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Examining the Pedagogical Practices of Business Faculty: A Qualitative Analysis to Inform Library Support

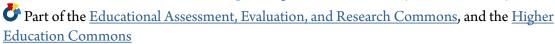Ashley Ireland
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Examining the Pedagogical Practices of Business Faculty:
A Qualitative Analysis to Inform Library Support

A study conducted in partnership with Ithaka S+R

by

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MURRAY STATE
UNIVERSITY
University Libraries

Introduction

Background

During the 2018-2019 academic year, the Murray State University Libraries conducted a study to examine the pedagogical practices of business instructors who teach undergraduates at Murray State University. The study was part of a larger suite of parallel studies of business instructors at higher education institutions in the United States and was coordinated by Ithaka S+R, a non-profit organization that provides research and strategic guidance to help libraries navigate economic and technological change. Participating institutions, including Baruch College (CUNY), 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 (CUNY), Santa Clara University, University at Buffalo (SUNY), University of St. Thomas, and the University of Texas at San Antonio, engaged in local studies of business instructors teaching practices and compiled independent research results and recommendations for creating or enhancing local library services and supports. Participating institutions then contributed their findings to Ithaka S+R to create a capstone report. The capstone report provides a cumulative view of the evolving needs of business instructors and includes recommendations that libraries, universities, and business associations can use to support the changing teaching needs of business instructors.

The Arthur J. Bauernfiend College of Business at Murray State University

The Arthur J. Bauernfeind College of Business (AJB College of Business) prepares students for careers in the dynamic environment of business, information technology and data analytics, public and private organizations, and mass communications.[1] The college is organized into six departments: Accounting; Computer Science and Information Systems; Economics and Finance; Journalism and Mass Communications; Management, Marketing and Business Administration; and Organizational Communication. Each department offers viable programs of study at both the undergraduate and graduate levels designed to educate leaders for many kinds of endeavors, both private and public.

The college houses 15 major/areas of study at the baccalaureate level with many other tracks within those areas/majors for even greater specialization. These majors/areas are in Accounting, Computer Science, Computer Information Systems, Economics, Finance, Advertising, Graphic Communications Media, Journalism, Public Relations, Television Production, Business Administration, Logistics and Supply Chain Management, Marketing, Management, and Organizational Communication. Business Administration, Computer Information Systems, and Logistics and Supply Chain Management are available online. The AJB College of Business also houses six graduate programs: MBA, Economic Development, Information Systems, Telecommunication Systems Management, Organizational Communication, and Mass Communications. Every graduate program is available 100% online as well as taught face-to-face on campus. In Spring 2019, the AJB College of Business enrollment included 1,159 undergraduate students and 244 graduate students. A total of 81 full-time faculty call the college home. The college also houses the Center for Economic Education, TV-11, the Journal of Business and Management Landscapes, and the MSU News.

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[1] https://www.murraystate.edu/academics/CollegesDepartments/CollegeOfBusiness/VisionMission.aspx

All of the undergraduate Bachelor of Arts in Business (B.A.B.) and Bachelor of Science in Business (B.S.B.) programs, the Master of Business Administration (M.B.A.), and the Master of Science in Information Systems (M.S.I.S.) are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The following minors are also accredited by AACSB: Accounting, Computer Information Systems, Finance, Business Administration, Entrepreneurship, Golf Course Management, Management, Marketing, and Real Estate. In addition, majors in Advertising, Journalism, Public Relations, and Television Production in the Department of Journalism and Mass Communications are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Emphasizing teaching, research and broad-based service, the AJB College of Business espouses and embraces the same values as Murray State University: accessibility, academic freedom, accountability, diversity, excellence, integrity, nurturing environment, shared governance, and student-centered learning.[2]

Murray State University Libraries
Murray State University Libraries employs 13 faculty, over 18 staff, and dozens of student workers. There are three primary library facilities: Waterfield Library, Pogue Library, and Wrather West Kentucky Museum. Waterfield Library houses the main circulating book collection, periodicals, reference, media, and most library services. It also houses the Racer Writing Center, the Racer Oral Communication Center, the Office of Research and Creative Activity, a small coffee and snack bar, and research and instruction services. Research and instruction services includes library faculty who are assigned to liaise with particular colleges and departments. For example, there is one subject librarian who works directly with the college of business, one subject librarian who works directly with the college of science, engineering and technology, etc. The purpose of these positions is to assist faculty and students within those areas with the resources needed for assignments or research projects. The librarians have collection development responsibilities, do departmental outreach, and teach a credit-bearing information literacy course as part of the University Studies curriculum. Pogue Library houses the archives and special collections, legal resources collection, and is home to the Faculty Development Center, the University's pedagogical support for teaching. Wrather West Kentucky Museum is a small regional museum and also serves as an auditorium for classes with over 100 students.

Methods
For this study, the investigators recruited participants through convenience sampling, aiming for a balance of gender, subject expertise, and years of experience. The study also included faculty participants whose teaching areas and expertise could be identified as being business-related even if they were not in the AJB College of Business per se. For example, faculty who taught in agribusiness and public administration subject areas were also invited to participate, despite their reporting structures falling outside the AJB College of Business. We sent out email invitations in two waves. Of the 31 individuals invited to participate, 15 said yes and 16 never responded. One faculty who agreed could not participate due to an illness. Ultimately, the investigators conducted individual, semi-structured interviews with 14 out of 31 possible participants within a three-month period. Ithaka S+R created the

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[2] https://www.murraystate.edu/academics/CollegesDepartments/CollegeOfBusiness/VisionMission.aspx

interview protocol which focused on the following topics: background and teaching methods; working with materials and content; working with tools; and final thoughts (see Appendix 1 for the semi-structured interview protocol). With participants' consent, the authors recorded the audio of all 14 interviews, which were between 30 and 90 minutes in length and took place in the participants' office or the University Libraries Conference Room on the Murray State University campus. The audio recordings were transcribed by a professional transcription service and reviewed and anonymized by the authors. Following the guidelines provided by Ithaka S+R, the transcriptions were coded through a grounded theory approach for further analysis. The investigators sought intercoder reliability through a process of independently coding a selection of transcripts. By comparing coding strategies, the authors were able to compile a unified code list, which was then applied to all of the transcripts. By the end of the coding process, all three investigators coded each transcript, and reviewed the coding completed by each investigator. Following the completion of coding, the Nvivo qualitative software was utilized to identify prevalent codes and relationships across codes.

Findings

Analysis resulted in three themes, with two overarching themes interwoven throughout the findings. The three themes are *discussions about textbooks and course materials*, *the role of technology*, and *motivation*. *Time as a barrier* and *the desire to improve* are interwoven throughout the other three themes. These two themes are treated as 'interwoven' due to the ways they appeared through the analysis of the three primary themes. As each primary theme is presented below, we note the connections to *time as a barrier* and *the desire to improve*, particularly when drawing on quotations from interviews where those connections were evident.

Interestingly, interviewees did not suggest any sort of persistent tension around existing library services, and thus they did not elevate to become *findings*. Collections and support seem to meet the needs of business faculty. The library budget, despite multiple years of budget cuts that have impacted both collections and personnel, did not seem to be a major concern. This suggests that existing library services are still able to fulfill the current needs of business and business-related faculty.

Discussions about textbooks and course materials

The interviews revealed varying approaches and commitment to the selection of textbooks and other supplemental course materials. Several participants referred to their textbooks as a "guide", "starting point", "background material", or even "comfortable". Others expressed frustration that the coverage was too theoretical when what was needed was more practical, or that the textbooks focused on the wrong scope for the discipline. Some discussed that there were an abundance of choices available for disciplines such as accounting, management, and microeconomics, but others suggested that there were not enough options, particularly when working with more targeted subdisciplines such as agribusiness, corporate governance, or human resources.

With regard to new editions, some participants said that the nature of their disciplines meant that new editions for updates to law, public policy, finance law, etc. must be adopted to stay relevant. Others noted that, for topics such as corporate governance, the textbook has not needed to change in some time:

My corporate governance textbook is old. I can't find one that I really like to substitute for it, but it's mostly materials that I provided to them in class. The textbook that I use for the Accounting Ethics and Legal Liability [class], it's a really great resource book. In fact, I have graduates who tell me that they still use it. It's got cases, it's got statutory citations, but the guy who wrote it, it's an off print. It's not a major published book, so there's no pictures. It literally looks like you print off in [Microsoft] Word and they bound it. It's not user-friendly in that sense, but the material is really good. I found that students appreciate the book more when they're out in practice than they do when they're students. I think when they're students, I'm hitting on these things, and then when they're in practice are like, "Wait, we talked about that."

Other participants describe the dynamic needs of the future employers of these students, suggesting that course content, and thus course materials, should change based on the needs of the industry:

When they [graduate], they have to compete [in] real life. I'm also checking what are the requirements from the companies that our students should know? Based on the requirements from the market, I'm trying to improve those course materials...I'm checking the job requirements, jobs sites, if the job sites are requiring certain statistical analysis, certain skills, I'm trying to improve that course based on those job skills that [the] market requires.

When it came to supplemental course materials or online systems that were packaged along with the textbooks, most participants suggested that these materials were helpful in teaching, or at least gauging student learning. One discussed a departmental decision to adopt an inclusive access textbook, which included an ebook copy of the textbook along with an online portal for completing homework when purchased by students. The participant mentioned that purchasing a print copy was possible, but that ultimately the choice was made because it was a more economical package for students. However, when the decision is less intentional or when the discipline is very specific, one participant noted that the third-party software required to accompany the textbook was very expensive for students, and that the publishing company was unhelpful in acknowledging this when contacted by the instructor of the course.

While many are mostly satisfied by the textbook publishing model with frequent revisions and new editions that offer the appearance of having a "new" text that is often rooted in a familiar sequence or approach, other participants suggested that they are either limited by the industry's offerings for textbooks, or grossly overwhelmed. They discuss time as a barrier to finding "better" resources, or one that better fits the scope. For instance, one participant said:

Most of the textbooks are not really meeting our requirements in the specific course. Either they're too much or not enough, or they're underestimating some of the analysis. For instance, the textbook that I recommended as an optional, it doesn't include non-parametric test. It assumes that the data is normally distributed, assumptions are satisfied, but in actual fact, in reality, the real data sets, real analysis, real cases, are not always the same. What I do is that I'm adding extra on top of those textbook points, I'm giving extra. Therefore, that's the main problem.

When faculty are unable to find a singular text to accompany their curriculum, many describe assembling course materials from a myriad of sources in order to teach the content. As one participant

noted, "Usually, I'm providing the material myself. I prepare all the course materials from different sources from my own research projects, research papers, and the examples myself."

No participants explicitly discussed utilizing the subject librarian to help identify required texts, despite the fact that many suggested that time was a barrier and that marketed textbooks may be the incorrect scope for the course. One participant did suggest that academic libraries may play a role in developing supplemental course materials, such as research methods tutorials.

When discussing supplemental course materials, many participants indicated that they incorporate multimedia into their courses, both for those delivered in-person and online. For disciplines involving communication or management, video clips offer an opportunity to watch situations which may be applicable. One participant said, "I show [videos] to the students so that we can apply...the theory or example." Another said, "I generally show my students a video. I teach fundamentals of management. That's a conceptual class. It's hard to get from the book what we're trying to get. I show them the videos of what's going on out in the real world." Another participant noted that it is a preferred format for current students: "Right now students are not reading; they would like to see pictures, videos, and have right under each screen a little bit of explanation...". Supplemental course materials that are multimedia may need to be curated and refreshed perhaps more often than other informational formats: "I guess over the years, I've just collected things that works. Sometimes they get dated and I replace them. Usually it's a video. Sometimes it's a podcast."

A number of participants also noted the use of case method to teach business-related curricula. Case method teaching involves providing students with a real-world situation related to the course objectives. Students are generally asked to assume the role of a decision maker in the case and generate a solution or set of possible alternative solutions. Ideally, case method teaching involves active learning in collaborative groups. Participants from business ethics to corporate governance, management, human resources, and even agribusiness reported using case studies in their teaching. One participant noted:

> We also do a lot of case studies, it [the course] being ethics. The cases are geared often towards specific topics. It might be to address an issue that a company's dealing with with an environmental problem or an employee issue. Sometimes it's just to help students think through an ethical dilemma.

Some participants noted using case method journals or textbooks to identify teaching materials; others noted creating their own in order to teach a particular concept:

> My ethics textbook has case studies in the back of the book. I have been teaching it for 13 years. I'll actually use the same publisher and the same textbook, if not the same version since I started in 2006. Ironically, sometimes they get rid of some of my favorite cases so I keep those. We use those in class. I have written some case studies...I felt I needed some more sophisticated application of some of the topics that we were talking about. In my graduate class we do some

role playing. Because we cover board of directors and decision making. I wrote some of those materials for us to use. Then I published some case studies that I incorporate in class too.

Role of technology

Every participant discussed technology when explaining their approaches to teaching in the 21st century. Participants, depending on their sense of time and whether they thought they had enough of it, spoke both positively and negatively about their use of technology to inform their teaching. Participants who felt they were pressed for time frequently discussed the inability to learn about new technologies or incorporate tools into their teaching. However, several participants explained that they learn about technology resources from both students and institutional support staff.

Some participants shared that they look to and rely on students to not only learn about emerging technology, but also for tips on how to use it:

> My students are really good. They'll tell me about things...Then I'll ask them questions if I have technology questions about what to do with Facebook or LinkedIn with a certain problem, "Oh, this is what you can do." They're an amazing source of information.

Beyond support from students, participants shared positive experiences with receiving support from information technology (IT) staff at the institution, both within the College of Business and those at the centralized institutional level. A participant shared:

> Anything that I've asked [college's tech support employee] to do from a technical standpoint or an equipment standpoint, he makes every effort to get it done. I've never not had it done, never, with whatever it is. He's always been able to help me get the equipment and get it up and running or finding me a room or whatever I need.

Several participants expressed interest in time saving measures such as highly targeted communication regarding teaching development opportunities, seemingly because of the amount of information they receive on a daily basis via email. However, when asked about the Teaching Tuesday newsletter, a weekly newsletter with information about upcoming professional development events, learning sessions, and teaching resources created by the institutional teaching development center, known at Murray State as the Faculty Development Center, several participants specifically mentioned not having the time to read it:

> Here's the thing I think about the Teaching Tuesday newsletter and some of those things: one of the reasons they may not get read or they may get skimmed is because you're going through and you're like, 'That doesn't apply to me. It doesn't apply to me. I don't need that.' That kind of stuff...make it more targeted. In that way, maybe I get an email when there's a special session on online teaching if that's an interest of mine. That way, maybe I'd be more likely to read it because I know it's information that's relevant to me instead of me just getting everybody's everything and me having to try to determine what I'm actually interested in. I don't know. That might be an option.

Interestingly, some participants also mentioned not knowing what types of teaching development, resources, or technology is available to them. One participant noted "We kind of harp on our faculty about some of that stuff too but the majority of our faculty don't even know what's out there like, 'We have no idea because honestly, we have no time for that.'"

Several participants pointed to challenges with integrating and using technology in their teaching. Some faculty find the idea of adopting new technology daunting, due to their perspective on how quickly technology changes. Others spoke about difficulties with specific instructional technologies supported by the institution. One respondent, whose interview followed a demonstration of a new, free instructional technology at a faculty development event, said, "This is really nice. I don't have time to learn this software."

Another noted challenge was a perception of college and department-level budgetary restrictions when it comes to innovation with teaching. A few different participants talked about keeping cost in mind when evaluating possible technology for their teaching. When speaking about utilizing a specific application, one participant shared, "Yes, we can do it [for] free, which seems to be the universal sign for, 'Okay.'"

Several participants struggled with the institution's lecture capture system. One participant shared, "I've been using [lecture capture system], which I'm less than 100% thrilled with." Another participant hasn't attempted to use the system, noting "I haven't heard anything good about [lecture capture system] quite honestly." Despite those struggles, a couple of participants talked about seeking out additional support and learning how to integrate the lecture capture system into their teaching.

Even though some participants expressed negative feelings about their experience with technology, other participants expressed positive outlooks on integrating technology in their teaching. Regardless of setbacks or feeling behind on keeping up with the latest technological innovations, participants expressed wanting to explore and expand their knowledge base of available technology options. Focusing on moving forward, one participant stated: "There's a lot of choices. I say pick what works for you."

Additionally, a couple of participants mentioned that they are actively trying to integrate new teaching methods and technologies into their repertoire:

> I try to be open to knowing what my weaknesses and my strengths are so if there's something like, [the faculty development center], if there's something they're doing that I know is particularly, a time I can go when I don't have class and something that I know I need a little improvement on which is like to move away from lecture and toward more active learning, they offer things like that so I try to.

> It's about what do I have time and priority to do. Again, because the program was new, that really was my first focus was let's make sure that we have good, solid quality courses for these concepts, these applications. Now that we're there, what else should we be doing that's going to take it to the next level?

Motivation

Lastly, professors mentioned motivation, both their own and students', as something that frequently affects their teaching. Describing a common scenario expressed by many participants, one professor said:

> My real challenge is how do I get them enthused into doing research? It's the first step in everything in [Public Relations]. I stress that and I tell them, "Your final project will only be as good as the research you did." We spent a month on research. There's a quiz, there's a module, there's a book chapter, there are articles. I'm feeding them things through announcements all the time. You can bring them to the water but you cannot make them drink. It's an intro course. So I think they don't think, maybe, they have to work that hard but it's not hard. It's so easy. That's the challenge.

Although participants did not describe difficulties with student motivation for particular teaching methods, one participant did specifically mention the flipped classroom approach, saying, "That pretty much relies on you having students motivated to do this stuff outside the class, so you can come in and really then build on it. It's not a bad strategy at all, but you need the right subset of students to make that one work." Participants, in general, did not expound upon experiential learning, design thinking, or problem-based learning when responding to questions about their teaching methods.

However, when referring to the format of teaching, and referencing online teaching in particular, participants, for the most part, expressed negative feelings about student motivation. One participant noted, "Online students don't like a lot of work unfortunately." Another participant, echoing the sentiment of several other participants, put it simply, stating, "I can't make them click on it."

Participants generally spoke negatively about student motivation, however, it appears that some participants try to be proactive about student motivation. Participants shared that they time specific assignments for when students are more likely to be more motivated, i.e. not at the end of the semester. Participants also noted understanding and incorporating student interests so that students might be more motivated to participate. One participant suggested ways the library and others could increase student motivation, stating:

> Perhaps in some ways, one of the greatest things that the library and others and we can do for our students is to help them learn how to hone in on what's most interesting to them about organizational communication both in the research and in the topics they want to study and then ultimately in the jobs they want to pursue, so that when they get to graduation they're not staring [it] in the face going, "I could do anything and I have no idea. I don't even know where to send my resume."

Some participants expressed uncertainty in determining student interest level from student motivation from student understanding. Noting how it can be difficult to parse out student understanding from motivation, one professor replied, "Every now and then, I have students who might be struggling in a

class. I always tell them I'm available for office hours, but I don't exactly always know if their level of interest is low and they're not motivated or if they just are not understanding the materials."

When considering struggling students, participants frequently mentioned student motivation and retention in student data analytics. One participant noted that they use attendance and the gradebook to determine if there is a student in particular who needs help. Another participant mentioned that they can see when students are logged in and how long they have logged in for. One participant in particular explained the nuances of student motivation in relation to student data analytics and using student data analytics in their teaching:

> If a student says, "I don't feel like reading my HR textbook because I want to watch this really cool YouTube video, or if I'll spend two minutes here and think, and then I get sidetracked doing this, that and the other thing", there's not much I can do about that. I believe wholeheartedly that part of our role as a professor is not just to teach content, but to teach life skills, and when they're a junior in college, and I've got to be telling them to read a book, they've got bigger problems. If they can't look at their quiz grade and figure out, "I'm not doing well, I need to read the book", maybe they don't need to be in college, and maybe the problem isn't necessarily my teaching, but in the admission standards to college. One student last semester ended up coming to my office. He was definitely a high-risk kid, and I turned him over to intervention. Sadly, he had some other issues that were certainly bigger. I like analytics, but if I need to look in terms of how much time they're spending and reading their book, then I look at that as not really teaching but babysitting. Because analytics are out there, it doesn't necessarily mean that they're reflective solely of my teaching.

Participants also noted that they rarely had the time to devote to using the collected data, and that its difficult to rely on analytical tools to gauge student engagement. One participant mentioned, "We don't have time to actually use the data." Another participant stated:

> One student could have turned it on 11 times and watched it for one minute at a time and that would have been my 11 views. I have no idea. There was no way that I could find for me to find that out, and frankly, I didn't have the time to investigate."

Referring to their own motivation, participants largely discussed their desire to improve holistically, but coupled that desire with the challenges they face with competing priorities. This conflict often results in diminished motivation. One participant noted, "I have noticed since teaching for so long I feel like it's easy to get in a rut and to get lazy or just kind of, I don't know if it's laziness exactly but just not as open to change." Another participant, in reference to the 'magic wand' mentioned in question seven, shared, "I would want the constant ability to be energized and creative. I think it's very easy -- especially when you teach a class over and over again -- one of the nice things about that is that you can coast."

Another participant discussed that the desire to improve lies within the individual professor, regardless of institutional support:

> [The Faculty Development Center has] been sending a lot of emails and links to improve online

class teaching as well as regular class, campus teaching. To be honest with you, I have joined only [once] or twice before the semester starts and I found that it is helpful, but this development it just 40 minutes or 60 minutes, but it's not enough. You have to improve your teaching method based on the quality of your students, backgrounds of your students, and based on the course type as well. Of course the university is providing, but I found that it's not sustainable for me and it's not sufficient to improve your course because the improvement on those [areas] is [that it] basically depends on how much you would like to improve it.

Reiterating the interwoven theme *time as a barrier*, the same participant later noted that, "If I had enough time to join all those teaching programs, it will be very useful as well." Another participant noted encountering the same difficulties, stating:

For me, it's more learning about pedagogy, having the time to learn more about teaching. I can't create course objectives with Bloom's thing. I've tried, I just don't get it. But I have tried working with [instructional support center] one on one on it and I can't get more time. [The question prompt indicated that] I don't get more time, so it's hard. She's the only person over there doing a lot of this stuff, so it's something I kind of have to figure out for myself.

Overall, participants spoke negatively about the amount of time they felt they had to improve their teaching and mentioned how if they had more time, they could create better more interesting projects for their students, learn more about online teaching, and develop additional options for course materials.

Limitations

As the goal of this project was to elicit results that can be used to inform and improve library services at Murray State University, specifically, the project was designed to be exploratory, small-scale and grounded in approach. This study does not purport to be statistically representative nor are the recommendations meant to be prescriptive; rather, the report and its recommendations are intended to be suggestive of areas for further investigation.

Recommendations

As a result of this study, the investigators make two sets of recommendations. The first involves academic libraries' service to business faculty. Academic libraries and liaisons should be more intentional about:

- positioning subject librarians to research and provide suggestions for resources that may serve as textbooks or other supplemental course materials. Subject librarians need to capitalize on opportunities to build relationships with faculty who teach business and business-related fields. Through these relationships, subject librarians can be better positioned to provide support in finding resources to better support teaching.

- collecting, organizing and preserving the case studies and multimedia used as supplemental course materials. Because a number of participants discussed their use of case method in teaching, academic libraries need to explore options for maintaining case studies as part of

collections. In addition, academic libraries need to work with faculty to ensure that any case studies in collections reflect current issues and topics addressed in business curricula. Academic libraries also need to draw on relationships with business faculty to reduce the burden of finding or curating multimedia sources used as supplemental course materials.

- partnering with instructional technology and pedagogy support units to offer cooperative programming, wherever possible. As participants shared, time is a precious and scarce commodity, so it can be difficult to make time to attend multiple on-campus professional development opportunities aimed at improving teaching. By drawing on strong relationships with business faculty, subject librarians are attuned to faculty technological and pedagogy support needs. This familiarity should be leveraged to plan and deliver cooperative programming at times in the academic calendar/cycle that are most beneficial to faculty.

- and crafting informational messages, both about resource availability and instructional improvement programming, to individuals who are already receiving an overwhelming number of similar messages. Academic libraries have opportunities to curate content from various supports across and beyond campus.

The second set of recommendations involves academic libraries' advocacy for libraries, faculty, and students. Institutions of higher education and their academic libraries should be more intentional about:

- libraries' relationships with publishers that use models that subvert collecting textbooks (and related documents) in academic libraries, and
- libraries' role in teaching within business disciplines, whether it be with a subject liaison, information literacy instruction, or providing core resources for teaching and research.

Conclusion

The participants shared their perspectives on teaching with experience ranging from a few years to a few decades. From the stories they shared about their teaching and the ways in which they have sought or utilized institutional support, a number of commonalities emerged among the undergraduate business faculty at Murray State University. First, the findings of this study demonstrate that faculty are motivated to be good teachers, and want to engage in opportunities to improve. However, participants often mentioned time, or the lack thereof, in relation to their teaching and teaching goals. Teaching with technology, specifically in an online format, poses additional pedagogical learning curves for faculty. Second, institutional support for improving teaching is helpful and welcomed, but it may also be perceived as white noise against competing priorities and a deluge of information. Importantly, academic libraries and instructional support units are an integral, expected part of that institutional support. Third, business, as a discipline, may uniquely use informational formats such as multimedia and case studies that may pose a challenge to traditional collection development. Academic libraries have traditionally devoted collection development strategies and policies to the formats used in the humanities or sciences (such as books or journals), but may be behind in accommodating other formats such as case studies or streaming multimedia. Moving forward, University Libraries at Murray State

University has an enhanced understanding of the unique needs of this subject area to utilize for outreach to faculty in business and related disciplines.

Appendix 1: Semi-Structured Interview Protocol

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. syllabi, course website, online modules, lectures, assignments, tests]
    a. How do you make these materials available to students?
    b. Do you make these materials more widely available? [E.g. public course website or personal website, sharing via listserv]
    c. How you experienced any challenges in creating and/or making these materials available?
    d. Do you ever consult with others as part of creating and/or making these materials available?
    e. 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 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]