Using the ACRL Framework to Build Graduate Services

Librarian Experiences from Three Institutions

Panel session presented at
Transforming Libraries for Graduate Students
March 22, 2018
Kennesaw State University
Kennesaw, GA
Panelists

Jennifer Mayer  
Head of Library Research Services  
University of Northern Colorado  
Greeley, CO

Mandy Havert  
Digital Research and Outreach Librarian  
Interim Supervisor, Center for Digital Scholarship  
University of Notre Dame  
Notre Dame, Indiana

Jeff Dowdy  
Graduate Librarian  
Georgia College  
Milledgeville, GA

Stephanie Wiegand  
Health Sciences Librarian  
University of Northern Colorado  
Greeley, CO
The ACRL Framework and Planning Graduate Student Learning Events

Jennifer Mayer, Head, Library Research Services
University of Northern Colorado Libraries
Greeley, CO

Transforming Libraries for Graduate Students
Kennesaw State University, Kennesaw, GA
March 22, 2018
About Us

UNC graduate students
Library Research Services (LRS)

UNC graduate students, Research Day
Driving factors

1953 Studebaker Starlight Coupe, John O. Mayer collection
Teaching Assistants Workshop

UNC Graduate Students
Showcase Your Impact as an Author/Creator & Tell Your Research Story

Nov 9, 2017 | 9:30am - 11:00am

Determine and increase the reach of your scholarly work by becoming more familiar with metrics that measure impact and related tools and strategies.

Presenters: Jen Mayer and Nicole Webber

Workshops are open to all and take place in Michener Room 303
Please register at unco.libcal.com/calendar/events
Dissertation Writing Intensive

Wendy Highby, Lead, Social Sciences
Stan Trembach, Education
Stephanie Wiegand, Health Sciences
Jen Mayer, Graduate School

Library Research Services (LRS) work group
Conclusions

- Challenging
- Helped take planning and content to a higher level
- Flexible nature of frames made the work possible
- Resonated with Graduate School administrators
Works Cited

• ACRL Framework
• Diving into the ACRL Framework: Engaging Graduate Students with Concepts
• Framework Freakout
• LRS Dissertation Intensive and Framework document
• LRS Researcher Workshop Series
Think Pair Share

Have you used the ACRL Framework for Information Literacy with graduate student populations?

If so, please describe.
If not, please share roadblocks.
Graduate Student Professional Development
The ACRL Framework as a Skill Inventory
Mandy L. Havert

Digital Research and (Graduate) Outreach Librarian
mhavert@nd.edu
Graduate Outreach - A Notre Dame timeline

- 2006 - the Graduate School conducts a self study and issues report
- 2010 - Graduate School Professional Development Committee forms
- 2012 - Library reorganizes and creates Graduate Outreach Librarian position
- 2012 - Academic Affairs creates Graduate Student Life director and office
- 2013 - Strategic Initiative on ARL Graduate Workshops environmental scan
- 2013 - Center for Digital Scholarship opens
Graduate Students at Notre Dame

- Historically undergraduate institution
- Carnegie R1, Private, not-for-profit
- Enrollment Data, Fall 2017
- Post-Baccalaureate = 1,640 new first-time,
  - of which 349 are international (~21%)
- Undergraduate = 2,055 new first-time,
  - of which 128 are international (~6%)
Workshops and Attendance - Competition

- Academic coursework
- Qualification exams
- Dissertation proposal and proposal defense
- Publications
- Conference talks
- Jobs
- Family
- Work
- And... imposter syndrome
Academic Influence

- Apprenticeship model and faculty / adviser influence
- Discipline specific versus generic support
- Real or imagined expectations of mastery when entering graduate school
Professional Development

Goals

- Emphasize workshop prioritization to meet goals and requirements
- Partnerships in program building
- Reduce overlap and replication

Still...

- Registration good
- Attendance low
- Why? Life is happening
Orientation Checklist Informs an Idea
Mapping Skills and Outcomes to Framework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Skill</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in scholarly and professional fields is a practice in which ideas are collaboratively formulated, debated, and weighed against one another over extended periods of time.</td>
<td>Can identify a variety of types and formats of subject specific resources</td>
<td>Literature Review; Subject Specific Professional Seminar</td>
</tr>
<tr>
<td>Expert researchers understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together to negotiate meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledge that answers to complex problems are rarely discrete answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop familiarity with the sources of evidence, methods, and modes of communication in your field.</td>
<td></td>
<td>Subject Specific Professional Seminar</td>
</tr>
<tr>
<td>Understand that scholarship is a continuing conversation, of which you are an important but single voice</td>
<td>Understands the peer review process in the subject domain / profession</td>
<td>Scholarly Communication : Peer Review</td>
</tr>
<tr>
<td>Develop an appreciation and respect for the responsibility that comes with entering the scholarly conversation, including properly citing others’ work</td>
<td></td>
<td>Citation and Research Management</td>
</tr>
<tr>
<td>Recognize the value of diverse approaches, investigating the perspectives, methods and tools from your own discipline and others, where appropriate and useful</td>
<td>Can articulate differences between key words and subject heading searches and translate search strategies with respect to differences in catalogs / databases</td>
<td>Search Strategies; Subject Specific Professional Seminar</td>
</tr>
</tbody>
</table>
Professional Development Inventory
- SaaC

- I can identify a variety of types and formats of subject specific resources.
- I understand the peer review process in my subject area / domain / profession.
- I can articulate differences between keyword and subject heading searches.
- I can translate search strategies with respect to differences in catalogs / databases.
- I can engage in scholarly discourse and idea exchange.
- I can manage citations using a system that supports documentation needs.
- I can manage data and multiple versions of scholarly outputs.
- I retain organized copies of publishing and conference talk agreements.
- I have created appropriate author identifiers and associated them with the correct institutional identifier.
Your Turn: Thoughts on This Approach?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Skill</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify scholarly research in various publication types</td>
<td>Citation and Publication Analysis</td>
<td>Scholarly Communication : Who's Citing Whom?</td>
</tr>
<tr>
<td>Polished, scholarly research is the product of a messy, iterative process through which researchers learn as much by their mistakes as by their successes.</td>
<td>Can conduct a targeted, thorough literature review</td>
<td>Archival research; Literature Review</td>
</tr>
<tr>
<td>Investigation of current knowledge via creation, revision, and distribution of information through relevant communication channels</td>
<td>Document research through writing</td>
<td>Dissertation Camp : Dissertation Log</td>
</tr>
<tr>
<td>Document research through writing</td>
<td>Analyze research through writing</td>
<td>Dissertation Camp : Dissertation Log</td>
</tr>
<tr>
<td>Communicate research through writing</td>
<td>Publish and present information in an effective way</td>
<td>Scholarly Communication : Publication and Peer Review</td>
</tr>
<tr>
<td>Understand scholarly research as a means of discovery, rather than merely the reaffirmation of prior held beliefs</td>
<td>Pay attention to the deeply interconnected practices of making knowledge and communicating it, understanding knowledge as both product and process</td>
<td>Scholarly Communication</td>
</tr>
<tr>
<td>Use a variety of information sources in appropriate contexts</td>
<td>Use a variety of information sources in appropriate contexts</td>
<td>Scholarly Communication</td>
</tr>
</tbody>
</table>
Check out this site to learn how one library adopted the Course Assessment Matrix planning tool, that allows librarians to track forward from the Framework to develop course objectives, learning activities, and, finally, assessment. The tool also permits users to begin with course objectives and track backwards to connect course objectives to the Framework. Jeff shares this planning document for others to use through this site, while also giving an overview of specific examples from recent online instruction for graduate students.
Graduate Students and Library Liaisons

Using ACRL’s Framework for Information Literacy for Higher Education to Guide Our Work

Stephanie Wiegand
Health Sciences Librarian
University of Northern Colorado Libraries
Greeley, CO

Transforming Libraries for Graduate Students
Kennesaw State University
Kennesaw, GA
March 22, 2018
Can librarian liaison work with graduate students be guided by ACRL’s Framework for Information Literacy for Higher Education?
ALA
ACRL
ARL
guidance

Graduate Students Are Unique

No National-Level Current & Comprehensive Best Practices

ACRL Framework
find presentation materials @

libguides.unco.edu/Wiegand/2018TLGS
(including the text to these slides)
literature review

collection development

reference

face to face

virtual
<table>
<thead>
<tr>
<th>Areas of Liaison Work @ UNC</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections</td>
<td>7</td>
</tr>
<tr>
<td>Public Relations</td>
<td>6</td>
</tr>
<tr>
<td>Research Support</td>
<td>10</td>
</tr>
<tr>
<td>Scholarly Comm. Services</td>
<td>9</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>10</td>
</tr>
</tbody>
</table>
liaison areas to ACRL frames

Collections
Public Relations
Research Support
Scholarly Communication Services
Teaching and Learning

Authority Is Constructed and Contextual
Information Creation as Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration
practices unable to map

(C) expend funds
(PR) facilitate problem solving
(PR) respond quickly to queries

(SCS) know departmental publishing reqs
(TL) use variety of teaching techniques
(TL) self-assess/peer review of teaching
<table>
<thead>
<tr>
<th></th>
<th>Authority is Constructed and Contextual</th>
<th>Information Creation as Process</th>
<th>Information Has Value</th>
<th>Research as Inquiry</th>
<th>Scholarship as Conversation</th>
<th>Searching as Strategic Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Comm. Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
liaison areas to ACRL frames

Collections
- Information Has Value

Public Relations
- Authority Is Constructed and Contextual

Research Support
- Research as Inquiry

Scholarly Communication Services
- Information Creation as Process

Teaching and Learning
- Scholarship as Conversation

Searching as Strategic Exploration
moving forward

- balance in liaison work, particularly with graduate students
- ACRL Framework → liaison best practices → practical day-to-day work
THINK • PAIR • SHARE

How do you, or would you, integrate ACRL’s Framework into your day-to-day work (beyond instruction activities)?

When you are done, please share your thoughts & ask any questions.