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#### Ghosted by Faculty: When You Build It and They Don't Come

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# GHOSTED BY FACULTY

WHEN YOU BUILD IT AND THEY DON'T COME



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## OUR AGENDA

#### MEGHAN'S GHOST STORY

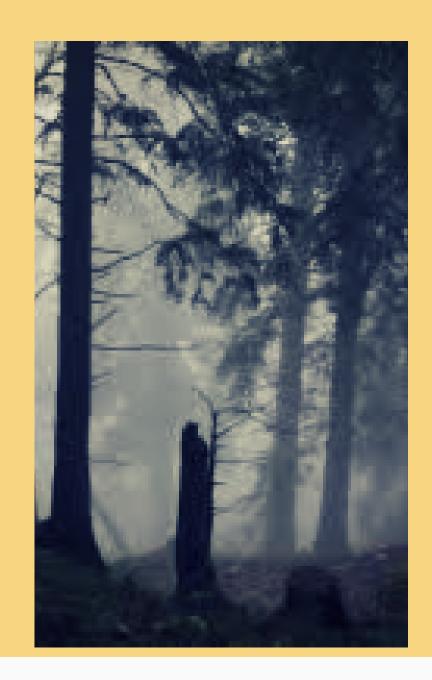
• LibGuides

#### HEIDI'S GHOST STORY

• Online modules

#### TAMMI'S GHOST STORY

Workshops



A terrifyingly short slide with the background about this problem

WE HELD UP OUR END AND THE FACULTY NEVER SHOWED. NOW WHAT?

## MEGHAN'S GHOST STORY

#### **PSYCHED OUT**

- Started at UNO in July 2016
- Assigned as liaison to Department of Psychology
- Fall 2016 Psychology faculty member asks for course specific LibGuide for Spring 2017
- Met with faculty in August to nail down resources and scope of LibGuide
- Completed assigned tasks by October and waited to hear from the faculty member...

### MEGHAN'S GHOST STORY

#### **PSYCHED OUT**

- And waited...
- Emailed faculty multiple times in October with no response
- End of October email received saying faculty member is swamped and will get to LibGuide after Thanksgiving Break
- Wait some more...never hear anything for rest of semester

## MEGHAN'S GHOST STORY

#### **PSYCHED OUT**

- January 2017 classes start in five days and now the faculty member wants to get LibGuide done
- Sends me book list, looks at guide, says its good to publish
- Publish guide and immediately there are edit requests and "issues"
- Question of why guide was published "without permission"
- List of videos sent to include in guide on February 25th
- Asked if guide is finished on February 28th

## MEGHAN'S LESSONS

#### **BE CLEAR**

What does the faculty member want included vs. the library guides best practices.

#### SET DEADLINES

Make sure the faculty member respects your time and the efforts you go through for them.

#### **GET BACK UP**

Talk to your supervisor about the situation and know what the expectations are when this type of situation occurs.

## HEIDI'S GHOST STORIES

#### DISAPPEARING FACULTY

#### MGMT 3200 - Business Communications

- 11 sections of F2f, 2 online-only sections
- Goal: Duplicate a 75-minute F2F instruction session on Blackboard (later Canvas)
- Class starts in 3 weeks (Fall 2015)
- Departmental requirement to include library instruction
- Can you just be added to my course and do it?

## HEIDI'S GHOST STORIES

#### DISAPPEARING FACULTY

#### MGMT 3200 - Business Communications

- 5 short YouTube videos scripted, filmed, edited, uploaded
- Blackboard module created: videos and links tested
- Module uploaded to faculty's two sections (Spring 2016)
- Added as instructor for two semesters to monitor
- Module was not ever assigned
- Module was not graded until Spring 2017
- No feedback was given. Ever.

## HEIDI'S LESSONS

#### QUESTION

How does this project fit within the curriculum? Is it a vanity project? Is it something required by the department?

#### **COMMUNICATE EARLY**

Share your hurdles with a supervisor during the process.

#### **ASSESS**

How am I going to judge this as a success for myself? How is my supervisor going to judge this as a success?

#### REPACKAGE

Who is a better fit for this work? Can I take these skills and/or tools and share them with someone else who might benefit?

## TAMMI'S GHOST STORY

#### **GHOSTLY STUDENTS**

#### Undergraduate workshops, Fall 2016

- Five workshops created for a learning community partner
- Marketed workshops to all students
- Printed in planners for students in learning community
- Attendance was perfunctory ... and the numbers fluctuated
- Hard to tell which workshops were successful
- How do we know what we're doing well?

## TAMMI'S GHOST STORY

#### **GHOSTLY STUDENTS**

#### Undergraduate workshops, Spring 2017

- Three of the most popular workshops from Fall
- Marketed workshops to all students (and professors)
- Printed in planners for students in learning community (but those students no longer received credit)
- Different student representation
- Attendance motivated by credit
- How do we ensure students are motivated by need?

## TAMMI'S GHOST STORY

#### **GHOSTLY STUDENTS**

#### Graduate workshops, AY 2016-17

- 13 workshops offered on two campuses by five librarians
- Integral part of Graduate Studies workshop series
- Marketed widely by library
- Flier mailed to every registered graduate student
- Very low attendance for all workshops
- People we do reach are enthusiastic
- How do we manage our time wisely and still maintain our relationship with this campus partner?

## TAMMI'S LESSONS

#### **SET GOALS**

What does success look like? Track, assess, and reflect.

#### **ADJUST**

Use assessments to set new strategies.

#### EXPEND POLITICAL CAPITAL ... WISELY

Learn what is important to your partners before changing. Don't ask your colleagues to do historically unsuccessful things.

#### **BF CREATIVE**

Ask yourself (and others): what else could work?

#### **KNOW YOUR MISSION**

Clearly align with your library's mission and goals.

## ASSESSMENT

- We know what went wrong because we track everything
- We separate the events from our emotional reactions, and process each differently

## Creating a culture that accepts failure







VALUE CREATIVITY

PLAN ASSESSMENT MAKE ADJUSTMENTS

## QUESTIONS? COMMENTS?



Let us know what you think!

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