Assessing faculty needs to support a new organizational vision: an anthropological perspective

John Cruickshank
Quantitative

- Medline
- Cab Abstracts
- Web of Knowledge
- Biological Abstracts
Qualitative (Interview)

- Medline
- Cab Abstracts
- Web of Knowledge
- Biological Abstracts
“Do a Medline Search” (Interview)

Medline
Qualitative (Interview)

[Image: Search database interface with tree view for Bis-Trimethylammonium Compounds]

- Medline
Data Librarian
“It’s the wild west out there.”

-Tyler Walters
Dean, University Libraries,
Virginia Tech
Oral History Project
Dr. S. Jack Hu
Senior Vice President for Academic Affairs and Provost
University of Georgia
Sarah F. Covert
Associate Provost for Faculty Affairs
University of Georgia
Strategically Aligning With the New Provost’s Vision For the Campus

- The arrival of a new campus director or provost can bring a radically new vision for an organization

- This project began as part of a discussion with the provost’s office

- Assessing faculty research, publication, and data management needs with the goal of strategically aligning with the incoming provost or director’s new vision for the campus
Dr. Lew Hunnicutt
Assistant Provost and Campus Director
Strategically Aligning With the New Provost’s Vision For the Campus

- The outgoing director identified an urgent need to assess campus needs and productivity
- Campuses compete with each other for research funding from the provost
- Campus funding depends on evidence
- This study may provide evidence of campus-wide needs and productivity
- The study may be used as a basis for future studies (qualitative and quantitative)
UGA Griffin Campus Faculty Characteristics

- 68 faculty across all colleges
- Most of the faculty do research and extension only (not teaching)
- **Colleges:**
  - College of Agricultural and Environmental Sciences (CAES)
  - College of Education
  - College of Family and Consumer Sciences
  - Franklin College of Arts and Sciences
  - Terry College of Business
UGA Griffin Campus Faculty Characteristics

- **Sampling of Departments**: Agricultural & Applied Economics; Agricultural Leadership, Education & Communication; Animal & Dairy Science; Crop & Soil Sciences; Entomology; Food Science & Technology; Horticulture; Plant Pathology; Poultry Science

- **Centers on Griffin Campus**: Food Product Innovation and Commercialization Center; Center for Urban Agriculture; Center for Food Safety
UGA Griffin Campus Student Characteristics

- Students
  - Approximately 150 students
  - Commuter campus for students (no on-campus housing, etc.)
  - New Student Learning Center and an effort to increase student enrollment
Student Learning Center
Student Learning Center
Student Learning Center
UGA Griffin Campus Library
UGA Griffin Campus Library
UGA Griffin Campus Library
Ethnography

“…Ethnography is a collection of qualitative methods that focus on the close observation of social practices and interactions.” (Asher and Miller, n.d., p. 3).

Dr. Andrew Asher, Lead Project Anthropologist Ethnographic Research in Illinois Academic Libraries (ERIAL) Project
Research Design Type: Ethnography

Tadzhik craft customs (Saint of the Cart Guild).
Festival for occasion of the initiation
(celebration for the Saint of the Cart Guild)
Ethnography (Cont.)

“…ethnography provides qualitative data through a process that takes librarians out of their world and puts them in the users’ world”

--David Green, Associate University Librarian at Northeastern Illinois Library (qtd. in Kline 2013).
Ethnography can serve as an effective antidote for the problematic reliance in higher education (including libraries) on analytics and quantitative measures of effectiveness” (Lanclos and Asher 2016).
Common Methods for Collecting Qualitative Data

- Interviews (One-On-One)
- Focus Groups
- Observations
- Surveys
  - Surveys are usually quantitative—but you can add open ended survey questions to collect qualitative data
  - Or you can do an entirely “qualitative survey”
Interviews (One-On-One)

• **Requires**: volunteers and informed consent, place to do interviews, means to record data, transcription of interviews

• **Strength**: Likely the best and most adaptable all-around method for data collection (Asher and Miller, n.d., p. 13):
  • “Can be adapted on the fly”
  • Can cover a variety of topics during a single one-on-one interview
  • Can be customized/adapted to fit available time
Interviews (Cont.)

- **Structured Interview** = This is a researcher-administered survey. It is a quantitative research method. *This is NOT a qualitative research method.*

- **Unstructured Interview** = A qualitative research method. This type of interview has no set of predetermined questions. The interviewer asks open-ended questions. It is informal and flows like an everyday conversation.

- **Semi-structured Interview** = A qualitative research method. The interviewer follows an interview guide (i.e., a list of predetermined questions). However, the interviewer can stray from the interview guide and ask questions about relevant topics that may arise during the conversation with the interviewee. In this type of interview the interviewer asks the participant open-ended follow up questions.
Analyzing Your Data
Benefits of Using Thematic Analysis
(Braun and Clarke 2013)

- **Thematic Analysis** = A qualitative analysis method used to identify themes and patterns in relation to a research question by looking across a dataset. The theme is the unit of analysis.

- Very flexible approach that can be used in a variety of contexts.
  - Can be used with almost any theoretical framework, research questions, sample size, and data collection method

- Can generate significant findings for qualitative researchers who have no experience with qualitative research (i.e., good for beginners because it’s easy to learn and do)
Definitions: Coding, Themes, & Subthemes

Coding
“...represents instances where researchers describe a defined unit of data, such as sentence or paragraph, by assigning it a label or code” (ACRL 2017, pp. 15).

Complete Coding = where the entire dataset is coded (Braun and Clarke 2013)

Selective Coding = where only the material of interest is selected and coded (Braun and Clarke 2013)
Definitions: Coding, Themes, & Subthemes

Theme
“Patterned meaning across a dataset that captures something important about the data in relation to the research question, organized around a Central organizing concept” (Braun and Clarke 2013, pp. 337).

Central organizing concept = “the essence of a Theme in Thematic analysis; an idea or concept that captures a coherent and meaningful pattern in the data, and provides a succinct answer to the research question” (Braun and Clarke 2013, pp. 328).
Subtheme

“in Thematic analysis, a subtheme captures and develops one notable specific aspect of one Theme, but shares the Central organizing concept of that theme” (Braun and Clarke 2013, pp. 337).
Stages in Thematic Analysis
(From: Braun and Clarke 2013, Table 9.1; Braun and Clarke 2006, Table 1)

1. **Transcription**: Transcribing your data
2. **Familiarizing yourself with your data**: Reading and re-reading your data; noting down items of potential interest; noting down initial ideas
3. **Coding**—Generating initial codes: Coding interesting features of the data in a systematic fashion across the entire dataset; collating data relevant to each code
4. **Searching for themes**: Collating codes into potential themes, gathering all data relevant to each potential
5. Reviewing themes: Producing a map of the provisional themes and subthemes, and relationships between them (i.e. the thematic map)

6. Defining and naming themes: Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme

7. Writing the report: Finalizing analysis. Selection of compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis
Who Goes First?
Marisa Anne Pagnattaro
Vice Provost for Academic Affairs
Dr. Lew Hunnicutt
Assistant Provost and Campus Director
Who’s Next?
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.
Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

- Access to students
- Access to classes
- Students don't come to the library
- Students are always at the SLC

- Need to move the library
- Moving the library is radical
- The librarian would get more business at the SLC
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don’t know where you would put it. But if you were over there they would use you.
| Cruickshank: **It's hard for me though to make contact**, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC. | Librarian access to students |
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Librarian access to students
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Students avoid the library
<table>
<thead>
<tr>
<th>Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. <strong>They are always over in the SLC.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stay at the SLC</td>
</tr>
<tr>
<td>Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.</td>
</tr>
</tbody>
</table>
**Faculty Member:** You probably just need to move the library. Now this is going to sound **radical**. We ought to move the library over there. Now that **actually** is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

**Moving the library is a radical idea**
Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. **Now that actually is a good idea**, as bizarre as it sounds. I don't know where you would put it. But if you were over **there** they would use you.

Opinions(??); moving library
Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. **Now that actually is a good idea**, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

Opinions(??); moving library
### Code for Next Concept

| Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that *actually* is a good idea, as bizarre as it sounds. I don't know where you would put it. But **if you were over there they would use you.** |
| Librarian would get more business at the SLC |
| Faculty Member: You probably just **need to move the library**. Now this is going to sound radical. We ought to move the library over there. Now that **actually** is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you. | Need to move the library |
Faculty Member: You probably just **need to move the library**. Now this is going to sound radical. We ought to move the library over there. Now that **actually** is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

Need to move the library; abandon old library
<table>
<thead>
<tr>
<th>Cruickshank: <strong>It's hard for me though to make contact</strong>, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian access to students</td>
</tr>
<tr>
<td>Cruickshank: <strong>It's hard for me though to make contact</strong>, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

**Theme:** Student access to library services

**Subtheme:** Librarian access to students
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Librarian access to students
<table>
<thead>
<tr>
<th>Cruickshank: It's hard for me though to make contact, you know. I bet <strong>your class - I make contact there</strong> but they don't come over here to the library. They are always over in the SLC.</th>
</tr>
</thead>
</table>

**Theme:** Student access to library services

**Subtheme:** Librarian access to students
| Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC. | Students avoid the library |
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

**Theme:** Student access to library services

**Subtheme:** Students avoid the library
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. **They are always over in the SLC.**

Students stay at the SLC
Cruickshank: It's hard for me though to make contact, you know. I bet your class - I make contact there but they don't come over here to the library. **They are always over in the SLC.**

**Theme:** Student access to library services

**Subtheme:** Students stay at the SLC
Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.
| **Faculty Member:** You probably just **need to move the library**. Now this is going to sound radical. We ought to move the library over there. Now that **actually** is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over **there** they would use you. |
| **Theme:** Student access to library services |
| **Subtheme:** Need to move the library |
## Code for Next Concept

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Moving the library is a radical idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>You probably just need to move the library. Now this is going to sound <strong>radical</strong>. We ought to move the library over there. Now that <strong>actually</strong> is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.</td>
<td></td>
</tr>
</tbody>
</table>


Faculty Member: You probably just need to move the library. Now this is going to sound **radical**. We ought to move the library over there. Now that **actually** is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

<p>| Theme: Student access to library services |
| Subtheme: Moving the library is a radical idea |</p>
<table>
<thead>
<tr>
<th>Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. <strong>Now that actually is a good idea</strong>, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme:</strong> Student access to library services</td>
</tr>
<tr>
<td><strong>Subtheme:</strong> Opinions(??); moving library</td>
</tr>
</tbody>
</table>
**Faculty Member:** You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that *actually* is a good idea, as bizarre as it sounds. I don't know where you would put it. But *if you were over there they would use you.*

**Librarian would get more business at the SLC**
**Faculty Member:** You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that *actually* is a good idea, as bizarre as it sounds. I don't know where you would put it. But *if you were over there they would use you.*

**Theme:** Student access to library services

**Subtheme:** Librarian would get more business at the SLC
<table>
<thead>
<tr>
<th>Faculty Member: You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme:</strong> Student access to library services</td>
</tr>
<tr>
<td><strong>Subtheme:</strong> Need to move the library</td>
</tr>
<tr>
<td>Faculty Member: You probably just <strong>need to move the library</strong>. Now this is going to sound radical. We ought to move the library over there. Now that <strong>actually</strong> is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over <strong>there</strong> they would use you.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Theme:</strong> Student access to library services</td>
</tr>
<tr>
<td><strong>Subtheme:</strong> Need to move the library; abandon old library</td>
</tr>
</tbody>
</table>
**Faculty Member:** You probably just need to move the library. Now this is going to sound radical. We ought to move the library over there. Now that actually is a good idea, as bizarre as it sounds. I don't know where you would put it. But if you were over there they would use you.

**Theme:** Student access to library services

**Subtheme:** Need to move the library

**Theme:** Abandon old library
4.5931 ft/s \times 1382\ ft = 5\ min, \ 1\ sec
<table>
<thead>
<tr>
<th>Theme: Student access to library services</th>
<th>Theme: Student access to library services</th>
<th>Theme: Student access to library services</th>
<th>Theme: Student access to library services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtheme:</strong> Library location</td>
<td><strong>Subtheme:</strong> Librarian access to classes</td>
<td><strong>Subtheme:</strong> Students stay at the SLC</td>
<td><strong>Subtheme:</strong> Need to move the library; abandon old library</td>
</tr>
</tbody>
</table>
Look at the Big Picture; Consider the Implications

**Theme:** Student access to library services

**Subtheme:** Library location

**Theme:** Negative perception of library

**Subtheme:** Library location

---

**Theme:** Student access to library services

**Subtheme:** Library location

**Theme:** Student access to library services

**Subtheme:** Librarian access to students

---

**Theme:** Student access to library services

**Subtheme:** Students stay at the SLC

**Theme:** Negative perception of the library

**Subtheme:** Students stay at the SLC

---

**Theme:** Student access to library services

**Subtheme:** Need to move the library; abandon old library

**Theme:** Negative perception of the library

**Subtheme:** Students stay at the SLC
Cruickshank: When I'm teaching your class I have very limited time to focus on one thing. That's part of the problem. So I need more opportunities to get

Faculty Member: That's not a problem with my class. In that research class if you tell me what you would like to do more we can accommodate it.

Cruickshank: Oh, really?

Faculty Member: Easily. Easily.

One of my biggest problems

I have worked with this faculty member more than any other but it took this interview to solve my biggest problem.
Grounded Theory

Grounded theory (GT) is a research method concerned with the generation of theory (Glaser and Strauss, 1967), which is ‘grounded’ in data that has been systematically collected and analysed (Denzin and Lincoln, 2000). It is a general methodology for developing theory that is grounded in data which is systematically gathered and analysed.
My Grounded Theory:

1. Help faculty with publishing because that’s the provost’s pet project
2. Help faculty with a focus on key performance indicators
3. For the near term, focus on helping with instruction to build a customer base
4. Focus on how to use existing library space

DATA SATURATION
DATA SATURATION

Theoretical saturation ensues when new data analysis does not provide additional material to existing theoretical categories, and the categories are sufficiently explained (Mills 2015).
THEORETICAL SAMPLING

The process of identifying and pursuing clues that arise during analysis in a grounded theory study. Theoretical sampling in grounded theory is for the development of a theoretical category, as opposed to sampling for population representation. Theoretical sampling is used to identify and follow clues from the analysis, fill gaps, clarify uncertainties, check hunches and test interpretations as the study progresses.
Constant comparative analysis
Constant comparative analysis

- The initial stage of analysis compares incident to incident in each code.
Constant comparative analysis

Cruickshank: **It's hard for me though to make contact**, you know. I bet your class - I make contact there but they don't come over here to the library. They are always over in the SLC.

Librarian access to students

Cruickshank: It's hard for me though to make contact, you know. I bet **your class - I make contact there** but they don't come over here to the library. They are always over in the SLC.

Librarian access to students
Constant comparative analysis

- The initial stage of analysis compares incident to incident in each code.
- Codes are then collapsed into categories.
Codes are then collapsed into categories

**Theme:** Student access to library services

**Subtheme:** Library location

**Theme:** Negative perception of library

**Subtheme:** Library location

**Theme:** Student access to library services

**Subtheme:** Librarian access to students

**Theme:** Student access to library services

**Subtheme:** Students stay at the SLC

**Theme:** Negative perception of the library

**Subtheme:** Students stay at the SLC

**Theme:** Student access to library services

**Subtheme:** Need to move the library; abandon old library
Constant comparative analysis

The constant comparative technique is used to find consistencies and differences, with the aim of continually refining concepts and theoretically relevant categories. This continual comparative iterative process sets it apart from a purely descriptive analysis (Chamberlain-Salaun et al 2013).
<table>
<thead>
<tr>
<th>Cultural Identity</th>
<th>World View</th>
<th>Socioeconomics</th>
<th>Emotions</th>
<th>Leadership</th>
<th>Education</th>
<th>Reputation</th>
<th>Carter Administration</th>
<th>International Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>Perspective</td>
<td>It takes a Village</td>
<td>Joy</td>
<td>High School</td>
<td>Academic Failure</td>
<td>Appreciation</td>
<td>Role in the Carter Administration</td>
<td>Africa</td>
</tr>
<tr>
<td>Community Influences</td>
<td>Philosophy</td>
<td>Community</td>
<td>Awe</td>
<td>Civil Rights</td>
<td>Academic Success</td>
<td>Recognition</td>
<td>Diplomacy in Africa</td>
<td>American Influence</td>
</tr>
<tr>
<td>Cultural Icons</td>
<td>Reflection</td>
<td>Poverty</td>
<td>Satisfaction</td>
<td></td>
<td>Literacy</td>
<td>It Takes a Village</td>
<td>Roles of Community Members</td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td></td>
<td>Social Problems within the Projects</td>
<td>Surprise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td>Social Mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THEORETICAL SAMPLING
Dr. S. Jack Hu
Senior Vice President for Academic Affairs and Provost
University of Georgia
“My Vision is Your Vision.”
-Nov. 7, 2019
This workshop will focus on the role of reflective teaching and learning that results from the assessment process. This workshop will allow practitioners and faculty to contemplate their own academic programs and teaching practices with the hopes of forming an innovative, inclusive, and holistic curricular design.
Free Transcription
so now that we're sitting here recording ourselves we're going to see how this works as far as producing a decent or semi decent transcript and then we'd stop it.
Preliminary Results

- Interviews revealed that the provost's vision will:
  - evolve and be refined over time
  - be interpreted differently by different departments and implemented at the departmental level
  - rely on key performance indicators in its implementation
Preliminary Results

• encompass a *wide range* of key performance indicators
Preliminary Results

• Excessive reliance on a narrow interpretation of the provost's agenda can result in failure to recognize and meet important needs of many faculty

• Ethnographic research revealed crucial information needs of faculty and students overlooked by surveys and interviews conducted prior to this project
Preliminary Results

• Ethnographic interviews:
  • Led to much stronger relationships with faculty and many new opportunities to interact with them and their students
  • Removed the most serious barriers to identifying and meeting the needs of faculty and students, such as the remote location of the library and the fact that the Griffin Campus is a commuter campus
Preliminary Results

• Theoretical sampling was crucial to the successful application of grounded theory methodology; initial interviews in which the interviewees only talked about research were strategically balanced with interviews focused on instruction and other agendas.

• The most serious weakness of the campus library was found to be lack of opportunity to work closely with academic faculty.
Preliminary Results

• Information from interviews so far suggest that time and energy would be best spent, in the near term, working closely with teaching faculty. This would:
  
  • Significantly increase the number of students and the number of faculty helped by the library
  
  • Increase opportunities for the librarian to become involved in faculty research projects by increasing interaction with teaching faculty who also do research
Preliminary Results

• Strengthen professional science master's stack certificate programs which emphasize development of business and workplace skills valued by top employers
Preliminary Results

• It is not necessary to develop a key performance indicator for each goal.

• One can have a goal as part of a broad strategic plan without having to measure it every year.

• One can have qualitative instead of quantitative goals that are based on rubrics.
Preliminary Results

• We can establish our own internal measures that are not key performance indicators for a campus but are measures for ourselves
References


Chamberlain-Salaun J, Mills J, Usher K. Linking symbolic interactionism and grounded theory methods in a research design: from Corbin and Strauss’ assumptions to action. SAGE Open, 2013. DOI: 10.1177/2158244013505757


Roulston, K. (2015). Personal communication on October 16, 2015. Professor and Program Coordinator, Qualitative Research Program, University of Georgia, Athens, Georgia.