In their work, Academic Librarians (AL) aim to facilitate meaningful partnerships with Teaching Faculty (TF). However, many AL express dissatisfaction about perceived mistreatment by some TF. Such treatment could be construed as microaggressive.

In early 2016, the Principal Investigators (PIs) (Ahmed Alwan and Joy M. Doan) distributed a mixed methods survey to AL in the United States and Canada. To date, the PIs have analyzed and disseminated the quantitative data, however, they have yet to begin analysis and dissemination of the qualitative data.

The quantitative data indicates that status-based microaggressions between AL and TF are not endemic, but do exist, and can lead to diminished collaborative efforts between these groups.

The purpose of this phase of the research project is to analyze the qualitative data and compare it to the quantitative data, in order to determine if the qualitative data parallels the quantitative data.

The overarching intentions of this study are to 1) better understand the how, where, why and when AL experience microaggressions when dealing with TF; and to 2) assess how status-based microaggressions dissuade partnerships and collaboration between AL and TF and hinder student success.

The grant provides funding for one (1) Student Researcher (SR) during the duration of the project. The SR is responsible for utilizing the NVivo software to analyze the qualitative data sets. Additionally, the SR will have the opportunity to co-author the presentation material(s) for the RGS Summer Funding Grant’s affiliated Faculty Symposium and other publications.

The results of this research could greatly impact the ways in which AL and TF collaborate for course design. Many LIS professionals are ill equipped to effectively deal with status-based microaggressive interactions with TF and are forced to learn on the job with little to no training.

The initial intention was to hire an undergraduate student, but it was determined that a graduate student in an MLIS program would not require hand-holding, thereby allowing the person to focus on learning the software and conducting the analysis. Moreover, such a person would directly benefit from not only the skills of using the software (NVivo) and conducting qualitative data analysis, but from the resulting publication and presentations in a way that someone without an MLIS would not.

The purpose of this study is to facilitate collaboration with a future scholar in the LIS field beyond the scope and timeframe of the grant. Bringing someone in who understands the LIS profession, is intrigued by the topic, and can be mentored to understand the dynamics within the institution were the qualities wanted from a mentee/graduate student.

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