1. Motivation
- Although the business school student population at Brock University was growing, requests for traditional in-class information literacy instruction (ILI) sessions were being declined as faculty made room in the curriculum for ‘service learning’.
- As course outlines were not considered public documents at my university, I conducted a comprehensive syllabus study of the undergraduate business curriculum in order to better understand this evolving instructional environment and to determine if the changes in the business school curriculum were revolutionary (a complete or dramatic change) or evolutionary (a gradual development).

2. Literature Review
- The syllabus study method has been used to analyze prescribed library use across entire institutions (Rambler, 1982; Lauer, Merc, & Craig, 1989; Smith et al., 2012) and within the business (Dodwell, 2003) and accounting (Lowry, 2012) subject areas.
- Service learning (SL) is a form of experiential education that encompasses subject learning, community engagement, and reflection that can provide librarians with opportunities to engage students in library instruction.
- Examples of business school service learning and experiential learning projects supported by business librarians included local company strategic management capstone projects (Whitesell & Helms, 2011), and consulting projects (Griffis, 2012).

3. Purpose
- To investigate the research, data, and library use expectations of Brock University business school faculty for their undergraduate students in order to gain deeper insight into the extent and nature of research, data, or library use required for undergraduate business course sections.
- To identify new instructional opportunities (defined as courses with research-intensive assignments that had not had any active ILI support in the last 3 years) in order to be more strategic in my outreach efforts.

4. Research Questions
- What are the overall trends in prescribed research, data, and library use across all business subjects?
- What does prescribed use vary by course level and by subject area?
- What is the nature of undergraduate research assignments and how do these assignments vary between service learning and non-service learning courses?
- Which of these research-intensive courses offer new instructional opportunities?

5. Methodology
- Setting: A Canadian AACSB-accredited business school offering undergraduate and graduate accounting and business administration degrees.
- Sampling Frame: 142 business courses were listed in the 2013/2014 Undergraduate Calendar. 94 courses were offered during the Fall 2013, Winter 2014, Spring 2014 and Fall 2014 academic terms. 48 courses were eliminated including:
  - 25 research (directed study) courses
  - 11 courses listed in calendar but not offered during the period under review
  - 9 courses not open to Business majors
  - 5 cross-listed courses (counted under home department).
- Brock University Research Ethics Board approval was obtained prior to gathering syllabi. Email invitations and follow up reminders were sent to the faculty who had taught one or more sections of any of the 94 courses during the period under review.
- 257 syllabi from 86 undergraduate business courses (91.4% of courses) were content analyzed and assigned a level of prescribed research, data, or library use, based on a 5-point scale.

Data, Research, or Library Use Scale
- 5. No research, data, or library use required.
- 4. Research, data, or library use required. No evidence on syllabus of research, data, or library use required. Reliance on textbooks or course packs.
- 3. Library use for reserve readings or other assigned course materials available within a course management system. Required readings, videos, and data sets in course management systems deemed equivalent to Library Reserves.
- 2. Library use for outside readings (not on Library Reserve). Library use required or expected to complete optional readings from a list supplied by the professor. Includes other external sources such as videos or data sets.
- 1. Some research, data, or library use for shorter assignments. Some research, data, or library use required for shorter class presentations, shorter written or laboratory assignments or other assignments that require self-directed, exploratory behavior.

4. Significant research projects. Research, data, or library use required for term papers and other research projects of some significance (defined as written papers totaling at least 10 pages in length, presentations of more than 15 minutes, and/or value of at least 20% of final grade).

*Modified from Level, Merc & Craig (1989), Dodwell (2003), and Lowry (2012).

6. Results
Distribution of Syllabi by Subject
- 100% of courses were assigned in each business subject area with the exception of accounting (78%), marketing (86%), and organizational behavior (83%) as noted in Table 1.

7. Lessons Learned
- 38 courses had significant research expectations (Level 3 or 4) of these courses had at least 1 service learning component.
- A comparison of research-intensive assignments from traditionally taught and service learning courses in Management and Marketing appears in Table 4.
- 20 courses were identified as opportunities for information literacy instruction including 10 courses with a service learning component (Figure 1).

Instructional Opportunity Analysis

7. Levels of Prescribed Use by Business Subject
- A majority of Marketing, Management, Organizational Behavior, and Entrepreneurship & Ethics course sections showed high levels of prescribed use (Level 3 or 4) while only 8% of Accounting course sections were rated at Level 3 or 4.

- Table 3. Levels of Prescribed Use by Business Subject, All Course Levels, Percentage of Total

- Table 4. Comparison of Research-Intensive Assignments

- Table 5. Levels of Prescribed Use By Course Level, All Business Subjects, Percentage of Syllabi

- Table 6. Overall Trends in Prescribed Use Across all Business Subjects

- Prescribed research, data, or library use are lowest for 100 level courses. Some or significant research is expected for 77% of 400 level course sections and 48% of all course sections, regardless of course level.