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Curriculum Connections and Outreach Opportunities: Faculty and Graduate Student Use of Special Collections

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CURRICULUM CONNECTIONS AND OUTREACH OPPORTUNITIES: FACULTY AND GRADUATE STUDENT USE OF SPECIAL COLLECTIONS

STEPHANIE SHREFFLER
Collections Librarian/Archivist



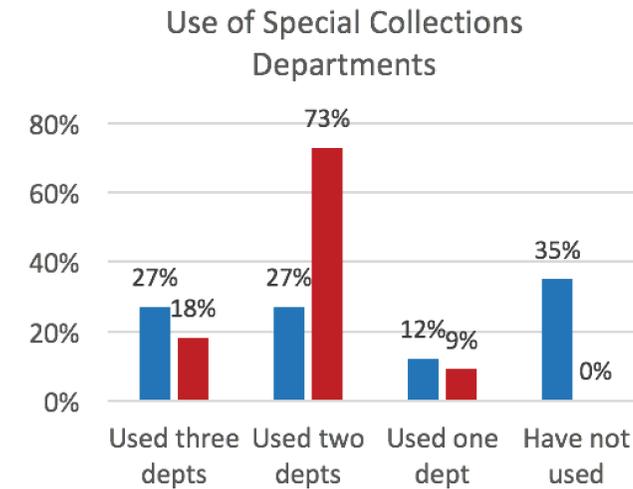
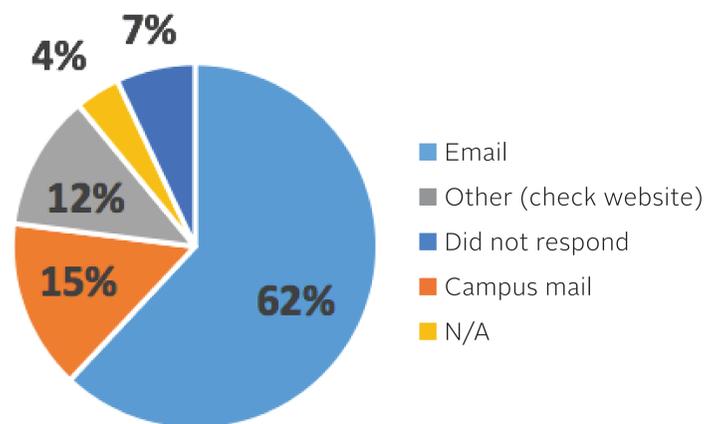
INTRODUCTION

In the summer of 2016, special collections librarians at the University of Dayton distributed a survey to evaluate UD faculty and graduate student use of special collections (SC). The information gathered would be used to inform processing, digitization, and programming decisions.

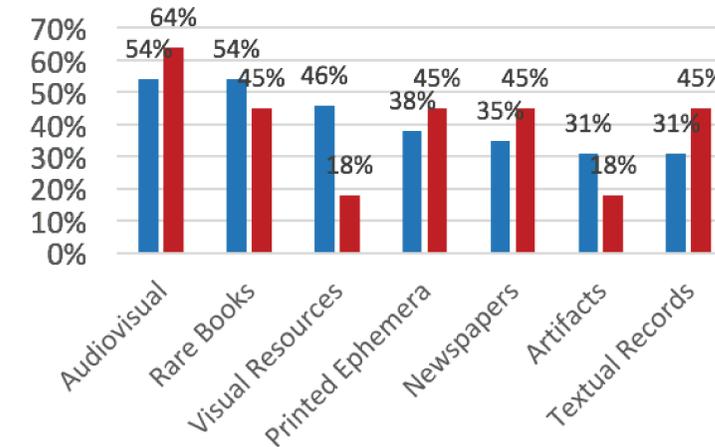
METHODOLOGY

- 12-question online survey, distributed via email
- Remained open for seven weeks
- Received 37 complete responses – 26 faculty, 11 graduate students.

PREFERRED COMMUNICATION METHODS – FACULTY

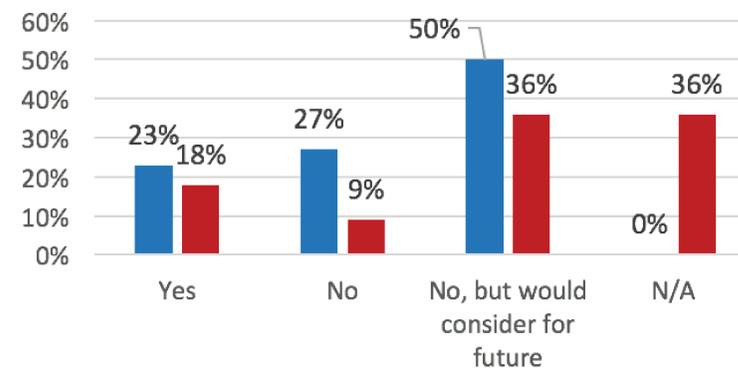


Respondents “Very Likely” to Use These Materials:

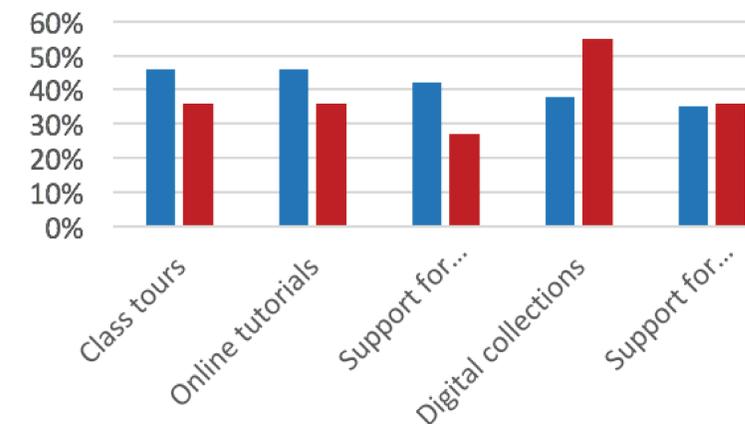


■ Faculty
■ Graduate students

Do you currently assign projects to students that require use of special collections?



Respondents “Very Likely” to Use These Teaching Services:



RESULTS

- 62% of faculty and 100% of graduate students want email updates about special collections.
- 54% of faculty and 64% of graduate students are “very likely” to use audiovisual materials.
- 50% of faculty and 36% of graduate students would consider assigning student projects requiring use of special collections
- Faculty would use class tours of special collections (46%) and online tutorials (46%). Graduate students would like more digital collections that support class projects (55%).

CONCLUSIONS

- Email updates for faculty and students should be prioritized.
- Digitization of audiovisual materials should increase.
- Processing and digitization should focus on collections that connect to the curriculum, to provide opportunities for classroom engagement.
- SC librarians and instruction librarians should collaborate to develop instructional programs that feature special collections.