SUPPORTING THE PEDAGOGICAL NEEDS OF FACULTY TEACHING UNDERGRADUATE BUSINESS STUDENTS AT KANSAS STATE UNIVERSITY

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INTRODUCTION

In 2019 Kansas State University was a research site for a large-scale, collaborative study on how academic libraries can best support the pedagogical needs of faculty teaching undergraduate business students. Coordinated by Ithaka S+R, a not-for-profit organization that supports academic communities, the project aimed to answer the questions (1) What are the teaching practices and support needs of instructors of undergraduate business? (2) How can libraries support undergraduate teaching in business? Ithaka S+R published a capstone report based on data from all participating institutions. Researchers at Kansas State University produced this report, based on local data, to identify ways that K-State Libraries can better support undergraduate teaching at K-State's College of Business Administration.

Kansas State University is a comprehensive, land-grant research university with an enrollment of 21,719 students. Undergraduate student enrollment at the College of Business Administration is 2,521. For this study, researchers interviewed 18 faculty from the College of Business Administration using a semi-structured interview guide (see appendix). Participants held academic ranks of instructor, advanced instructor, assistant professor, associate professor, and professor and taught courses in accounting, entrepreneurship, finance, general business, management, and marketing. Teaching experience ranged from a few years to over 30 years.

Key Findings

- » Faculty are concerned about textbook and technology costs for students. This shapes how they select and use materials and technologies in their courses.
- » Faculty supplement textbooks with articles, cases, videos, presentation slides, learning activities, and books. Though they seek out supplemental materials that are free or low cost for students, professors do not typically rely on the library as a source for these materials. Freely available news articles and videos are the most commonly used supplemental materials.
- » Types of data used in undergraduate courses include data packaged with curricular materials, such as problems or cases; data downloaded from databases in the business college's finance lab; and data located through independent market, company, or industry research.
- » A small number of interviewees assigned major research projects in their courses, and all relied on support from the library in the form of databases, online research guides, classroom instruction from a librarian, and/or research assistance for students.
- » The business college's instructional technologist plays a key role in supporting faculty using technology for teaching, advising faculty on best practices for course design and delivery using the learning management system.

» Faculty are interested in creating high-quality videos for their courses but need additional support with technology and adapting content for the online environment.

» Faculty are aware of teaching supports available through their college, but weren't always sure what resources or services were available through the K-State Libraries or the Teaching and Learning Center.

Recommendations for K-State Libraries

This study identified two primary ways that K-State Libraries could support teaching at the College of Business Administration: (1) initiatives that support faculty developing or using alternatives or supplements to commercial textbooks and (2) initiatives that support teaching activities related to information literacy.

Support for faculty developing or using alternatives or supplements to commercial textbooks

» **Explore ways to better support business faculty in adopting alternatives to commercial textbooks.** Concerned about textbook cost and quality, faculty look for free and low-cost course materials in addition to creating their own course materials. Support could include additional funding or staffing for the K-State Libraries Open/Alternative Textbook Initiative. The Libraries should also evaluate how current or new initiatives could better meet faculty needs.

» **Increase awareness about library resources and how they can be used in business courses.** Strategies could include tailoring outreach to new business faculty to focus more on how the library can support teaching, workshops and individual consultations on business resources that can be incorporated into teaching materials or assignments, and developing modules that faculty can integrate into learning management systems.

» **Increase support for copyright consultation services offered through K-State Libraries.** Business faculty create, adapt, and reuse copyrighted and licensed materials for their courses and are already seeking guidance from the Libraries on fair use and teaching. Support could include training opportunities for librarians who work with teaching faculty and additional staffing for the unit that primarily provides copyright consultation services.

» **Evaluate subscription coverage and options for business news publications if the budget improves.** K-State Libraries has had major database and journal subscription cancellations every year since 2014. Faculty are aware of the fiscal environment and seldom ask the library for new subscriptions. However, many business faculty supplement course materials with current news sources, so aligning subscription coverage and options with course activities could better support teaching needs.

Support for information literacy instruction

» **Explore strategies for developing open educational resources that business faculty can use to incorporate information literacy into their undergraduate courses.** Ideally, resources would be created collaboratively by business faculty, instructional designers, and librarians. Materials should be easy to integrate into the learning management system.

» **Partner with campus groups, such as the Teaching and Learning Center, to offer professional development opportunities for faculty interested in incorporating information literacy and library resources into their courses.** For example, many business faculty integrate current news sources into their classes, presenting an opportunity to work with librarians to teach media and information literacy skills.

TEACHING PRACTICES

At K-State, business professors use a combination of lecturing and active learning techniques in the classroom, incorporating discussions, group work, games, role-playing, reflection, simulations, problem-solving, experiential exercises, and case analysis into their teaching. Classroom activities are designed to engage students and encourage them to apply theories or concepts presented in lectures or readings. Describing her teaching technique, one professor said, "Usually I'll present the concepts and then give them a chance to apply the concepts."

Librarians primarily support teaching through assistance related to research assignments. Interviewees described librarians contributing to undergraduate business teaching though classroom instruction, online research guides, and assistance to students working on research for assignments, independent studies, or undergraduate research projects.

Lectures and Active, Applied Learning

Professors tend to structure classes as a combination of lecture and active learning, devoting more time to lecturing in large, introductory courses and more time to active approaches in smaller, advanced courses. Large classes (40 to 80 students) present a number of challenges for professors, including making it more difficult to engage students. Still, professors teaching large classes try to break up lecture time with activities that help students apply material. For example, one professor who teaches large core courses has a class where she gives a brief lecture on the four Ps of marketing (product, price, place, promotion) and then has students practice applying those concepts by creating a candy bar. Explaining the advantages of applied learning, another professor said, "Students like it because they can see the practical application."

Because business professors value active, applied learning, they invest time in creating, finding, and adapting learning activities for students. "I'm always developing exercises. And trying to figure out ways that they have to apply some aspect of what we've talked about." Finding classroom activities, especially activities that professors or students do not have to purchase, is challenging: "I want students to have activities. It's engaging for everybody. And so I've spent a lot of time looking for things that aren't copyrighted that I'm able to use, and so it would be nice if there was someone, and maybe there is someone, who can help me do that and I just haven't asked."

The emphasis on applied learning fits with the college's focus on skills that will be valued by employers, and faculty favor teaching methods that prepare students for the workplace. "Business students and other students are really interested in how the course content will help them get a job after graduation." Explaining the purpose of group projects, one professor said, "In the summers I go talk to businesses about what skills we need to hone in on for our students and teamwork has always been one. It's always at the top." Having students work with business owners and entrepreneurs is another way faculty align course activities with the workplace. In an advanced marketing course, students learn how to approach problems through case analysis and then apply that framework to the needs of a local business. Other professors use their own work experience to inform their teaching: "In class, I cover how you conduct a job analysis, and right now they're conducting a job analysis and writing it up. Those kinds of things are more skill based, applied, and most of them will translate directly into the workplace because having spent many years there, I know at least personally, what I needed to be able to do." Faculty draw on the expertise of advisory boards to develop curriculums that are responsive to employer needs. For example, based on advisory board feedback, the finance department developed a financial modeling course, focusing on advanced Excel skills. Staying up-to-date on developments in industry is challenging for faculty. They invest a significant amount of time in monitoring current news and developments in their disciplines and updating course content to reflect changes.

Teaching with Case Studies

Case studies are a common method for incorporating applied, active learning into courses. For example, accounting faculty use cases developed by accounting firms that present problems "representative of what somebody beginning their practice would encounter."

The majority of interviewees use cases in the classroom, but their approach to integrating cases into courses varies. In the Harvard Business School approach to the case method, students are presented with real-world scenarios that they analyze. Cases consist of a narrative about a problem and other supplemental materials, such as financial data. In analyzing a scenario, students are limited to the case materials, which only provide information that was available to the people or organizations described in the case at the time. At the business college, one department's capstone course is taught exclusively through cases, which is "very unusual for undergraduate courses." In this entirely discussion-based class, students are expected to lead and contribute to classroom discussions. More commonly, case analysis is used to supplement other methods, such as lecturing. In advanced courses, students may apply content that they've learned to a case analysis project. In introductory courses, professors use "small cases" to encourage students to apply concepts and theories to practical problems. "I don't know that you would necessarily call them case studies. I have very short vignettes that they might read and then answer some questions to apply concepts that they're supposed to be learning that are theoretical."

Professors vary in whether and how they require research as a part of the case analysis process. In some instances, students are expected to apply their prior knowledge to a case analysis, rather than relying on outside sources. The professor of the entirely case-based capstone class follows this approach: "I'm very adamant about not going outside of the book when it comes to answering the questions that are posed in the case." The book for the course is a selection of cases that include descriptions of company problems and additional materials, such as financial data. The professor tells students, "You have all the tables, all the data provided to you in Excel, and then you're supposed to apply all your knowledge that you learned from your previous classes to solve this particular problem."

Other professors teaching advanced courses require students to use outside sources for case analysis projects. One management professor asks students to use news sources—Bloomberg News, Forbes, the Wall Street Journal—to augment the information available in a case study. Another case analysis project for a management class involves researching companies using sources such as Mergent Online and the Securities and Exchange Commission website. Case analysis for accounting courses can require substantial research: "We do a significant amount of research, especially as it relates to accounting standards and how those apply to situations. And so, they're required to look in the codification and based on the information, solve the case."

Research Projects

In addition to case analysis, professors incorporate other types of research projects into their courses. Typically projects require in-depth company and industry research. For these projects professors provide some research guidance to students and may have a librarian work with their class or individual students.

Projects requiring company, industry, and market research are common in entrepreneurship classes: "In most of our courses, we research business ideas. Students come up with a topic or an idea and they look at the feasibility of that idea in the marketplace. So we will use secondary and primary market research with those students as a part of projects, part of the business plan, or some sort of analysis." Librarians provide significant support to entrepreneurship classes through classroom instruction. The business librarian "will come in to our classroom, and she will be the expert in the classroom on using K-State databases and tools and how those students are going to use those on their assignments

and projects. So that's a big help. I also regularly refer students to meet with her directly." Professors described the business librarian at K-State as "super helpful" and "a big support for our students."

Some advanced management courses also have research projects. Professors teaching these courses collaborate with the business librarian to develop online research guides—highlighting free and subscription-based information sources—that students can consult for research projects. These professors provide some research guidance to their students, demonstrating which resources are useful for researching companies and industries or finding demographic and economic data. "I have a slide called 'Going Beyond Google' and I point students to different databases" on the research guide. Another professor said, "I'd show them how to access company annual reports, how to find information about industries. We do that in class together and then when providing them feedback on assignments, I'd point to different resources they could use to strengthen their arguments."

Information Literacy – Accessing, Evaluating, and Applying Information

Librarians use the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education to guide their teaching activities, and though business faculty do not frame their teaching this way, they describe teaching activities that are related to information literacy. According to the Framework, "Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." The information literacy related activities described by interviewees ranged from simple—finding a current news article—to complex—researching and applying primary and secondary tax authority to a problem. Though some research related tasks require discipline-specific expertise, there are ways that librarians can contribute to incorporating information literacy into business classes.

Faculty tend to invite librarians to their classes to show students how to use library resources for a specific assignment, but librarians also have experience and expertise with helping students to approach information critically. Business faculty already encourage students to approach information critically, but there are opportunities for librarians to collaborate with business faculty to strengthen students' information literacy skills. One professor who encourages students to think critically about information sources said, "It's important as a college we push this, but I've found that students get one source and they assume it's true." After finding that students would base their analyses of issues on a few articles based on company press releases, another professor started advising students to look at multiple sources when researching companies. The same professor observed that students seem "overwhelmed" by all the information sources available to them if you don't walk them through what they need, where they go to get it, and how to evaluate what they find.

Given that business students benefit from guidance when finding, evaluating, and using information sources, it would be worth exploring additional ways that librarians could contribute to teaching activities related to information literacy. For example, librarians could design classroom activities that help students identify common types of business information and their characteristics so that students develop into more deliberative and reflective researchers. Requiring students to find current news articles is the most common research activity incorporated into business classes. Most students can easily locate news articles using search engines but may struggle to make sense of a complex media environment. Again, this presents an opportunity for librarians to design classroom activities that engage students in critically evaluating media messages and sources.

The K-State Libraries could explore developing open educational resources that business faculty can use to integrate information literacy into their undergraduate courses. K-State Libraries participates in the New Literacies Alliance,

which develops online tutorials based on the ACRL Information Literacy Framework that can be integrated into course learning management systems. Though the New Literacies Alliance materials are being used by other departments at K-State, they aren't being used in any business courses. This could be because the tutorials, which focus on scholarly sources and ideas, aren't a good fit for applied, business-oriented content. Librarians could help business faculty incorporate information literacy into their courses by developing open educational materials specifically for business courses that are distributed through platforms such as YouTube or Canvas Commons.

Technology in the Classroom

All professors use K-State's learning management system, Canvas, to provide access to course materials such as syllabi, assignments, etc. The second most commonly mentioned educational technology was Top Hat, a student engagement platform. Students can be reticent to speak, especially in large classes, and faculty often adopt technology to improve students' class participation. Faculty use Top Hat to engage students in class, give quizzes, check student understanding, and facilitate class discussions. Top Hat easily integrates into Canvas, a feature that faculty appreciate. Socrative, Kahoot, and Yellowdig are other tools that business faculty use to engage students. Excel is another commonly used software tool, especially in finance classes, and computer labs are particularly important for courses that heavily use this software.

Concerns about the overall cost of course materials and technology influence whether professors use technology. Like textbook publishers, software publishers have developed licensing models that allow individual students to purchase access to tools that are required for classes, meaning that individual students pay for technology rather than universities. However, faculty are keenly aware of the financial burden that the cost of textbooks and technology places on students, and some refrain from requiring technology for their courses because of concerns about cost. One professor considering using Top Hat has not yet adopted it due to concern about the additional cost for students. Another professor who has considered adopting technology to help assess student understanding in class said, "The main reason I haven't used clickers is I'm afraid of adding another cost, and I think maybe they're not even that expensive, but we already have two textbooks."

TEACHING MATERIALS

Business professors are concerned about the cost of assigned course materials for students. Many professors find value in textbooks and software from commercial publishers and use these materials despite the high cost. However, some professors use course materials that are no additional cost or very low cost for students. Despite their interest in low-cost materials, for the most part, business faculty do not rely on the library for assigned course texts or readings, but they do refer students to library resources for research assignments. When asked about ways the library could support their teaching, faculty did not ask the library to purchase additional materials. This could be because faculty are aware that the library has not been able to make new purchases since 2014.

Business faculty tend to be very knowledgeable about select information resources that they use for teaching or their own research, but in some cases, they could benefit from a librarian's more expansive knowledge about information resources. For example, some faculty using the Wall Street Journal in their classes were unaware that it was available through the library. Others mentioned that they weren't sure what was available through the library or how students could best benefit from library resources. One professor said, "I don't know how much the students should use library

resources, I really don't." General outreach activities could help raise awareness about library resources and services, but a more personalized, needs-based approach might be more effective. For example, librarians could offer teaching support consultations, examining course materials and assignments and making specific recommendations about how to best integrate library resources or services into that course.

Textbooks

Many business professors use textbooks from commercial publishers, which have advantages and disadvantages. Professors value commercial textbooks for the supplemental materials—activities, problems, quizzes, test banks, videos, and cases—that are provided with the text, though not all professors require students to purchase access to the online tools. Professors appreciate that these materials are easy to integrate into the learning management system and that publishers provide technical support. When developing a new course, a textbook provides a starting point in developing that course's curriculum. Professors who use commercial textbook publishers also have the option to create customized books by selecting case studies and chapters from different books to include in their text.

The major disadvantage of commercially published textbooks is the cost to students. Business professors are acutely aware that expensive textbooks can be a financial burden to students. "I moved away from textbooks. I don't use those at all anymore at this point in any of my classes. I'm really focused on cases and articles and free resources." Though students in this professor's course still have to purchase access to cases directly from Harvard Business Publishing, the cost for a few cases is much less expensive than the cost of a textbook.

Some professors reported that traditional textbooks don't meet their teaching needs. One professor stopped requiring a textbook after finding that "students weren't reading." As an alternative, he created presentation slides that covered the most important information for students. Other faculty struggle to find textbooks that suit their curriculum or are up-to-date enough to be relevant to rapidly changing areas, such as digital marketing or tax law. Another drawback of using large commercial textbook publishers is that students can find answers to quizzes and problems posted online, providing opportunities for academic dishonesty.

Supplements and Alternatives to Textbooks

Most professors use free and low-cost materials in their courses, some as supplements to textbooks and some as alternatives to textbooks. Faculty that require students to purchase textbooks are conscious about the expense and reticent to require additional purchases. Other professors rely entirely on free and low cost materials, such as news articles, videos, and books from popular presses. Professors also create their own original videos, presentations, and classroom activities. For example, a few professors replaced textbook content with presentation slides that they created, eliminating the need for a traditional textbook. Some select articles or videos that are shorter than a typical textbook chapter but cover similar content. Professors for upper-level classes tend to rely less on textbooks and more on supplemental materials, while professors teaching large, lower-level classes rely more on traditional textbooks than supplemental materials.

K-State Libraries has two initiatives aimed at lowering textbook costs for students. K-State Libraries sponsors an open/alternative textbook initiative to incentivize faculty "experimentation and innovation in finding new, better, and less costly ways to deliver learning materials to students." So far the program has awarded 110 grants to faculty who are creating their own course materials or using materials that are free for students, including library subscription resources and open educational resources. However, only four or five awards have been granted for business courses. A few interviewees said that they use open/alternative textbooks for at least one of the courses they teach, but it wasn't clear if they had applied for or received grants through the initiative. At least one business professor who was using

mostly free and low-cost materials said he did not apply for a grant because he wanted the flexibility to use sources that students purchase, which would disqualify him from receiving a grant.

K-State Libraries recently subscribed to PressbooksEDU, a platform that faculty can use to create open textbooks and publish them through the New Prairie Press, the Libraries' scholarly, open-access press. So far 14 open access textbooks have been published by New Prairie Press. K-State Libraries also hosts a textbook affordability program that provides textbooks for large-enrollment classes through library course reserves.

Professors who use or adapt open/alternative materials for teaching often have questions and concerns about copyright and licensing. The library fields questions about using copyrighted and licensed materials for teaching and offers copyright consultation services. Some business faculty are using these services: "They've been good when I've had some questions on copyright." Professors also have questions about using articles, ebooks, images, and videos for teaching. Describing her questions about using materials for teaching, one professor said, "Pictures are a big one and then I've had a lot of questions about what can be in the Canvas environment? Is that closed? Does that count as publishing online? Finding pictures is a big one. Videos, can I download that video?"

Faculty questions, and potential areas of copyright support, go beyond using images and video. Professors adapt and use materials from a variety of sources. Often teaching materials have to be adapted based on the objectives of the course or the knowledge-level of the students: "Usually I try to synthesize, looking at different pieces or something that I could put together on my own." Licensing and copyright issues vary according to context and business faculty could benefit from increased support in this area.

Course Readings

Business faculty assign readings from textbooks, news, and trade publications rather than scholarly journals. Common news sources include the Wall Street Journal, Bloomberg News, Forbes, the New York Times, the Economist, and the Financial Times. Some faculty have personal subscriptions to news sources and will share articles on relevant current events with students. Though professors have students read articles from multiple news sources, the one publication that they ask students to subscribe to for classes is the Wall Street Journal. Student subscription rates for the Wall Street Journal are very reasonable, so students may choose to subscribe even though the library has access.

Students and faculty may purchase access to news sources even though K-State Libraries provides access through aggregator databases, such as ProQuest's ABI/INFORM. Some professors are aware of library access to news sources that have paywalls—the Wall Street Journal or the Economist—and refer students to the library for access. However, many professors are not aware that the library provides access to news publications. In some cases, they may find personal subscriptions, which offer a better experience to the daily reader, a preferable alternative. Faculty mentioned that they refrain from assigning readings from the Harvard Business Review because of licensing restrictions that prohibit using that library content for courses.

Case Study Sources

Faculty use cases from Harvard Business Publishing, Darden Business Publishing, Deloitte, PwC, and academic journals. Some faculty write and use their own cases. Harvard Business cases are licensed through textbook publishers or purchased by students directly from Harvard Business Publishing. Though it is possible to find free cases, they tend to be older and out-of-date. Deloitte, an accounting firm, provides case studies to students for free; case solutions are password protected and only accessible by instructors.

As with other types of materials, faculty adapt cases to meet their teaching goals. Discussing cases, one professor said, "So those are resources that can be used. But usually I try to synthesize, like looking at different pieces or something that I could put together on my own." Another professor simplifies cases for use in introductory courses.

Videos

Most faculty use video content for their courses. Frequently mentioned video sources were TED Talks, advertisements, the Wall Street Journal, and Bloomberg. These sources are designed to be engaging and accessible, and professors find that students prefer video content to reading scholarly articles. Professors using commercial textbooks have access to streaming video collections, including video case studies, through publisher platforms. Video content from news media, YouTube, and textbook publishers can be easily integrated into the learning management system and does not require the students to purchase additional materials.

Video is a method that instructors use to deliver content even for face-to-face courses, recording lectures so that students can view them outside of class. Other professors create instructional videos to teach students advanced Excel skills. Faculty are interested in additional support for creating videos, and this is discussed in the Support for Instructional Technology section.

Data

Most of the data that faculty use for teaching is provided with curricular materials, such as textbook problems or case studies. One professor described how financial data is distributed to students working on a case analysis: "I want them to be able to open Excel, all this stuff already typed out for them, and they can get to analysis right away without losing any time." Another professor using a textbook said, "A lot of the assignments include datasets that are provided by the publisher." Students primarily use Excel to manipulate the data to solve problems.

Undergraduate students in finance use Eikon and Bloomberg to access financial information. Available in a lab at the business college, these tools provide "information about stock prices, stock news, filings from the companies, and economic data that might be relevant." Bloomberg is a tool used in industry so students may apply skills using Bloomberg in the workplace.

Students in entrepreneurship courses have to find data and use it to analyze the potential for a business idea. Because students choose their own business ideas, they have to find data for their particular market or industry independently and apply the data to their particular idea. Students use library databases and free resources for this purpose.

OTHER SUPPORT FOR TEACHING

Overall, faculty are concerned about improving teaching quality and take advantage of professional development opportunities and support services on campus. Business faculty rely on an instructional technologist, academic advisors, and the Teaching and Learning Center in addition to librarians to support their teaching activities. There are opportunities for K-State Libraries to partner with the Teaching and Learning Center to provide professional development opportunities to faculty interested in integrating information literacy and library resources into their courses.

Support for Instructional Technology

The College of Business Administration employs an instructional technologist who advises faculty on effective methods for designing and delivering course content using the learning management system. Almost every participant mentioned benefiting from the instructional technologist's expertise. Faculty consulted him about software features, integrating apps into Canvas, designing rubrics, developing modules, and more. One professor said, "I utilize him as often as I can because he's so helpful."

Video production was the primary activity related to teaching and technology where faculty wanted additional support. Faculty want to create high-quality videos for their courses but don't feel that they have the time, skills, or technology to do so. "I want to make wonderful recordings of my lectures so that I could post them," said one professor, but "I think it's very labor intensive to do it well." Even after training, faculty struggle with how to make video lectures engaging in the online environment. Some classrooms in the business building are configured so that faculty can record lectures, and one professor mentioned that it would be beneficial to have this technology in more classrooms. Helping faculty produce engaging, high-quality video is another way that K-State Libraries and campus Information Technology Services could potentially provide additional support to the business college. Currently, the Libraries and Information Technology Services are collaboratively designing an innovation lab that will be housed in the library and include video production technology.

Academic Advising and Analytics Tools for Improving Teaching

When asked about whether they use data and/or analytics tools to understand and improve teaching, professors were not generally aware of any learning analytics tools available at K-State but described using metrics like grades, assignments completed, and attendance to identify struggling students on their own. Though they weren't sure what analytics tools are available or what information those tools would provide, some faculty thought analytics tools could be helpful while others were skeptical that they would provide additional value to looking at metrics like grades.

Business professors who are participating in a pilot program with Academic Advising receive emails at week five and week ten of the semester, asking them to identify students at risk of failure so that advisors can reach out to those students. The faculty in the pilot program both appreciate the support from advisers and feel that the program will help underperforming students. One professor described the program as "a huge, huge benefit" for students. Another professor, who teaches 150 to 200 students each semester, appreciated the option to refer struggling students to advisors in the business college.

K-State Teaching and Learning Center

Many interviewees take advantage of professional development opportunities provided by the K-State Teaching and Learning Center. Though faculty appreciate the large presentations and workshops provided by the Teaching and Learning Center, some expressed an interest in a more personalized approach, asking for "more small group sessions to allow participants to talk more, and then share their experiences." Faculty are also interested in mentorship programs and peer-evaluation of teaching. One business professor valued the "personalized" attention and help that peer-evaluation of teaching can provide, saying "it would be nice to see that being done systematically so that it's not just up to the instructor's initiative." Another professor who had participated in the Teaching and Learning Center peer-review program said, "That was a huge, huge opportunity for me to fine tune my teaching. There were a lot of things that I felt like I was doing right, but that really helped me fix a few things that I wasn't quite sure how to deal with. I saw a huge jump in my teaching evaluations as a result of that."

Faculty could benefit from professional development opportunities related to challenging issues with teaching. Business

faculty described challenges incorporating active learning into large classes, engaging students in class discussions, motivating students to prepare for class, and assessing student understanding of material in class. Business faculty also described challenges with teaching students to think critically about information, indicating a potential opportunity for the Libraries to collaborate with the Teaching and Learning Center. Faculty are also interested in learning methods for incorporating cases into their courses and techniques for teaching and grading grammar.

Business faculty benefited from participating in online courses developed by the Association of College and University Educators (ACUE). K-State received grant funding for faculty from across the university to participate in ACUE courses and quite a few interviewees were currently enrolled in either the Effective Teaching Practices or Online Teaching Essentials ACUE courses. Business faculty overwhelmingly reported that these courses helped them improve their teaching practices, describing ACUE courses as "exceptionally helpful" and "really useful." Even faculty who described themselves as experienced and confident instructors found the ACUE content informative and useful. Faculty gave examples of how they were incorporating methods from the courses into their teaching, including structuring their courses differently and inviting students who have already taken a course to speak to students in current classes.

CONCLUSION AND RECOMMENDATIONS FOR K-STATE LIBRARIES

Due to a difficult financial environment, K-State Libraries has had major subscription cancellations each year since 2014 and struggles to maintain adequate staffing levels. Despite these challenges, K-State Libraries strives to support faculty teaching as well as assess current support with the aim of adapting and developing services to better meet needs.

Support for Faculty Developing or Using Alternatives or Supplements to Commercial Textbooks

Textbook affordability impacts students, and the cost and quality of teaching resources is a major concern for business faculty. Faculty invest significant time and effort in searching for free and low-cost course materials. Initiatives that reduce the cost of course materials for students are a significant way that K-State Libraries can support undergraduate teaching at the business college.

The library already has an open/alternative textbook initiative and a textbook affordability project, and increasing financial and staffing support for these programs could benefit business faculty and students. The library should also explore ways to better support business faculty in adopting alternatives to commercial textbooks and assess how well current initiatives, services, and resources meet faculty and student needs. For example, one professor reported adopting an open/alternative textbook but not seeking funding from the K-State Libraries Open/Alternative Textbook Initiative because he wanted the flexibility to use materials that students have to purchase, which would disqualify his course from receiving funding. Additionally, faculty do not extensively use materials from library subscriptions as supplements for textbooks, relying instead on free news and video sources. The Libraries should focus on increasing awareness about library resources and how they can be used in business courses. Strategies could include tailoring outreach to new business faculty to focus more on how the library can support teaching, workshops and individual consultations on business resources that can be incorporated into teaching materials or assignments, and developing modules that faculty can integrate into learning management systems. Many business faculty supplement course materials with current news sources, so if the budget improves, the Libraries should evaluate subscription coverage and options for major business publications. Though the library provides some coverage for these publications in aggregator databases

such as ABI/INFORM, these databases do not provide an experience conducive to daily browsing or reading to stay current, which is a major way that faculty and students use news sources.

Copyright consultation services are an additional way that the library could better support business faculty. Faculty create, adapt, and reuse copyrighted and licensed materials for their courses and are already seeking guidance from the Libraries on fair use and teaching. However, faculty still report confusion about how they can use materials in their courses. The unit in the library that primarily provides copyright consultations could benefit from additional staffing. Providing copyright training opportunities for librarians in other units that support teaching faculty is another way to sustain this service.

Support for Information Literacy Instruction

K-State Libraries should explore additional ways to support business faculty who incorporate information literacy related activities into their courses. Librarians already work directly with some classes at the business college each semester, but faculty report that students still struggle with accessing, evaluating, and applying information. The Libraries could partner with the Teaching and Learning Center to provide professional development opportunities for faculty interested in incorporating information literacy and library resources into their classes. Business faculty are interested in ways that they can engage students in the classroom and librarians have expertise designing instruction sessions that incorporate information literacy and active learning.

The Libraries should also explore strategies for developing open educational resources, tailored toward undergraduate business students, that faculty can use to incorporate information literacy into their courses. Initiatives aimed at creating open educational resources should be guided by input from undergraduate business students, business faculty, instructional technologists and designers, and librarians.

APPENDIX: 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).
    - » 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)?
    - » How 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)?
    » 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?
    » 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?
    » 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)?