2008

Increasing Faculty Efficiency in Using Digital Information

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Recommended Citation
A. Overall Statement of the Project

1. The Louis de la Parte Florida Mental Health Institute (FMHI) is a primary research resource for inquiry into the delivery of mental health services. The Provost of the University of South Florida - Tampa (USF) approved the establishment of a new School of Mental Health Studies, administered through FMHI beginning in the fall of 2007. The second cohort of graduate students in the Applied Behavior Analysis (ABA) program will begin in fall, 2008. The de la Parte Institute’s Research Library has taken an integral part of the planning for the new school in order to ensure that the library has the resources needed to support both faculty and students. Under this project, the library will survey the faculty as to their information requirements and curricula, evaluate the current collection, and determine what additional resources are necessary. The outcome of this project will be a library plan to assist both faculty and student patrons in their search for, use of, and ongoing organization of the digital information they collect in the course of their research.

2. Relation of the project to previous research

In 2005, the Library surveyed faculty and students in the School of Social Work to determine their library needs. One of the significant results was the clear mandate for digital resources and assistance in how to best use and capture digital information. This mandate has been reaffirmed repeatedly, and most recently in conversations with faculty and students concerning how the library might best support scholarship in the School’s new graduate program in Applied Behavior Analysis.
as well as the undergraduate major in behavioral health. The Library also conducted an extensive review of its serials holdings in conjunction with interlibrary loan activity, to determine which additional serials would be cost-effective to acquire. Recommendations were made for print material to supplement the library’s unique holdings, as well as important digital material.

3. Research Question

The overall research question is this: how can librarians best help researchers increase their efficiency in searching, storing and using library resources in an increasingly digital age? Older researchers may not have kept pace with computer resources and tools; younger researchers may not thoroughly understand the research process in today’s interdisciplinary world. We propose a comprehensive educational process, packaged in modules, to enable our researchers to build a working, organized knowledge base for articles and references.

4. Method/plan of investigation

The library will develop a survey for faculty to determine their academic needs for the new programs in the new School of Mental Health Studies. Separately, the library will determine what resources it deems essential to support the new program. The current collection will be evaluated in light of the independent results, and a purchase list will be compiled.

Having acquired the resources, the librarians will then design teaching units to assist patrons as they learn to use the wealth of material in the library. Each course taught in the ABA program will have specialized modules targeted to the individual goals, objectives, and outcomes for the class. Additional modules will be created to teach users about citation styles, desktop delivery of new
material using push and pull technologies, digital organization of downloaded content, and citation management programs in order to build a readily accessible working knowledge base for researchers.

Modules will be created using Qarbon and Creative Suite 3 Master Collection to provide audiovisual training materials as well as textual materials. Manuals and DVDs on these packages will be purchased to provide long-term training for staff and faculty.

A media developer will be hired to prepare the modules and the web site, which will include a searchable catalogue with active links to the modules with appropriate metadata and authority work to ensure and enhance retrieval. The librarians will be trained so they can modify the online modules as needed. The media developer of choice is a USF employee and will be compensated over and above her institutional base salary as this work is across disciplines. She has already developed media for FMHI, based on extensive discussions with the director of the library concerning the library’s needs and preferences.

The PC that is required to develop these products will then be repurposed to run a scanner. Researchers who obtain paper copy of important research material may then scan and store their sources in digitized format. The documents will be digitized in accordance with federal electronic document storage so that the text will be searchable. The researchers will than have all of their bibliographic information and their documents in a useable, digital text format, stored in one place for quick retrieval and easily duplicated for back-up purposes.
5. Timetable for the work

The second cohort of graduate students in the ABA program in the new School of Mental Health Studies is scheduled to begin in fall, 2008. The librarians have targeted that date for the completion of their acquisitions and training modules. The library director is already sitting in on curriculum meetings. The faculty survey will be released in the middle of spring term; at the same time, the library will independently compile its list of preferred resources. Collection evaluation will be completed by the end of the spring semester, and the proposed list of purchases will be compiled by June 30. The teaching curriculum will also be completed by June 30. The computer-based training modules will be created over ten weeks, from July 1 through September 5. There will be beta-test modules available after July 30.

6. Significance of the project

Rarely does a library have the opportunity to collaborate with faculty in the early phases of an academic endeavor. This project will document the steps taken to enrich the library as it engages as an active partner in higher education.

7. Plan to disseminate the results

In addition to the traditional methods of dissemination, such as conference presentation and scholarly publications, more popular dissemination (print and digital), such as news releases, flyers, brochures, other promotional materials, and fact sheets, will be created. These will be distributed at student orientation sessions and library workshops. The Library’s instructional website will include an online catalogue, with items also made available via OCLC, a distribution list to update
subscribers as new items are added, and a technical assistance area to answer questions and engage in discussion with other librarians also working in instructional media or in developing instructional content in behavioral health.

8. Evaluation and Outcomes

In the case of institutional assessment, the institution itself is a source of information. Patton (1990) suggests that context, goals, inputs, recruitment, processes, outcomes, and others, a listing of objects that can help in “organizing the complexity of reality” (pp. 218-219)\(^1\).

To ensure that the Library will be able to receive a more comprehensive picture regarding satisfaction from its inter- and multi-disciplinary faculty and staff, we model the evaluative component off the SACS framework of continuous improvement. Our means of unit assessment and criteria for success to gauge the satisfaction of faculty with the instructional models will be measured through the use of a short survey. The survey will incorporate both Likert and open-ended responses. The open-ended responses will allow respondents to offer suggestions, criticism, and comments that might not have been captured by a strictly quantitative measure. Several focus groups will be pulled from individuals who self-select participation as well as by invitation. In addition, a pre-test will establish knowledge of resources, software, and processes by the participants. A pop-up post-test will be administered after faculty have used the instructional module assessing their knowledge base. Differences will guide us in the modification of existing modules or creation of new modules to address user concerns and/or instructional difficulties. Our benchmarks

are 1) 90% of library users are satisfied with the instructional modules and library response, and 2) 90% of our users show improvement of knowledge on resources, software, and processes.
B. Budget

Software:

- Qarbon upgrade: $129
- Creative Suite 3 Master Collection: $990

Hardware:

- Dell PC with dual core (necessary to run Creative Suite 3): $900

Other:

- Software Developer to develop modules and website: $2100
- Software Developer to train librarians on upkeep of the modules: $700
- Printing: $1000
- Manuals & DVDs as reference for librarians and faculty: $150

Subtotal: Purchases: $5969

Travel:

- Conferences: $1000

Subtotal: Travel: $1000

Total Budget: $6969
C: Curricula Vitae of Two Principal Researchers:

1. Ardis Hanson, Director, Research Library, University Librarian
2. Claudia Dold, Assistant Librarian
Ardis Hanson  
Library Director, University Librarian

EDUCATION
Master of Arts, Library and Information Science, University of South Florida 1990  
Bachelor of Fine Arts, University of Tampa, 1974

University of South Florida, The Louis de la Parte Florida Mental Health Institute  
Library Director (August 1991 to present)  
- Articulate and support the vision, mission, and strategic goals of the FMHI, its library, and the USF Libraries system. Provide leadership for all library operations including budget, personnel, instruction, technology, and facilities. Promote the role of the library and librarians in research, education, and training. Contribute to outreach, promoting the library’s relationship to public sector health services agencies, libraries, and consumer/family member/advocacy organisations across the state. Represent the needs, mission, and interests of the FMHI research, external constituencies, and the USF Libraries communities. Responsible for all areas of administration, services, personnel, and systems for the library. Responsible for developing library policy and procedure, implementation, and evaluation. Responsible for formulating and recommending policies affecting area and to participate in cross-functional policy development. Responsible for library personnel, including hiring, training, coaching, performance planning and communication, and termination decisions. Supervise 2 full-time staff, 1 FWSP student, 1 OPS employee, and 3 ALSTARS GAs.

SELECTED PUBLICATIONS & PRESENTATIONS


Hanson, A., & Pettijohn, P. (2005). Outreach and program development by academic departments and libraries to increase information literacy. Panel participant in Baker, B. (Chair) “Information literacy & university libraries: Strategies of development” at ACURIL, Trois-Ilets, Martinique.


**REVIEWER ACTIVITY**

- 2005 National Science Foundation Digital Library grant submissions
- World Multi-Conference on Systemics, Cybernetics, and Informatics: WMSCI 2005
- Editorial Advisory Board, Distance Learning Link Newsletter: An official publication of the Information Resources Management Association (2004 to date)
- Informing Science + IT Education Conference (Pori, Finland June 24-27, 2003).

**COMMITTEE WORK**

**National**

1. ALA/ASCLA Committee to Revise Guidelines for Library Services for Persons with Mental Illnesses (2001-2006)

**University/USF Libraries**

1. Library Directors Group (1993- )
2. USF Virtual Library Planning Committee (1995),
3. USF Virtual Library Implementation Team (1996-2001),
4. USF Virtual Library Metadata Team (1996-2001), and
5. USF Virtual Library Interface Design Group (1996-2001)
7. Virtual Instructional Team for the Advancement of Learning (VITAL) (1999 - 2002 )

**Institute**

1. Advisory Committee on Computing – Chair (1998-2001)
2. Data Network Committee (1998-2000), an oversight committee to develop standards for working with Institute datasets, developing and tracking data, and the establishment of a standard descriptive record for data and documentation for an online catalogue.
4. Curriculum Committee (formerly Academic Committee) - review and approval committee for undergraduate and graduate courses for Institute curriculum (2001- )
5. Communications Workgroup - deals with policy, procedural and standards for Institute publications - print and online. (1995 - )

**PROFESSIONAL ORGANISATIONS**

**International**

Association of Caribbean University, Research, and Institutional Libraries (ACURIL)

Executive Council, Institutional representative, three-year term 2007-2009
Claudia J. Dold
Assistant Librarian

EDUCATION
Masters in Library Science, University of South Florida, Tampa, May, 2007
Masters in Taxation, Georgia State University, 2001
Mittelstufe and Deutsche für den Beruf Zeugnisse, Goethe-Institut, 1994 and 1995
Masters in Business, Adelphi University, December, 1979
Bachelors of Arts in French, Colby College, June 1974
CPA certificate in the State of Florida, 2003

EXPERIENCE
The Louis de la Parte Florida Mental Health Institute at USF-Tampa.
Assistant Librarian (2007 to date): Research librarian with teaching and reference components.

Tampa Library, USF-Tampa
IMLS ALSTARS Fellow (2006-2007): The work component of the fellowship entailed 20-hour per week assignments in a variety of departments, including Reference, Special Collections, Collection Development, and Administration.


Seasonal Tax Accountant and Auditor (2000-2005)
Tampa: Bella Hermida, CPAs
Brimmer Burek & Keelan, CPAs
Hanna Lemar, CPAs
Atlanta: Bennett Thrasher, CPAs

SunTrust Banks, Atlanta, GA
Officer, Investment Accountant (1998-2000): Managed the accounting for nine investment portfolios valued at over $750 million. Reported results monthly to the bank treasurer and quarterly to the Federal Reserve Bank. Tracked the bank-wide cash position daily to assure compliance with banking regulations.

Student and Volunteer (1993-1997): Studied German at the Goethe-Institut in Atlanta and at the summer institute at University of Florida in Gainesville. Awarded a full scholarship with stipend for eight weeks to the Goethe-Institut in Staufen, Germany. Taught German in an afterschool program. Qualified to teach German in the State of Georgia. Taught Math Superstars program for two years to second and third graders. Studied for and passed the CPA exam.
Lufthansa German Airlines, Atlanta, GA


Trust Company of Georgia, Atlanta, GA (later became SunTrust Banks). *Officer* (1980-1988)

*Controller’s Staff*: Internal Control: monitored compliance with internal auditors’ recommendations for accounting procedures in the Controller’s area. Collected data for external auditors. Special projects.

*Operations Analysis*: performed cost-benefit studies. Reorganized the Lockbox operation from an eight-hour shift to work 24 hours a day and to generate $400,000 in before-tax savings. Designed and tested the accounting reports and computer programs to track the financial savings. Taught workshops to employees to explain the new handling procedures.

*Systems Staff*: JCL and COBOL programmer.

City of Atlanta School System *ESL Teacher* (1980-1980)

Adelphi University, Garden City, New York. *Graduate Assistant* (1978-1979)

Fischer, Francis, Trees & Watts, Inc., New York, NY


**PRESENTATIONS**


**AWARDS & HONORS**

USF College of Arts & Sciences Graduate Symposium, 2007. Travel award.


Scholarship and stipend from the Goethe-Institut. One semester in Staufen, Germany. 1994.

Scholarship from the Goethe-Institut. Summer masters’ program at University of Florida, Gainesville. 1995.

**COMMITTEE WORK & PROFESSIONAL MEMBERSHIPS**

*State Committee*: Electronic Resources Committee: Social Sciences

*University/USF Libraries*: (1) Research Services & Collections Committee; (2) Cataloging Policy Committee

Special Libraries Association: Director, South Atlantic Regional Conference

American Library Association

Florida Library Association

Association of Mental Health Librarians