching in Business
Baruch Summary**

Ryan Phillips, Louise Klusek, Charles Terng

Executive Summary

Background & Methodology

This study examines the undergraduate teaching practices of business faculty at the Zicklin School of Business at Baruch College, City University of New York. This study is coordinated by Ithaka S+R, a not-for-profit organization that develops research-oriented partnerships in higher education in the context of economic, technological, and demographic change. Baruch is one of fourteen institutions participating in this national study that will result in a public capstone report published by Ithaka S&R. This report details the local results of Baruch College and Newman Library's contributions to the study. Our goal is to better understand the support needs of business faculty, specifically how instructional resources and services are developed and used to support teaching. The results speak to an evolving relationship between libraries and undergraduate teaching within the context of best practices for business pedagogy.

Baruch College, located in the heart of Manhattan, is part of the City University of New York (CUNY), the largest public urban school system in the United States. Over 160 countries and 100 native languages are represented in Baruch's student body of 18,000¹. Baruch's Zicklin School of Business, originated as the School of Business and Civic Administration in 1919, is now one of the largest AACSB accredited business schools in the United States. Zicklin currently enrolls over 11,000 undergraduates, representing 75% of the student body². It offers 18 undergraduate degree programs, an Undergraduate Honors Program (ZUHP), and M.S., M.B.A, Ph.D., and Executive degree programs. Accountancy education has traditionally been Zicklin's strength, as recognized in the annual rankings of the Public Accounting Report. More recently Zicklin's programs in Finance, Information Technology, Marketing, and Entrepreneurship are gaining national recognition.³ In 2019, *US News & World Report* ranked Baruch among the "Top 5 Public Schools" in the North region and #16 for "Best Undergraduate Teaching"⁴. Baruch also ranks #1 in social mobility ranking from *The Chronicle of Higher Education*⁵.

The faculty of Zicklin were invited to participate in the study through department meeting announcements and emails to faculty listservs. Twelve participants were recruited, representing an array of business disciplines taught at Baruch: Accounting, Marketing, Information & Statistics, Economics, Entrepreneurship, and Management. Participants represented all faculty ranks: five

¹ Diversity at Baruch. <https://www.baruch.cuny.edu/diversity/index.htm>

² Baruch College Fact Sheet. https://www.baruch.cuny.edu/about/by_the_numbers.html

³ Zicklin School of Business. Strategic Plan 2019 - 2024.

https://blogs.baruch.cuny.edu/zicklinfacultymeetings/files/2019/01/Formatted_Zicklin_Strategic_Plan_2019-2024_10-25-2018.pdf

⁴ *US News & World Report*. <https://www.usnews.com/best-colleges/baruch-cuny-4766/overall-rankings> Baruch

⁵ Baruch College Earns #1 Ranking for Social Mobility from *The Chronicle of Higher Education*.

<https://www.baruch.cuny.edu/BaruchCollegeEarnsTopTenBestColleges2018RankingMoneyMagazine.htm>

Professors, four Associate Professors, and three Assistant Professors and Lecturers. The study received Institutional Review Board approval. Faculty participated in semi-structured interviews of about sixty minutes in length. The interview instrument was developed by Ithaca S&R. Faculty were asked how they worked with materials, content, data and tools in developing and teaching their undergraduate business courses. The interviews were recorded and transcribed for coding. The resulting report and recommendations are derived from a careful analysis of these interviews.

Themes

The pedagogy of undergraduate business education continues to evolve at Baruch as faculty examine new technologies and instructional methods. In our interviews with business faculty, we observed several trends regarding how these changes impact current teaching practices. These themes were categorized as: (1) “Active Learning,” how instructional methods are being adapted and delivered in the classroom to engage students, (2) “Materials,” about the integration of data into course content and the customization of course content with faculty developed materials, (3) “Educational technology,” which focuses on integrating new tools and technology to enhance student learning outcomes, and (4) “Instructional support services,” more specifically, the role of Baruch support centers such as the Newman Library, the Center for Teaching & Learning (CTL), and the Baruch Computing and Technology Center (BCTC) in satisfying faculty teaching needs.

Regardless of whether discussions were centered around pedagogical practices, course materials, integrating educational technology, or reaching out to instructional support services, faculty have found their own ways to respond to the challenges presented by time and resource constraints. They embraced the notion that there is always room for improvement and opportunities for growth. In the following sections, we analyze the themes in greater detail, focusing on how faculty perceive the impact of changing teaching practices in their field, as well as the roadblocks they encountered along the way. By better understanding this process, we hope to derive insights and possibly solutions for more efficient and improved instructional services.

Active Learning

“Chalk and talk is not always an effective way to teach” was a common sentiment among faculty. Participants overwhelmingly favored teaching methods that would motivate active student participation as opposed to passive consumption of information through lectures. A variety of active learning strategies, with varying degrees of complexity, are currently being implemented. Simple applications include group discussions and pair-and-share activities, while more complex approaches feature case studies, simulations, and games. These teaching strategies are a common discussion item in departmental committees and among faculty working on curriculum design. Implementation is by no means a seamless process however, given that it typically requires increased time and greater resources. Faculty noted receiving support in the form of colleague collaboration and, more formally, training from the Center for Teaching & Learning (CTL), with the latter providing workshops on active learning methods where faculty could develop, as one respondent put it, “concrete, actionable skills to

apply right away.” Faculty also viewed current research on pedagogy and active learning methods from the CTL to be valuable support in developing evidence-based and theoretical foundations for moving their lessons beyond the lecture format.

Among these active learning strategies, flipped classrooms proved to be an especially popular and effective approach, albeit somewhat offset by its challenging implementation. By flipping the use of in-class time from lectures to problem-solving and group activities, students gain access to the instructor’s guidance at more crucial stages of the learning process. Faculty felt their impact was greater when sharing their expertise and insight during the student’s point of need, typically when critical thinking is involved. This approach received praise for its “hands-on, interactive” nature. As one professor put it, “there is a reason we bring 30+ students into a room when we teach, and we have to leverage that reason. Lectures can be delivered through a computer and students can access that anywhere. To have students physically present in a room with the instructor is a valuable opportunity.” Faculty have worked to make use of this opportunity by engaging with students in more focused interactions, such as Q&A’s, quizzes and practice problems, and guided classroom discussions of more complex concepts. Another professor explains it as, “the flipped classroom is more like a lecture-recitation, where we are now the recitation.”

One of the challenges of flipped classrooms is reformatting lectures for consumption outside the classroom. To accommodate this, faculty have investigated and used screen recording technology to create lessons in video format so students can experience the lecture prior to class and arrive prepared for active learning activities. Camtasia, in particular, was discussed as a viable software for creating these lecture videos, allowing instructors to record lecture slide voiceovers and even embed short pop-up quizzes to encourage student participation. Once the videos are produced, they can be hosted online via YouTube, Blackboard, or on the faculty’s own personal website for students to access. Of course, video creation is no small task, often requiring many extra hours to record and edit the lectures. Using the technology also comes with an initial learning curve during which faculty mostly learn on their own through practice and online tutorials, as well as with some guidance from CTL.

Faculty highlighted several in-classroom techniques to engage students and inspire participation. Business simulations were used in both entry-level and capstone courses, requiring students to interact in groups to analyze strategies and performance around business concepts. These activities have been “very motivating for students” because a business simulation is “a game and people will win or lose” and they “can be competitive.” Faculty noted that this low-stakes competition can foster student interest and investment in learning. These in-class activities serve as additional paths to reach learning outcomes, especially those centered around critical thinking. In these scenarios, the instructor’s role shifts from the traditional lecturer to more of a mentor or “coach,” aiding the student during a teachable moment when they hit a wall. Another professor noted that “there’s something powerful about practicing with students,” accepting that practicing and failing in a classroom environment is part of the learning process as opposed to just earning a grade. They stressed that students must be challenged in a way that allows for continuous improvement, even failure, with opportunities to learn from those setbacks or failings.

Faculty are also finding ways to relate course content to life experiences and bring “real world events” into the classroom. As one study faculty noted, “If they don't do, they don't learn. And if you don't make them do, that's it. They just try to get through the tests.” Case studies are a popular teaching tool in this context. Cases are often introduced as in-class exercises where student teams make presentations and the instructor guides the class in their analysis and application of theory to a real world problem. Another common approach involves inviting guest speakers from industry for Q&As or panels with students to discuss concrete examples of how business theory is applied in the field. Hearing from experts has proved especially effective when drawing from the alumni population, as they bring special insights for Baruch students transitioning into their professional careers. Some professors worked with the Alumni Association to identify speakers.

Opening classes with discussions of business news from the *Wall Street Journal*, *New York Times*, or other prominent business publications was also used to engage students with course content. Analyzing the news helps students apply theory and concepts to trending business events. Using readings beyond the textbook were seen by faculty as an excellent way to “take the outside world and introduce it in the classroom.”

Teaching Materials

Faculty used a variety of teaching materials in their courses to provide a unique, engaging, and active learning environment for their students. In order to achieve this, faculty rely on materials provided by entities on campus from the library, Center for Teaching and Learning, BCTC, among others, as well as off-campus support from publishers. Faculty face the challenge of balancing the desire to customize materials specifically to suit their pedagogical needs with choosing preformatted and standardized teaching materials. The balance shifts because of time constraints, or often because larger class sizes won't allow the attention and investment it takes to create the desired learning environment.

Though a wide variety of teaching materials were discussed (books, academic and practitioner articles, cases, data, videos, simulations, presentations, and exams), much of the discourse centered around textbooks. The general feeling among faculty is that textbooks are largely inadequate. Faculty complained about the scope of content covering “everything and the kitchen sink,” the excessive ancillary materials, online platforms requiring access keys, and the lack of flexibility when choosing and adopting a textbook for a course. Common textbooks are chosen by department via curriculum committees or course coordinators, and are meant to ensure students have a common foundation in basic theory and methods. This has particular utility for gateway and capstone courses which often have multiple sections, large enrollment (over 60 students), and an increasing number of hybrid sections. However, choosing the right textbook can be difficult. One professor said that “it's kind of hard to teach the subject using a text that is not dynamic enough or practical enough.” Those who did have positive experiences using a textbook often worked with a publisher to customize their course's text and supplementary materials.

Faculty in upper level courses are often required to develop teaching materials because “the publishers don't develop the type of material we need.” For online or hybrid courses, faculty often rely on making

voice-over lectures, but one participant noted that “anything you have to create yourself is more demanding and difficult.” One participant suggested that if the college had more support for lecture capture, faculty would create more online materials specific to their courses. However, lacking this support, faculty have to rely on textbook publisher content.

Even in courses that had a standardized syllabus and a common textbook, faculty were actively involved in producing materials to support their teaching. Faculty value flexibility and customizing materials for their classes. Instead of using auxiliary materials offered by publishers, faculty develop exercises, assignment, prompts for the textbook’s cases, and structured lab materials to support active learning sessions. They post notes and produce video for review. To motivate their students with visual content they sought out or made their own short video clips and discussion prompts. Most faculty write their own exams, criticizing textbook-provided exams as being too simple and lacking depth. One interviewee noted that their department has a repository of materials with test banks, lecture notes, and assignments that faculty can share. Others expressed a need for this kind of faculty-vetted collection of teaching materials that they could draw upon.

Textbook prices, a common source of complaint among students, was also a concern of faculty. Some faculty try to mitigate the cost issue by using ebooks from library subscription services like Safari, Books 24x7, Ebook Central, and the ebook collection from EBSCOhost. Several of our interviewees report that they use the library’s e-reserves heavily, putting a copy of the textbook in the library’s reserve collection and adding readings from journals and newspapers. This helps students avoid textbook prices, but it is worth noting that the library is then expected to subsidize the cost.

New York State’s OER initiative awarded funding to CUNY for the replacement of proprietary textbooks with open educational resources. The university has now designated many courses as zero-textbook-cost courses, of which Baruch has 600 such courses. However, finding high-quality, free resources can be difficult. Faculty are aware of open educational resources (OER), but report a lack of suitable titles in business and finance. As to faculty developing original OER content, many obstacles were noted, from time constraints to lack of technical expertise to adapting material into a coherent structure. An interviewee who has developed OER materials spoke about how OER is a “whole system, a whole environment,” not simply a pdf textbook.

A notable trend we found was that more faculty are having students work with data. Faculty are asking students to use open data and find datasets on the web. To motivate students, one professor said: “I encourage them to find datasets that they are passionate about that will help them answer questions that are geared to them.” Other instructors asked students to find supply chain data using the Bloomberg terminals on the college’s trading floor. Others worked with the instructor’s own research data or analyzed data reported in scholarly research articles.

Educational Technology

The use of technology received mixed responses from interviewed faculty, ranging from successful stories of enhancing instruction to wary skepticism regarding its effectiveness and function. Most

instructors were at least open to the idea of integrating new technology into their classroom, but concerns about the steep learning curves, unreliability of services, effectiveness for certain classes, and handing over control of student data to corporations were also prevalent.

Among the different technology resources discussed, Blackboard, the college's learning management system, was an especially common topic. Faculty appreciated its convenience as a central hub for distributing course materials, communicating with students, and handling assignments/quizzes. Having all these tasks organized into one location helped streamline the instructor's workflow, making it a relatively simple process to manage their students' progress and execute logistics of the course. In essence, Blackboard acts as a course website or, as one interviewee puts it, a "learning path" for students to find course content seamlessly, reducing their confusion, and ultimately helping them stay on track. While Blackboard's utility is undoubtedly acknowledged by faculty, its interface and user design still leave quite a bit to be desired. There were multiple accounts of it being "clunky" to use from an administrative standpoint, with certain common operations being unintuitive or "painfully complicated to master, requiring a number of clicks." This usability barrier can dissuade faculty from attempting to use the more advanced features Blackboard offers, instead relying on tried-and-true methods and applying their time to other elements of the course.

The idea of using educational technology to streamline processes was also discussed in the context of assessment. Clickers, while effective in their own right for incentivizing student participation and attention, also serve as a means for instructors to evaluate how students are truly progressing. Instructors can announce a question in class and each student answers by clicking their choice as a button on the clicker. The responses are aggregated and the instructor sees how the class performed overall in getting the answer correct. This system was described as "low-hanging fruit" for getting quick and easy engagement from students, while also providing the instructor with "immediate and instant gratification on understanding how certain teaching practices are working." One interviewee goes on further to say that "it is an enriching cycle between the student and me," in that the instructor can revisit the concept and rephrase it in a different frame if clicker responses show students are not getting the point, then re-administer the question and evaluate again whether learning outcomes are being achieved. This iterative process allows the instructor to try different teaching techniques on the fly to determine what is truly being effective.

More formally, tools within Blackboard and CUNYfirst, the university's enterprise resource platform, also lend themselves to assessment, offering reporting tools for analyzing student learning and performance. The steep learning curve in accessing and using these resources, however, has limited the extent to which faculty are willing to integrate them into their teaching practice. Some interviewees expressed interest in what is potentially possible, such as monitoring student engagement via Blackboard diagnostics on user activity or identifying at-risk students with CUNYfirst data, but they also felt their time would be better spent improving their class in other ways than investing that effort into systems difficult to leverage.

Increased awareness of such analytics resources may help support their adoption rate as many of the interviewed faculty did not feel confident in knowing exactly what data and analytics is available. CUNYfirst stores robust amounts of data on students as they progress through their academic path, but details on exactly what is recorded and the procedures to procure it can be overwhelming at first glance. Despite this, faculty are generally excited to discover how insights derived from such data could benefit their teaching and student performance. An interviewee even referenced how other institutions, such as Georgia State University, have been leveraging their data to solve student retention problems with great success. Even from an instructor's standpoint, this data can be incredibly valuable in "knowing when something is going to happen to a student" in terms of dropping the course, for example, "because I am in a position to make a change, and make sure things work for the student." The ideal product would not only alert the faculty but nudge the student to seek help. One professor said: "There should be data analytics tools that do this automatically by looking at performance data in Blackboard that send an alert to faculty and student saying that 'This is what I observed in the last four weeks, what's going on? Go talk to a faculty member'." Being able to anticipate student obstacles can help the instructor better structure assignment deadlines, lessons, etc. in accommodating student needs and ultimately improving the learning experience.

Not all our participants feel the need for data-driven assessment aided by educational technology. One participant observed that there was too much focus on adopting assessment tools which then leads to an overly controlled learning environment. The fear is when learning is prescribed by tools and rubrics as opposed to faculty discretion in creating the learning environment, learning suffers. These faculty avoided technology, and others would like to move away from tools like Blackboard and Turnitin for this reason, expressing a desire not to have to measure everything, all the time. As the participant said, "I'm grading you on your engagement in this process. You have to do the work but do I see you working? Do I see you thinking? Do I think you know this? It's not about measuring all the time? Are you successful? Are you working through this process? Which is different."

Privacy was also a concern for some in adopting these technologies and educational tools. Students give up their personal data to tools within CUNYfirst and Blackboard, as well as software programs like Turnitin, merely by choosing to participate in classes. Of more concern to faculty is that student data and their labor is controlled by private corporations who profit from the data. This is a dilemma for faculty who use these tools. One participant, who teaches a class that includes discussions of privacy and use of big data noted, "it is a little ironic that I'm forcing my students to give up their data."

The logistics of implementing educational technology into the teaching process surfaced as a recurring concern among several instructors. While the idea of smartboards, tablet-laptop hybrids, clickers, cloud services, and other emerging tools appealed to faculty, their practicality in the classroom was met with some skepticism, a common sentiment being "technology that is meant to improve efficiency, often does not." Especially with respect to clickers, questions about how to supply large classes, where such a tool would be especially helpful, as well as how to promote student compliance in actually using the clicker were raised.

Faculty also shared mixed experiences regarding smartboards and tablet-laptop hybrids: some think they improve communication with students during lectures, while others think them excessive and disruptive to the normal class flow. Technical difficulties are typical when exploring new technology, which leads to hesitation among faculty when considering tools to adopt. Even with BCTC support, it can be time-consuming and frustrating to interrupt instruction when technical issues occur in class. When asked about what they look for in new technology, faculty emphasized reliability, saying that they “never again want to think about a technology problem that stops me from doing something in class.” They tell us that tools should be seamless to integrate and that they “better be available, ready, and a click away.”

Instructional Support

Faculty were actively invested in using new teaching methods and tools, but their use of support services at the college varied. Many had taken advantage of seminars and consulting services offered by the CTL exploring new pedagogical approaches to active learning, preparing a hybrid or online course, or seeking advice on OER resources. They said that “the CTL plays a central role in helping faculty in professional development and what it means to teach really well, what the current methods are.” Another stated that the “CTL helps us know what [methods] are evidence-based, that we know from the literature that can really make a difference in the classroom.” They praised the CTL for facilitating a more collaborative environment for faculty to improve their craft, but also noted that the CTL was often limited in staff to help with the demands of technical aspects for production, especially when creating online videos for the classroom or hybrid/online classes.

Interviewees also felt that “librarians really do know what teaching is about, the way we are teaching today, and also what research is about,” but find it challenging at times to integrate research support services into their workflow. Finding time in a packed course schedule and coordinating visits from three support centers (the Newman Library, Schwartz Communication Institute, and the Writing Center) can be a cumbersome process. Faculty teaching jumbo classes or teaching required gateway courses consisting of 20 to 40 or more sections were reluctant to advise students to seek individual consultations from the library or writing center, believing those centers would be overwhelmed. This belief also had an impact on how faculty designed assignments for students, knowing they would not necessarily have the support to implement certain types of work that required more individual guidance. With limited support services and lack of graduate assistants for recitations and grading, faculty expressed a reluctance to assign individual student research projects or critical writing assignments, despite feeling those would be the optimal methods for student learning.

The challenge of teaching students how to become effective researchers was a prevalent theme among faculty. They felt research skills, in terms of critical thinking, finding sources, and evaluating the quality of information for decision-making, are often given less than ideal focus in class, because they only have so much time with the students. As one interviewee stated, “I want students to work on research questions, and do a literature search that looks at journals and where evidence comes from, and how to think about new questions to ask based on evidence they found.” Faculty have sought out support from the library in this context, helping students perform literature reviews or write annotated bibliographies,

but acknowledge these skills are still treated as supplementary and should be given more focus. As another professor puts it, “I ask them to think about research questions and give them resources from the library, and a curated list of journals that we typically go look for literature and questions, and what have people studied. I go tell them to explore, but not to the depth of what I want to, because of how the course is structured. There is very little room to do a lot more there.”

Participants also anticipate a growing need in the future for data literacy support, as collecting, managing, and analyzing data become increasingly central in business courses. Helping students find data as evidence to support their hypotheses can be an incredibly time-consuming process, given how nuanced topics can be and the multitude of data sources available. As one participant stated about searching for data, “... they don’t know where to go and find those resources. I try to help them to an extent, but it takes too much time. I think having librarians help them is very useful.”

Conclusion & Recommendations

When implementing new pedagogical strategies into current teaching workflows, faculty are looking to adopt practices that motivate students and impact student learning and hoping new educational technology will help them in this effort. Academic support units at Baruch are heavily used by both faculty and undergraduates. Use of these services is only limited by the resources available at each center. As demand grows, finding ways to leverage current services and introduce new services to support teaching becomes a considerable challenge. It is within this context that we frame our recommendations, to offer targeted library programs for teaching faculty in the Zicklin School and to collaborate with other academic support services to leverage our expertise and streamline delivery of services. Our recommendations aim to optimize services provided to faculty to support their teaching while helping undergraduate students develop critical data analysis and research skills.

The Library will establish a Financial Information & Data Analytics Lab (FIDAL) to expand student access to premium business information platforms

- Expand upon the Subotnik Center services by increasing access to Bloomberg, Factset, and S&P Capital IQ in a library-supported setting.
- Use FIDAL for financial workshops and as a collaborative learning space.

The Library will partner with the business faculty to develop programming to support the data literacy needs of business students

- Develop a series of data workshops and research guides for finding and evaluating data sources, managing and cleaning data, and data visualization so that business students can build a foundation for evidence-based decision-making.
- Coordinate workshops with the library’s Data Services Group in collaboration with the business faculty. Workshops will be hosted at FIDAL which will be equipped with the required software and supporting instructional materials.
- Promote demonstrations and hands-on practice with Python and R for data cleaning tasks, Excel functions for managing data, Tableau for data visualization, and GIS tools for geographic data.

- Expand the library's consultation services to target students wanting to locate relevant data sources.

The Library will expand our outreach and consultation services and partner with the Writing Center to build the research skills of our undergraduate business students.

- Further leverage the library's co-location with the Writing Center's satellite to partner resources and pilot a cohesive module (a "one-stop shop" solution), for communication, writing, and research skills taught in an active learning mode that could be offered as in-class workshops.
- Explore ways to support faculty who assign research projects/papers by offering targeted instruction outside the classroom in a Writing Center or Library Workshop program.
- Set up and assess a trial service of "co-consultation" by appointment where business librarians and writing fellows partner to reach out to students when they are starting a research assignment targeting how to help students craft a good research question and find credible evidence.
- Expand Library outreach to work with faculty whose students are participating in "Creative Inquiry Day."
- Develop seminars for upper class students doing a literature review or writing a thesis.

The Library will support the CTL's OER initiatives by offering new programming with the Center

- Support CTL OER initiatives with Library-sponsored programming focused on finding open business resources and dealing with copyright and intellectual property considerations.
- Conduct an audit of current OER learning materials in use at Baruch and other CUNY business schools to raise awareness of available business OER materials

The Library will explore Business faculty interest in building a digital Business Discipline Repository of course materials

- Explore providing faculty access to peer-vetted teaching materials including class assignments, study guides, tutorials, lecture slides and exams through a central or departmental hub.
- Encourage faculty to develop and share OER content by offering access to supplementary and department-vetted content to use in an open platform.
- Leverage and market librarian expertise in building digital repositories.

The Library will investigate ways to build/expand our video resources for instruction

- Integrate into the Library's collection development process increased support for Business-oriented video content.
- Build a collection that supports teaching with short-knowledge videos or video clips
- Develop a guide for faculty who want to use freely available video on the web or in library-licensed databases.

The Library will pilot a consortium of CUNY business librarians to collaborate around best practices

- Explore establishing a consortium or working group of business librarians at CUNY.

- Establish best practices, identify new services, and find economies of scale across the CUNY business school libraries.

Appendices

Appendix 1. Fourteen institutions participated in the Ithaca S+R business project.

Baruch College
Bowling Green State University
Georgia Tech
Grand Valley State University
Kansas State University
Michigan Technological University
Murray State University
North Carolina Central University
Providence College
Queens College
Santa Clara University
St. Thomas University
University at Buffalo
University of Texas San Antonio

Appendix 2. Recruitment email text.

**Supporting the Changing Practices of Teaching in Business
Recruitment E-Mail Message to Faculty**

Subject: Newman Library's Study on Library Support for Undergraduate Business Teaching

Dear Prof. [Surname of Instructor],

The Newman Library is conducting a study on the teaching support needs of instructors in order to improve services for the Zicklin School of Business. Would you be willing to participate in a one-hour interview to share your unique experiences and perspectives?

Our local Baruch College study is part of a larger suite of parallel studies with several other institutions of higher education in the U.S., coordinated by Ithaka S+R, a not-for-profit research and consulting service. The anonymized information gathered at Baruch will also be included in a landmark final report by Ithaka S+R and will be essential for the Newman Library to further understand how the teaching support needs of Business instructors are evolving more widely.

If you have any questions about the study, please don't hesitate to contact me and thank you very much for your consideration.

Sincerely,

Arthur Downing, Ph.D.

Vice President for Information Services & Dean of the Library

Ryan Phillips

Associate Professor, Newman Library, Co-Principal Investigator

Louise Klusek

Associate Professor, Newman Library

Charles Terng

Assistant Professor, Newman Library

CUNY
University Integrated IRB
Protocol: 2018-1071
Approved: 08/13/2018
Expires: 08/12/2021

Library Support for Undergraduate Business Teaching

Purpose:

To enhance undergraduate teaching support for the Zicklin School of Business, the Newman Library is conducting a research study designed to better understand the instructional resources and services needs of Baruch faculty.

Interviews:

We invite full-time Business faculty with experience teaching undergraduate courses to share their insights in an individual interview session. Questions are structured to explore instructional support for faculty. These sessions will run an hour long at maximum and be conducted in the participant's office by a business librarian. Scheduling will be arranged to accommodate the participant's convenience.

Background:

The interviews at Baruch are part of a larger study coordinated by Ithaka S+R, a not-for-profit research and consulting service.

Ithaka S+R will include anonymized information from Baruch and thirteen other business schools from locations throughout the United States in a landmark national report. This report will help us understand how the teaching support needs of Business faculty are evolving and how our needs, and plans to meet those needs, correspond to those of other institutions.

Participate:

If you wish to participate in this study, please contact a business librarian below.

We hope that faculty will want to participate in our efforts to improve library support for Zicklin. We thank you very much for your consideration.

Arthur Downing, Ph.D. (Principal Investigator)
Vice President for Information Services & Dean
of the Library

Ryan Phillips (Co-Principal Investigator)
Associate Professor, Newman Library
ryan.phillips@baruch.cuny.edu | 646-312-1621

Louise Klusek
Associate Professor, Newman Library
louise.klusek@baruch.cuny.edu | 636-312-1617

Charles Terng
Assistant Professor, Newman Library
charles.terng@baruch.cuny.edu | 646-312-1609

THE CITY UNIVERSITY OF NEW YORK
Baruch College
William & Anita Newman Library

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Title of Research Study: Supporting the Changing Practices of Undergraduate Business Teaching

Principal Investigators: Arthur Downing, PhD.,
Vice President for Information Services & Dean of the Library

Ryan Phillips
Associate Professor, Newman Library

You are being asked to participate in this research study because you are a full-time faculty member of the Zicklin School of Business.

Purpose:

The purpose of this research study is to examine the teaching practices in undergraduate Business in order to understand the resources and services that instructors in the Zicklin School of Business need to be successful in their work.

Procedures:

If you volunteer to participate in this research study, we will ask you to do the following:

- Participate in a one-hour interview to share your insights and perspectives regarding teaching undergraduates. The interview will be held in your office at Baruch and will be conducted by a business librarian from the Newman Library.
- Share sample documents regarding your teaching practices that you reference during the interview. If you decide to share documents, at your request we will redact any information that associates a document with you.

Audio Recording:

- To ensure the accuracy of our findings, the interview will be audio recorded for later transcription and review by the research team. You cannot participate in this study if you do not consent to audio recording. You have the right to review the recording taken as part of this research to determine whether it should be edited or erased in whole or in part. After an anonymized transcript of the interview is made from the recording, the recording will be erased.

Time Commitment:

Your participation in this research study is expected to last for a total of one hour.

Potential Risks or Discomforts:

- There are no known risks associated with participating in this study.

Potential Benefits:

- You will not directly benefit from your participation in this research study.
- The results of this study will help to improve the delivery of library services to the faculty of the Zicklin School of Business.
- This study is part of a set of similar studies being conducted at several schools of business in the United States. The collective insight gained from these studies will help inform the fields The study contributes to the wider fields of Library and Information Studies, Business, and Education by articulating the unique needs of Business instructors within the larger contexts of Business pedagogy best practices, and the evolving relationship between libraries and undergraduate teaching support.

New Information:

You will be notified about any new information regarding this study that may affect your willingness to participate in a timely manner.

Confidentiality:

We will make our best efforts to maintain confidentiality of any information that is collected during this research study, and that can identify you. We will disclose this information only with your permission or as required by law.

We will protect your confidentiality by limiting access to the audio recording to only 4 members of the research team. The recording will be stored on a drive in a locked cabinet and will be erased once an anonymized transcript has been produced.

The research team, authorized CUNY staff, and government agencies that oversee this type of research may have access to research data and records in order to monitor the research. Research records provided to authorized, non-CUNY individuals will not contain identifiable information about you. Publications and/or presentations that result from this study will not identify you by name.

Participants' Rights:

- Your participation in this research study is entirely **voluntary**. If you decide not to participate, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled.

- Your participation or non-participation in this study will in no way affect your employment at Baruch College or CUNY.
- You can decide to withdraw your consent and stop participating in the research at any time, without any penalty.

Questions, Comments or Concerns:

If you have any questions, comments or concerns about the research, you can talk to one of the following researchers:

Arthur Downing	Arthur.Downing@baruch.cuny.edu	646-312-1026
Ryan Phillips	Ryan.Phillips@baruch.cuny.edu	646-312-1621
Louise Klusek	Louise.Klusek@baruch.cuny.edu	646-312-1617
Charles Terng	Charles.Terng@baruch.cuny.edu	646-312-1609

If you have questions about your rights as a research participant, or you have comments or concerns that you would like to discuss with someone other than the researchers, please call the CUNY Research Compliance Administrator at 646-664-8918 or email HRPP@cuny.edu. Alternately, you can write to:

CUNY Office of the Vice Chancellor for Research
Attn: Research Compliance Administrator
205 East 42nd Street
New York, NY 10017

Signature of Participant:

If you agree to be audiotaped, please indicate this below.

_____ I agree to be audiotaped

_____ I do NOT agree to be audiotaped

If you agree to participate in this research study, please sign and date below. You will be given a copy of this consent form to keep.

Printed Name of Participant

Signature of Participant

Date

Signature of Individual Obtaining Consent

Printed Name of Individual Obtaining Consent

Signature of Individual Obtaining Consent

Date

Supporting the Changing Practices of Teaching in Business Semi-Structured Interview Guide

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].
 - a. Does your teaching incorporate any particular teaching methods or approaches? [e.g., experiential learning, case method, design thinking, problem-based learning, flipped classroom]?
 - b. Have you received any support/relied on others towards developing your teaching approach?
 - c. 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].
 - a. How do you incorporate this into your courses? Have you experienced any challenges in doing so?
 - b. Does anyone support you in doing so and if so how? [e.g., instruction classes offered through the library]
 - c. 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., syllabus, course website, online modules, lectures, assignments, tests] How do you make these materials available to students?
 - a. Do you make these materials more widely available? [e.g., public course website or personal website, sharing via listserv] Would you be willing to share samples with us?
 - b. How you experienced any challenges in creating and/or making these materials available?
 - c. Do you ever consult with others as part of creating and/or making these materials available?
 - d. 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 to students typically work with in your courses? [e.g., readings from textbooks or other sources, practice datasets, films]
 - a. How involved are you in how this content is selected and/or created?
 - b. How do you make these materials available to students?
 - c. Do you make these materials more widely available? [e.g., public course website or personal website, sharing via listserv]
 - d. How you experienced any challenges in selecting, creating and/or making these materials available?

- e. Do you ever consult with others as part of selecting, creating and/or making these materials available?
- f. 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]
 - a. If no, why? (e.g., unaware of such offerings, current offerings are not useful, opposed to such offerings)
 - b. 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?
 - c. Do you have any concerns in relation to how this data is collected and/or leveraged (e.g., privacy)?
 - d. If yes, what data and/or tools have you used and how? To what extent was this useful?
 - e. Do you have any concerns in relation to how this data is collected and/or leveraged (e.g., privacy)?
 - f. What are some of the greatest challenges you've encountered in the process of using these tools?
 - g. Do you rely on anyone to support you in using these tools?
 - h. 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,
 - a. What are some of the greatest challenges you've encountered in the process of using these tools?
 - b. Do you rely on anyone to learn about and/or support you in using these tools?
 - c. Are there any other forms of support that would help you as you work with these tools?

Wrapping Up

- 7. If there were 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?

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]