**Introduction**

The focus of this research evolved from targeting research support for online courses to more broadly understanding research skills of first-year students. Faculty who taught research-based First Year Seminars in the 2013–2014 AY were interviewed in Spring 2014. They were asked to talk about their expectations and perceptions of student research skills.

**Methodology**

Survey of faculty; Pre- and post-course self-evaluation by students; Interviews of faculty.

**Findings/Conclusions**

Faculty identified gaps in students’ research skills, which are not supported by current services. This research has identified a great opportunity for the Library to rethink its instruction program and research has identified a great opportunity for the Library to rethink its instruction program and collaborate with faculty and others on campus to develop new programs and connect students to the support they need.

**Themes**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Opportunities</th>
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<tr>
<td>First year students are not well prepared to think critically, communicate, and manage information and time at a university level.</td>
<td>Conduct focus groups with students early in the academic year to identify their perception of their own research skills. Reach out to freshman advisors and work with First Year Seminar faculty. Use the Personal Librarian Program to increase awareness of services and support. Workshops: Advanced Library Research - Media Literacy / Visualization - Government Information - Data Literacy</td>
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<td>Students need support in understanding the craft of research. While some of this instruction must come from faculty, additional support is needed.</td>
<td>Develop workshops that help students define their research topics, develop a research strategy, and successfully engage in the scholarly research process. Workshops: Reading Scholarly Materials - Literature Reviews: How to Read and Write Them Data Series (including topics such as data literacy, cleaning data, file management, visualization)</td>
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<td>Understanding the philosophical and practical issues associated with citing works, citation management, and plagiarism are skills students need but do not generally have.</td>
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<td>There is a need to improve student engagement in the research process in classrooms as well as in independent work.</td>
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<td>While the Writing Center focuses on instruction on grammar and syntax, there is no equivalent service for research skills and writing skills for research papers.</td>
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**University Library:** Sarah Evelyn Bordac, Head, Instructional Design • Daniel F. O’Mahony, Director, Library Assessment and Planning • Edwin Quist, Associate University Librarian, Research and Outreach Services

**Partners:** Ann Gaylin, Associate Dean of the College for First Year and Sophomores • Kathy Takayama, Director, Sheridan Center for Teaching and Learning

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