

Supporting the Changing Practices of Teaching in Business

A study conducted in partnership with Ithaka S+R

Natasha Arguello, Head of Research and Education Services*

Veronica Rodriguez, Head of Web and User Experience

University of Texas at San Antonio Libraries

August 2019

*ORCID: <https://orcid.org/0000-0002-8090-8478>

Contents

I.	Introduction	3
II.	The Field of Business at UTSA	3
III.	Methodology	4
IV.	Findings.....	5
1.	Methods of Teaching	5
A.	Experiential Learning and Connection to Industry	5
B.	Guest Speakers	5
C.	Preparing Students for the Workplace	5
D.	Teaching Online	6
E.	Student Preparation	6
2.	Working with Course Materials and Content	7
A.	Course Materials Considerations.....	7
B.	Textbooks and Use of Open Educational Resources.....	7
C.	Trade Publications and Newspapers.....	8
D.	Publishers’ Course Materials	8
E.	Video.....	8
F.	Collaboration with Peers	9
3.	Data Analytics, Tools and Technology	9
A.	Using Data Analytics for Students’ Performance.....	9
B.	Blackboard	9
C.	iClickers.....	10
D.	Room Infrastructure	10
4.	Library Support	10
V.	Recommendations and Next Steps.....	11
	For the Libraries’ Consideration	11
	For the College of Business’ Consideration	11
	Acknowledgements	12
	Appendix A: Sample Recruiting Email.....	13
	Appendix B: Sample Interview Consent Form	14
	Appendix C: Sample Semi-Structure Interview Guide	15

I. Introduction

In 2018, the University of Texas at San Antonio (UTSA), a public state university, designated as a Hispanic-Serving Institution, joined 13 other universities in a project to examine the support needs of the changing teaching practices in business, with a focus on undergraduate instruction. The project was led and coordinated by Ithaka S+R, a non-profit organization that provides research and strategic guidance to help institutions of higher education and academic libraries navigate economic and technological change.

A team of two librarians interviewed 13 faculty members in the College of Business (COB) involved in teaching undergraduate students across a variety of business disciplines and subsequently provided analysis of the findings in a report. The specific areas examined included methods and approaches to teaching, working with course materials and content, using data analytics, tools, and technologies in teaching, and other pedagogical support needs.

The purpose of examining these practices was to find areas of opportunity where the library and other university units can better support the teaching needs of business faculty. This local report is based on the analysis of 13 faculty members' interviews at UTSA. Ithaka S+R will create a national report, incorporating the anonymized transcripts of the collected interviews from all participating institutions.

II. The Field of Business at UTSA

The purpose of undergraduate business education is to prepare future business professionals who combine a strong foundation in theoretical and applied aspects of their domain areas with practical experience, and who are able to successfully communicate and make business decisions. Ongoing transformations in the business world driven by rapid technological advancements inform how business is taught in higher education. Coupled with a strong need for technological literacy, the ability to think critically must be cultivated in business undergraduate students in order to master academic coursework and succeed professionally. Many business educators rely heavily on different types of experiential learning to engage their students and partner with local industries and community as a way to provide a robust undergraduate experience. Our work within this project confirmed that UTSA is no exception.

COB is currently the second largest college on campus. In Fall 2018, COB enrolled 5807 undergraduates, 874 graduate students, 82 doctoral students, and had 118 full-time faculty, with 94 tenured or on tenure-track. Among COB undergraduates, 36% are women and 71% minority, of which 53% are Hispanic or Latinx. In addition, there is a large share of first-generation, non-traditional, and veteran students. In 2016, *Bloomberg Businessweek* ranked UTSA as the #1 undergraduate business school among Hispanic Serving Institutions. UTSA's COB undergraduate cyber security program was named #1 in the nation by the Ponemon Institute (2014).

COB is comprised of seven departments: Accounting, Economics, Finance, Information Systems and Cyber Security, Management, Management Science and Statistics, and Marketing. The COB additionally offers three distinct academic centers of study: Cyber Center for Security and Analytics, Center for

Global Entrepreneurship, and Center for Innovation, Technology and Entrepreneurship. COB offers 11 majors, 14 minors, 3 certificates, and 6 competencies for undergraduates.

III. Methodology

UTSA is one of the 14 partner libraries of the Ithaka S+R project on exploring teaching support needs in business undergraduate education. The project was designed as a small-scale, exploratory qualitative study. The methodology based on a grounded theory approach was developed and tested by Ithaka S+R.

The Dean of the Libraries designated a research team of two librarians as Principle Investigators (PIs). The research team submitted a study proposal for this project to the UTSA's Internal Review Board. The PIs attended a required two-day workshop, led by a senior researcher from Ithaka S+R, and held at the University of St. Thomas in Minneapolis. After the introduction of the research project by the Dean of the Libraries to the Dean of COB, the PIs reached out to the Dean of COB and department chairs to explain the purpose of the project and secure administrative support. Participants were recruited via emails and through in-person outreach.¹

A group of 16 faculty members, representing a full range of COB programs, committed to the project; 13 were interviewed. Economics, often housed outside of business schools, was excluded from the project to ensure comparability of findings across all partner institutions. Based on Ithaka S+R guidelines, the authors conducted individual, semi-structured interviews with COB faculty over a three-month period, from November 2018 to February 2019. The interview questions focused on these general topics: methods and approaches to teaching, working with course materials and content, using data analytics tools and other tools/technologies, and any other desired teaching support.²

The faculty interviewed for this study represented programs in cyber security, finance, information systems, management, management science, marketing, and statistics. They were highly diverse in terms of their teaching experience and academic status and ranks. The length of teaching experience ranged from one to 30+ years. Breakdown by academic status included tenured/tenure-track faculty who have both research and teaching responsibilities, with a rank of assistant, associate, or full professor; and non-tenured faculty of practice, lecturers, and adjuncts, with strong connections to industry, and who primarily focus on teaching.

With participants' consent, the authors recorded all 13 interviews using Zoom, communications software with built-in transcription capabilities. Interviews ranged in length between 35 to 70 minutes. The audio recordings were transcribed automatically by Zoom and verified manually by the PIs. Following the guidelines provided by Ithaka S+R, transcripts were anonymized and coded applying a grounded theory approach for further analysis. Codes were developed based on themes and topics emerging during the analysis. Interviewees and other related personnel remain unidentified in this report to protect anonymity.

¹ See Appendix 1 for a sample recruitment letter and Appendix 2 for a sample consent form.

² See Appendix 3 for sample semi-structured interview questions used for this project.

IV. Findings

The faculty interviewed for this study represented a wide range of business disciplines across COB. Their pedagogical practices and approaches are diverse due to the nature of their disciplines, teaching experience, and competing priorities driven by the academic status. However, certain common themes emerged during the interview analysis identifying desired support for teaching. Below are selected findings from the faculty interviews that stood out as recurring and/or notable, along with actionable recommendations for the Libraries and the College of Business.

1. Methods of Teaching

A. Experiential Learning and Connection to Industry

Regardless of their disciplines, all interviewees employ some form of experiential learning. Outside-the-classroom examples include internships for credit, field trips, conducting economic impact studies, working with local companies and organizations to analyze their practices and provide recommendations, getting involved with local professional and industry associations, and serving in volunteer organizations. Classroom-based examples include case studies, games, simulations, role playing, a variety of group projects and presentations, collecting and analyzing demographic and psychographic data for a class through surveys, and utilizing general and industry news to demonstrate effects on the financial markets and companies' business decisions.

Both tenured and non-tenured faculty recognize the importance of structuring their courses to balance applied nature of business courses with academic, theoretical approaches. All non-tenured faculty in this project either have had a career outside the academia, or still hold a job in an industry, bringing their practitioner perspectives to teaching.

B. Guest Speakers

In addition to experiential learning activities mentioned above, the majority of interviewees mentioned inviting industry experts as guest speakers to the classroom. Currently, faculty rely on personal connections or even LinkedIn invitations to locate and contact such speakers. Coordinating speakers among several sections of a course may be a challenge. One faculty member recorded videos for use in both online and traditional courses, where he interviewed guest speakers in a studio in advance. Another way to bring a speaker to a live classroom is via Skype or similar technology.

One professor suggested establishing a more formalized way to request speakers for the classroom. In her prior institution, the business school had a formal arrangement and process with a leading local company to request speakers. Exploring ways to involve alumni as industry experts was also discussed.

C. Preparing Students for the Workplace

Both tenured and non-tenured faculty stressed the need to prepare students for the workplace in addition to broad university education and professional knowledge. Many elements are already in place. For example, COB requires two internships for undergraduates and offers career guidance services

through the Center for Student Professional Development. Students may also use the university Career Center for additional services such as video mock interviews, career fairs, and such.

Several interviewees pointed out the need to continue working on developing critical thinking, and communication and presentation skills of students, since these are the skills desired by the employers. One professor spoke about conducting an analysis of skills and qualifications in job postings from the leading local companies to ensure that COB programs produce students with relevant skills and knowledge. He also passionately emphasized a role the faculty can play in advising and mentoring students, many of whom are first generation college students and cannot necessarily fully rely on their families for advice on navigating college life and a path to a professional career. Giving an example of internships for credit, he described how students may structure their coursework to both gain practical experience in a company and earn college credit to graduate on time.

D. Teaching Online

UTSA has been adding more online and hybrid course in the past decade, and the expectation is that eventually up to 50% of courses will be delivered online. The first fully online program at COB is the undergraduate degree in cyber security launched in 2017. The interviewed faculty have different levels of experience and comfort with online courses. Those who already teach hybrid or online courses agree that teaching online presents a different set of challenges as compared to a regular classroom. Some of the challenges include engaging students in an asynchronous environment, very large classes, grading, keeping up with technology changes, developing and updating appropriate materials and content for online courses, and “watering down the content of a course to the point where it is no longer good.” It takes significantly more time to develop an online course compared to a traditional course - reportedly, up to 300 hours per course, when an instructor wishes to design an online course with professionally produced video segments and online course materials. Online instructors need support from online learning and media production support units to create high quality materials, and these resources are in high demand. The online learning unit offers a summer online course for the faculty on how to teach online. Faculty expressed interest in additional tools to engage with large classes and group work online.

Communication with students online has its own challenges, since courses do not meet at a set time. Interviewees report holding online office hours, with ability to phone, Skype or Zoom for in-person interaction. One professor mentioned that he does not discuss grades over email, but requires a face-to-face (via Skype) meeting to help students with their study habits. He also conducts an online survey mid-term to gauge how well the course is going and make corresponding adjustments to the course if needed. Another professor gave an example of successfully using a Remind app with online freshmen to prompt them about upcoming deadlines.

E. Student Preparation

Several interviewees noted gaps in foundational knowledge and basic skills in a certain percentage of student population, ranging from math skills to Word formatting. These students don't like to read and prefer video. Their basic writing skills and awareness leave to be desired as well, resulting in emails to the professor that may start with “hey dude.” These gaps affect their ability to succeed in advanced courses and, eventually, in the workplace. Many freshmen have not yet changed their habits and attitudes while transitioning from high school to university. In addition, poor attendance is detrimental

to student success. Faculty also noted time pressures and competing life priorities for non-traditional students who may have families and jobs.

The faculty stressed the need for continuous communication with students, stating that one has to talk to them “with love,” as Millennials and Generation Z reject authoritarian approaches. Undergrads are more likely to listen to the people closer to their age, so having more TAs and peer tutors may be a successful strategy to rectify some of these issues.

To address these gaps in foundational knowledge, faculty suggested expanded basic tutoring/workshops on using Word, Excel, SPSS, and creating videos. These workshops could be offered at the library in collaboration with student support services. The finance lab for undergraduates was also mentioned as a needed investment to prepare students for more advanced specialized coursework.

2. Working with Course Materials and Content

A. Course Materials Considerations

Faculty continue utilizing traditional course materials such as syllabi, lectures, slides, notes, tests, videos. Syllabi, which are mandated by the University for each course, are used to communicate expectations, rules, and policies to students. Faculty create their own slides or modify slides shared by publishers or colleagues.

In terms of course barriers, given the low-income, first-generation student demographics, faculty can't assume that a student has a car or a smartphone when selecting materials, or planning assignments and activities for a course.

Faculty are also experimenting with social media in their courses. For example, in one class, students had to use Twitter to post links to resources and engage in short discussions. While these types of activities and content offer new ways to engage with students, they also require additional time and effort for planning and assessing students' work.

B. Textbooks and Use of Open Educational Resources

Attitudes towards textbooks vary by discipline. A vast majority of faculty are still using some form of a textbook. A philosophy for textbook selection differs by department. Mostly, textbooks are selected individually by the instructor, often in consultation with their internal and external colleagues and within broad guidelines provided by the department. In some cases, textbooks for multiple sections of core courses or sequencing of courses are coordinated within a department.

Interviewees expressed concerns about high cost and a dearth of relevant and up-to-date textbooks in some narrow subject areas for advanced and elective courses. In several disciplines, time required to create and publish a textbook renders them effectively out-of-date soon after they are published. Faculty also noted that students appear to be comfortable with using digital textbooks.

Faculty are conscious of the cost when selecting materials for their courses. Some choose to adopt “basic free books,” open educational resources, library books and e-books, or resource trade books as a substitute for a traditional textbook.

In addition to textbooks, some disciplines require additional specialized software tools. When the cost of acquiring of the state-of-the art” cyber range is currently out of reach for the university, faculty adopt open source tools which are “good enough to get across learning objectives.” One example is GitHUB, an online community for sharing computer code and tools.

C. Trade Publications and Newspapers

Many faculty across several disciplines use trade publications and newspaper content from *the Wall Street Journal*, *New York Times*, and *Financial Times* in their courses. Some rely on their personal subscriptions or what is available for free on the internet; others are more familiar with the library sources for these types of content. While the aggregated newspaper content in library databases is more limited, compared to online portals through personal subscriptions, it is available to students without additional cost and serves the purpose. There is a need for short video tutorials on locating different types of content and library instruction. Another idea for support was to go through WSJ and NYT and pull interesting articles/podcasts; however, faculty feel that their expertise is vital for the course material selection.

D. Publishers’ Course Materials

While the majority of interviewees expressed concerns about the cost of textbooks and their rapid aging, they also appreciated access to online supplemental materials (exam banks, homework, quizzes, software) provided by publishers. Two of the platforms mentioned are WebAssign and subject-specific MyLab. They provide analysis of students’ responses and grade the homework. These platforms are not perfect; for example, questions are too long; students perceive their sites as slow; and grades are occasionally disputed. Some publishers offer package pricing for textbooks for several semesters, so it is important to consider coordinating the choice of textbooks among faculty who teach consecutive courses.

E. Video

In addition to textbooks, video is easily the next most popular type of course content. Several faculty noted a generational shift from text to video materials in students’ preferences. Video is used for marketing case studies to keep students engaged and stimulate a discussion. In other courses, videos are used transformatively, for example, to analyze differences in cultures in other countries, or ponder ethical issues. Access and availability may be a problem. Faculty rely on YouTube, Amazon Prime, Netflix, and textbook publishers to obtain video content. Only one textbook publisher was mentioned as a suitable source of video content for video case studies, as many focus on promotional videos instead of concepts. Some students are not able to afford Amazon Prime or Netflix, even with low fees. Faculty reported using library DVDs and some mentioned streaming media databases; however, several faculty were not aware of these resources. The faculty are interested in ease of access to video content and delivery via Blackboard.

Other uses of video in the classroom involve using video recording and production. There is a clear desire for professionally produced 3-4 minute video clips on “anchoring concepts” as well as introductions to online modules. One of the professor brings video production staff to the classroom to film students while they are role-playing and then putting those videos in Blackboard for analysis. The campus media production staff are easy to work with, but they are stretched, so the faculty identified

the need for additional resources in this area as a priority. The growth of online programs will drive further needs for media production.

F. Collaboration with Peers

All interviewees reported some form of internal or external collaboration with peers in regards to teaching. Examples of internal collaboration include consulting with peer faculty to standardize core courses across multiple sections; using OneDrive to share materials with faculty teaching other sections of a course; examining others' syllabi; sharing notes and other course materials; and exchanging tips on engaging students.

Several professors share course materials informally with similar faculty outside UTSA, for example, with the University of Texas System, peer institutions, or other colleagues whom they met at conferences and through professional organizations. In some narrow disciplines, there is a lack of current textbooks, so it is very beneficial for the faculty to share materials with outside colleagues.

Participating in the development of new faculty is viewed as contributing to the quality of teaching:

I try to give [new faculty] as much ammo as possible to minimize the transaction. The word here is to minimize the transaction costs for the time they have to spend prepping, because the teaching quality must be valued, it must be important, you know; but if you can, find more efficient ways of preparing for it.

3. Data Analytics, Tools and Technology

A. Using Data Analytics for Students' Performance

When assessing students' performance, interviewees mostly rely on traditional classroom methods. They are aware of the advanced data analytics tools in Blackboard, but have not fully adopted them due to a learning curve and competing priorities. "The data is there, but there is no time to analyze it, unless there is a research project on learning analytics." Some faculty report importing data from Excel to Blackboard and manipulating it to get "what I want." There are additional tools in ASAP for attendance and instructor-initiated drop.

B. Blackboard

Interviewees are satisfied with Blackboard as Learning Management System. Blackboard allows easy access to course materials for both traditional and online courses in a secure environment, thus alleviating concerns about privacy and data security. Use of Blackboard became mandatory several years ago, and even those who were initially reluctant, came to appreciate it. The majority of interviewed faculty consider themselves intermediate users, having learned "idiosyncrasies of Blackboard," but they also acknowledge that advanced functionality and, specifically, data analytics tools will require a time commitment and a learning curve. Most choose to spend time on other priorities. Overall, the faculty have a very positive view of Blackboard and support that UTSA provides. None of the interviewees used public or personal websites for hosting their courses.

C. iClickers

UTSA adopted a standardized iClicker across the university. OIT provides basic training for using iClickers, but technical issues in class may take away time from instruction. Pursuing advanced training for iClickers competes with other priorities as well, so few faculty choose to invest time in it. Many faculty are skeptical about using iClickers for attendance, since it is easy to cheat. Some mentioned using iClickers in instruction, which requires additional time for planning.

D. Room Infrastructure

While faculty are overall satisfied with the available infrastructure and technology support at COB, several faculty made suggestions for a better room setup which range from simple adjustments to major overhauls. For example, in math and statistics, instructors need a lot of white board space. Under the current setup, Elmo projects over the white board instead of adding more space, and the podium blocks the view for some of the students.

A “much more flexible classroom” will require a significant investment:

Our classrooms have four walls, but the equipment that we have is not state of the art. We need the flexibility to flip classrooms in the sense that if I want to move them around quickly I can do it differently. Monitors on all walls. I need to be able to stand and walk, turn off the lights when I want to, or to dim them. I need to be able to record something and not have to set it up 15 minutes in advance. I can't even Skype with someone in my classrooms. Now, I have contacts around the world that I would love to come into the classroom and they are willing to do that. But it takes a half hour to set it up. Who has that time, when I'm back to back with other classes. I should be able to walk in and tap a button, boom, and there they are.

4. Library Support

Faculty are the most familiar with the course reserves and interlibrary loan services. Many of them worked with a business librarian to request resources for purchase. The faculty whose courses have a research component often invite the librarian to their class for instruction. Newer non-tenure track faculty and adjuncts who are obligation to do research may be less familiar with library resources and services, so it is important to reach out to them soon after their arrival.

Faculty value the library resources available to them as researchers and teachers. They also note that students don't use the library databases enough, and prefer the ease of finding information on Google. On the other hand, even if they find articles on Google while on campus, students may not realize that access to that content is provided by the library.

I'm always impressed at logging into the UTSA library website. Always the Blue Team pops up, if you had a question. I know some of them helped me a lot. I really like the UTSA library, and of course as a researcher, I use the library service all the time, so it's always been very helpful when you need the material. But I think we just need to get our students to start using more library resources. Many of them don't realize that's such a great resource available at UTSA and they tend to rely on the free Google service outside of the university.

Faculty requested video tutorials on finding articles from trade publications. These short tutorials on different aspect of business research will also benefit online programs. Faculty also suggested introducing a required online orientation module on business research and library databases in one of the lower-level core business courses.

V. Recommendations and Next Steps

This short exploratory study aimed at examining the pedagogical support needs of the faculty teaching business undergraduates at UTSA. Teaching business disciplines straddles both academia and industry, striving to prepare critically thinking professionals for the workplace. Ongoing transformations and disruptions in the business world inform how these disciplines are taught. A set of recommendations for additional support is proposed, based on the common themes emerging in faculty interviews.

For the Libraries' Consideration

1. Present research to senior library staff to apprise them of realistic and actionable goals and garner feedback and support to proceed.
2. Enhance UTSA Libraries' faculty liaison model to include part-time teaching faculty in all communications in a systematic manner. These instructors may not go through a standard new faculty orientation for full-time faculty, and librarians have to undertake extra efforts to connect with them. Work with COB department chairs and departmental liaisons to identify new teaching faculty and adjuncts before each semester and inform them about library collections, services, instruction, and consultations. Reach out to all faculty with library updates that may be relevant for their teaching and research.
3. Work with faculty to identify topics for tutorials, for example, *Researching Company Supply Chain*, *Finding Articles in Trade Publications*, etc. that may be embedded in Blackboard in both traditional and online courses.
4. Explore with COB administration adding a required overview of library business databases and business research strategies to a lower-level core course to be delivered in the classroom or via a self-paced online module.
5. Work with faculty to create and deliver easily accessible standardized practice datasets to be used in multiple core course sections or course sequences.

For the College of Business' Consideration

1. Examine expanding support for teaching at the departmental and college level to bring it in line with support for research.

2. Consider investing in creating model “flexible” classrooms with the state-of-the art technologies, which are easy to use, both in the newly planned COB building and by converting existing facilities.
3. Expand available support for video and media production, through either the University or COB.
4. Working with campus partners, invest in addressing the gaps in students’ foundational knowledge to ensure they are ready for advanced course work and for the workplace. The steps may include workshops on Word, Excel, SPSS, video production, and a finance lab staffed by PhD and graduate students. Undergraduate students are more likely to reach out for help to people closer to their age.
5. Establish a “Guest Speaker Bureau” by partnering with local companies and alumni. Explore ways to streamline the process of bringing speaker virtually via live or prerecorded video lectures in a classroom .
6. Conduct a periodic audit of local professional job ads to ensure that course offerings and students’ skills and knowledge meet employers’ expectations.
7. Encourage faculty to serve as mentors to students advising them how to navigate college life successfully and graduate on time with marketable skills. Recognize such service in the promotion and tenure process.
8. Provide additional TA help to address grading and course support needs.
9. Recognize cost-sensitivity of the student population when selecting textbooks and course materials and planning assignments. Encourage adoption of Open Educational Resources by the faculty.

Acknowledgements

The authors would like to thank the College of Business faculty who so graciously shared their time and insights during the interview; and the UTSA College of Business and Libraries’ administration for their support of this project. The authors are also grateful to Danielle Cooper and Rebecca Springer from Ithaka S+R for training, guidance, and keeping us on track.

Appendix A: Sample Recruiting Email

Dear [Department Chair],

UTSA Libraries is asking for your support to recruit three to four faculty in your department to participate in the national research project, "Supporting the Changing Practices of Teaching in Business." UTSA was invited to conduct an exploratory, qualitative examination of the pedagogical practices of business instructors teaching at the undergraduate level. The goal of the project is to understand the evolving relationship between libraries and undergraduate teaching support.

We anticipate a one-hour time commitment from faculty who participate in the study in the form of interviews that may be scheduled at any convenient time from November 2018 to March 2019. Interviews will be conducted by Natasha Arguello, UTSA Libraries Head of Research and Education Services and College of Business liaison librarian, and Veronica Rodriguez, UTSA Libraries Head of Web Services and User Experience.

Ithaka S+R, a nonprofit research and consulting service, known for its action-oriented research to facilitate institutional decision-making, will coordinate parallel studies at 14 higher education institutions and provide guidance on research methodology and data analysis. The anonymized aggregated data and analysis from local reports will be included in a comprehensive report written and made publicly available by Ithaka S+R. Examples of previously published Ithaka S+R reports may be found here: <http://www.sr.ithaka.org/publications/>.

Summary of the Project:

- Exploratory, small-scale project in multiple institutions across the U.S.
- The project is supported by Dr. Gerry Sanders, Dean of COB, and Dean Hendrix, Dean of Libraries
- Participants (both T/TT and non-TT) teaching business courses to undergraduates (Accounting, Finance, Information Systems and Cyber Security, Management, Management Science and Statistics, Marketing) – 3-4 faculty per department
- Purposeful selection of participants
- 60 minute semi-structured interview, audio recorded and transcribed
- Interviews anonymized and coded
- No faculty names or personal information disclosed
- Audio recordings destroyed after coding is completed
- Ithaka S+R report with global reach that would include UTSA practices

Would you be able to suggest any faculty members from your department for this study? We appreciate your support and consideration.

Best regards,

[PI's Signatures]

Appendix B: Sample Interview Consent Form

Supporting the Changing Practices of Undergraduate Business Teaching

This study seeks to examine the teaching practices in undergraduate Business in order to understand the resources and services that instructors at **The University of Texas at San Antonio** need to be successful in their work.

Your participation in the study involves a 60-minute audio-recorded interview about teaching practices. Your participation is completely voluntary. You are free to withdraw consent and discontinue participation in the interview at any time for any reason.

There are no known risks associated with participating in this study. You may experience benefit in the form of increased insight and awareness into teaching practices and support needs.

Recorded interviews will be stored as digital audio files by the principal investigator(s) in a secure folder on a password protected computer and these files will be destroyed immediately following transcription. Pseudonyms will be immediately applied to the interview transcripts and the metadata associated with the transcripts. Public reports of the research findings will invoke the participants by pseudonym and not provide demographic or contextual information that could be used to re-identify the participants.

Questions? You may contact the researchers at any time if you have additional questions about the study, or, if you have any questions about your rights as an interviewee, you may contact Tammy Lopez of UTSA's Office of Research Integrity-IRB Office, at 210.458.6473.

I, _____, understand and consent to participate in the study as described above including:

_____ being interviewed and being audio-recorded during the interview

_____ sharing sample documents pertaining to my teaching practices

Participant's Signature: _____ Date: _____

Interviewer's Signature: _____ Date: _____

Appendix C: Sample Semi-Structure Interview Guide

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]
 - » Does your teaching incorporate any particular teaching methods or approaches? [E.g. experiential learning, case method, design thinking, problem-based learning, flipped classroom]?
 - » Have you received any support/relied on others while developing your teaching approach?
 - » Are there any other kinds of support or resources that you think would be helpful for you?
2. Do you currently include teaching more general research or study skills in any of your courses? [E.g. critical thinking, finding sources, evaluating sources, data literacy, financial literacy]
 - » How do you incorporate this into your courses? Have you experienced any challenges in doing so?
 - » Does anyone support you in doing so and if so how? [E.g. instruction classes offered through the library]
 - » 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]
 - » How do you make these materials available to students?
 - » Do you make these materials more widely available? [E.g. public course website or personal website, sharing via listserv]
 - » How you experienced any challenges in creating and/or making these materials available?
 - » Do you ever consult with others as part of creating and/or making these materials available?
 - » Are there any kinds of support 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]
 - » How involved are you in how this content is selected?
 - » How do you make these materials available to students?
 - » Do you make these materials more widely available? [E.g. public course website or personal website, sharing via listserv]
 - » How you experienced any challenges in selecting, creating and/or making these materials available?
 - » Do you ever consult with others as part of selecting, creating and/or making these materials available?
 - » Are there any kinds of support that could help you in selecting, creating and/or making these materials available?

Working with Tools

5. Are you currently working with data or data analytics tools to understand and improve your teaching? Have you considered doing this? [E.g. dashboard or an app through a course management system, early alert notification system on student performance via email]
 - » If no, why? (e.g. unaware of such offerings, current offerings are not useful, opposed to such offerings)
 - » If a tool could be designed that leverages data (e.g. about students) in a way that would be helpful for your teaching, what data would feed into this and how would this tool ideally work?
 - » Do you have any concerns in relation to how this data is collected and/or leveraged (e.g. privacy)?
 - » If yes, what data and/or tools have you used and how? To what extent was this useful?
 - » Do you have any concerns in relation to how this data is collected and/or leveraged (e.g. privacy)?
 - » What are some of the greatest challenges you've encountered in the process of using these tools?
 - » Do you rely on anyone to support you in using these tools?

- » 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,
 - » What are some of the greatest challenges you've encountered in the process of using these tools?
 - » Do you rely on anyone to learn about and/or support you in using these tools?
 - » 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 other ways that library or other units on campus have helped you with your teaching that we have not covered yet?
9. Are there any issues relating to your experiences teaching that you think that librarians or other support units on campus should 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 that warrants unique support]