Transforming Libraries for Graduate Students

Thursday, March 22 - Friday, March 23, 2018

KSU Center

Kennesaw State University

Library System

Welcome

Welcome to the second conference on Transforming Libraries for Graduate Students and to Kennesaw State University.

Lots has happened since the first conference in 2016! A survey of participants at that conference revealed a desire to stay in touch and see a community grow.
In the past two years:

- The KSU Graduate Library created GradLib, a listserv with 449 members.
- Crystal Renfro and Elisabeth Shields (Kennesaw State University) published an account of the first conference in *C&RL News* (78:4: 2017).
- A lunch group met at ACRL 2017 to get to know each other better.
- Leila Rod-Welch (University of Northern Iowa) successfully petitioned for the formation of an ACRL interest group, *Academic Library Services to Graduate Students*, which has since organized sessions at ALA meetings. The listserv associated with this group now has 137 members.
- Crystal Renfro and Cheryl Stiles (Kennesaw State University) are editing a book for ACRL on services for graduate students; the book consists of 34 chapters with 50 contributing authors.
- *The Journal of New Librarianship* has expressed interest in publishing a special issue based on the conference.

The program committee for this year's conference has worked to create a program that is highly participatory and that respects the nascent character of the community of graduate services librarians. We have 113 people registered for the conference, about one third of whom are also presenters. We will have ample opportunity for networking and have allowed time and space for impromptu presentations and meetings.

On a personal note, I feel privileged to have played a role in getting this community off the ground. I am retiring, and Kennesaw State University will step back and pass the baton to others. One of our important functions at this conference is to consider "what next?" While I won't be able to actively participate in the group after this conference, I nonetheless look forward to following the progress of this group.

Once again, welcome!

Elisabeth Shields
Conference Program Chair
Graduate Services Librarian, Kennesaw State University

Acknowledgments

Program Committee

Dr. Elisabeth Shields, Graduate Services Librarian, *Kennesaw State University*

Michael Courtney, Outreach and Engagement Librarian, Assistant Librarian Teaching & Learning, *Indiana University*

Dr. Wendy Doucette, Graduate Research and Instruction Librarian, Assistant Professor, *East Tennessee State University*

Crystal Renfro, Graduate Engineering Librarian and Librarian Associate Professor *Kennesaw State University*

Dr. Susan Smith, Director, Library Services, *University of North Texas/Tarrant County College*

Conference Arrangements

Cheryl Stiles, Director, Graduate Library, *Kennesaw State University*

Aajay Murphy, Managing Editor of the Digital Commons, *Kennesaw State University*

Special Thanks

KSU College of Continuing and Professional Education and KSU Catering

Speaker

Jeff Chastine, *Interim Associate Dean of The Graduate College*

KSU Libraries Administration

Dr. David Evans, *Assistant Vice President and Dean of Library Services and Librarian Professor*

Dr. Linda Golian-Lui, *Associate Dean, Department Chair and Librarian Professor*

Dianne Bridges, *Administrative Associate III for Library Administration*

Conference Volunteers

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Ariel Turner
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KSU Center WiFi Info:
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Password - kennesaw (all lowercase)

Social Media
#GradLibConf

Announcing

Transforming Libraries to Serve Graduate Students

To be published by ACRL in 2018!

Co-Editors

Crystal Renfro
Cheryl Stiles

Assistant Editors

Jennifer Carter
Jennifer Sarra

Contributing Authors Attending the 2018 Conference

Sarah Dick

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Greg Notess

Erin O'Toole

Hannah Rempel

Abby Scheel

Jennifer Sharkey

Schedule at a Glance

Thursday, March 22, 2018

RM 400 **8:00 a.m. - 9:00 a.m. Check in begins.** Enjoy coffee, tea and Continental Breakfast
9:00 a.m. - 9:25 a.m. Welcome and Kick-Off with Elisabeth Shields, Cheryl Stiles, Jeff Chastine

First Sessions 9:30 a.m. - 10:00 a.m.

RM 400 **Mind the Gap: Examining Perceptions of Graduate Student Information Literacy Skills**
Britt Foster and Matt Doyle, *California State University-Fresno*

RM 460 **Not Just Degree-Seekers: Graduate Students As Scholarly Contributors**
Roxanne Shirazi and Jill Cirasella, *City University of New York Graduate Center*

RM 462 **NCSU Libraries Peer Scholars Program: Engaging Graduate Students and Postdocs as Instructors**
Mohan Ramaswamy, *North Carolina State University at Raleigh*

Workshop: 9:30 a.m. - 11:00 a.m.

RM 182 **The Research Savvy Librarians: Boot Camp for Teaching Literature Reviews to Graduate Students**
Kelly Grove, Kyung Kim, and Abby Scheel, *Florida State University*

Second Sessions 10:15 a.m. - 10:45 a.m.

RM 400 **DOIs, Citation Styles, & Citation Mangers: Gateways to Graduate Students**
Greg Notess, *Montana State University-Bozeman*

RM 460 **INDISPENSABLE: A Library's One Stone Strategy to Improve Graduate Student Research Skills, Meet Faculty Research Demands and Contribute to Graduate Student Retention**
Michelle Lang, *Pace University - New York*

RM 462 **The Role of Academic Libraries in the Carnegie Classification**
Michael Doylen, *University of Wisconsin-Milwaukee*

Third Sessions 11:00 a.m. - 11:30 a.m.

RM 400 **International Graduate Students and the Library: Building Relationships at Penn State Great Valley Campus**
Billie Walker, *Penn State University Great Valley*

RM 460 **Creative Collaborations between Librarians and Professors: A New Take on an Old Idea Produces Unique, Transformative Library Internships for Graduate Students**
Brian Keith and Laurie Taylor, *University of Florida*

RM 462 **Using Citation Analysis to Develop a Strategic Plan for a Campus-Wide Scholarly Communication Initiative**
Scott Lancaster, *Texas A&M University-Commerce*

RM 182 **Pop up Session - TBD**

Schedule at a Glance
Thursday, March 22, 2018

RM 400 **11:45 a.m. - 1:00 p.m. Lunch**
(A reminder of your lunch choice can be found on the back of your name badge.)

12:45 p.m. - 1:00 p.m. Acknowledgments and Announcements - Crystal Renfro, Aajay Murphy, David Evans

Fourth Sessions 1:15 p.m. - 2:15 p.m.

RM 400 **Graduate Outreach Services: Perspectives from Two University Library Programs**
Corinne Bishop, *University of Central Florida* and Nashieli Marcano, *Clemson University*

RM 460 **Collaborative Journey: Faculty-Librarian Team Teaching the Capstone and Dissertation Literature Reviews**
Olga Koz and Anete Vasquez, *Kennesaw State University*

RM 462 **Cultivating Cultural Intelligence for Serving International Students**
Wendy Doucette, *East Tennessee State University*; Mandy Havert, *University of Notre Dame*; and Kyung Kim, *Florida State University*

RM 182 **Roundtable: Organizational Models for Reaching Graduate Students**
Nastasha Johnson, *Purdue University*

Fifth Sessions 2:30 p.m. - 3:00 p.m.

RM 400 **Graduate Student Belonging: The Influence of Research Commons on Academic Self-Concept**
Sarah Madsen and Jonathan Tomes, *Baylor University*

RM 460 **Acknowledging Doctoral Students' Reading Experiences**
Rosemary Green, *Shenandoah University*

RM 462 **Supporting Scholars in Training: A User Needs Survey of a Graduate Study Space**
Juliet Rumble and Adelia Grabowsky, *Auburn University*

Workshop 2:30 p.m. - 4:00 p.m.

RM 182 **Building an Archival Literacy Program for Graduate Students at Emory University**
Erica Bruchko, Courtney Chartier, and Jennifer Elder, *Emory University*

Schedule at a Glance
Thursday, March 22, 2018

Sixth Sessions 3:15 p.m. - 4:15 p.m.

RM 400 **Using the ACRL Framework to Build Graduate Services: Librarian Experiences from Three Institutions**
Jennifer Mayer and Stephanie Wiegand, *University of Northern Colorado*; Jeff Dowdy, *Georgia College and State University*; and Mandy Havert, *University of Notre Dame*

RM 460 **Panel: Serving Different Populations**
Mou Chakraborty, *Salisbury University*; Nastasha Johnson, *Purdue University*; Roman Koshykar, *Rochester Institute of Technology*; and Samantha Walsh, *Icahn School of Medicine at Mt. Sinai*

RM 462 **Pop up Session - TBD**

Plenary 4:15 p.m. - 4:45 p.m.

RM 400 **Wrap up Session**
Mike Courtney, *Indiana University*

Dinner 6:00 p.m. - Dine Arounds

Bandera (Modern Mexican $)
El Nopalito (Mexican $)
Taco Mac (Tex-Mex Bar Food $$)
Tin Lizzy's (Tex-Mex $$)

Papi's (Cuban $$)

Yellow Tail Sushi (Japanese $$)

Ippolito's (Italian $$)
Mellow Mushroom (Pizza $$)
Pisano's (Italian $)

The Rotisserie Shop (Comfort Food / American $$)

Boru Ramen Noodle & Poke Bar (Ramen$$)
Penang Malaysian Cuisine (Malaysian $$)

The Nest Kennesaw (BBQ / Beer Garden $$)

SuBourbon Bar & Social Club (Seafood $$)

Taj Mahal (Indian $$)

Schedule at a Glance
Friday, March 23, 2018

RM 400 **8:00 a.m. - 8:30 a.m. Enjoy coffee, tea, or water and Continental Breakfast**

First Sessions 8:30 a.m. - 9:00 a.m.

RM 400 **Becoming a Competent Graduate Librarian**
Wendy Doucette, *East Tennessee State University*

RM 460 **Impediments, Partners, and Proposals: Preparing Graduate Students to Start Their Thesis and Dissertation Proposals**
Erin O'Toole, *University of North Texas Libraries*

RM 462 **Pop Up Session - TBD**

Workshop: 9:00 a.m. - 10:30 a.m.

RM 182 **Creating Transformative Connections with Graduate Students Using a Social Capital Framework**
Mary Markland and Hannah Rempel, *Oregon State University*

Second Sessions 9:15 a.m. - 10:15 a.m.

RM 400 **Roundtable: Supporting Professional Masters Programs in Social Science and Policy Fields**
Elisabeth Shields, *Kennesaw State University*

RM 460 **Preparing Humanities Ph.D.s for Academic and Professional Success**
Chella Vaidyanathan, Erica Bruchko, Scott Libson, and Louis Fagnan, Emory University

RM 462 **Pop Up Session - TBD**

Speakers' Corner 10:30 a.m. - 11:00 a.m.

RM 400 Hear ye, hear ye! Do you have a Shining Success Story or a Tiny Tale of Terror you'd like to share? Bring your joys and your sorrows to Speaker's Corner where we will laugh and cry together! Need help with a problem? Let us crowd source it for you in 5 minutes or less. We share because we care.

Wrap Up and What's Next 11:00 a.m. - 11:45 a.m.

RM 400 **Reflections on the conference and ideas for the future**
Discussion lead: **Mike Courtney**, *Indiana University*

Thursday, March 22, 2018
RM 400 9:30 a.m. - 10:00 a.m.

Britt Foster and Matt Doyle

Mind the Gap: Examining Perceptions of Graduate Student Information Literacy Skills

Understanding instructional faculty perceptions about graduate student information literacy is helpful for designing and providing graduate student information literacy/research skills services. Often, however, there is a gap between the expectations faculty have of graduate students, and the readiness of graduate students to engage in the high-level, complex information skills necessary in this stage of their academic career.

This study examines three aspects of graduate student information literacy:

- Faculty perceptions of graduate student information literacy
- First-year graduate students' perception of their own information literacy skills
- Actual information literacy skills of first-year graduate students, as determined by the Threshold Achievement Test for Information Literacy (TATIL).

In this presentation, the researchers will discuss the key findings from this investigation, and implications for providing information literacy/research skills outreach and instruction for graduate students and their faculty/advisors.

The researchers will also discuss the development of the "Perceptions of Information Literacy Skills" (PILS) test. This test was designed around the Framework for Information Literacy in Higher Education, and was used to measure both faculty and graduate student perceptions of information literacy skills.

Attendees will leave the presentation with a potential work flow for administering the PILS test at their own institution, as well as some insights into the discovered barriers and opportunities for "closing the gap" between faculty expectations and graduate students' real information skills.

Thursday, March 22, 2018
RM 460 9:30 a.m. - 10:00 a.m.

Roxanne Shirazi and Jill Cirasella

Not Just Degree-Seekers: Graduate Students As Scholarly Contributors

Most graduate students are required to produce theses and dissertations that make an original contribution to the field of study. This requirement informs how students and faculty approach graduate research, but colleges and universities often treat the culminating works merely as student records, not scholarly contributions encompassing original research.

Librarians, however, are uniquely situated to treat graduate students as emerging participants in the scholarly communication ecosystem and to help them prepare their culminating works for an outside audience. Librarians have the expertise to advise students during the submission process with questions regarding copyright, licensing, fair use, and author's rights, as well as the awareness to spot such issues even when students are not aware of them. Our institution recently moved responsibility for thesis and dissertation deposit from an administrative role to a librarian position.

We will present our experience transforming the deposit process into a scholarly communication consultation, and will provide a first-hand report of the educational benefits of making deposit a library function, helmed by a copyright-literate librarian.

This session will engage participants in an exercise to identify how and where the thesis approval process takes place on their campuses, and strategize ways to insert librarian-led scholarly communication consultations into the graduation checklist.

Thursday, March 22, 2018
RM 462 9:30 a.m. - 10:00 a.m.

Mohan Ramaswamy

NCSU Libraries Peer Scholars Program: Engaging Graduate Students and Postdocs as Instructors

In Fall 2017, the NCSU Libraries launched the Peer Scholars Program, which gives graduate students and postdoctoral researchers the opportunity to teach specific research skills to the NC State community. The goals and benefits of this new program are vast, including scaling library-hosted workshop offerings, building a community of practice around peer to peer teaching and learning, and providing valuable opportunities for graduate students and postdoctoral researchers to publicly present and teach their expertise.

By sharing their expertise with the NC State community, early career researchers gain valuable teaching experience, improve their communication skills, and experiment with classroom technology in an informal teaching setting. Peer Scholars partner with subject librarians to develop, plan, and deliver talks and workshops.

Interested participants are invited to propose topics for talks or workshops. Topics have ranged from advanced skills in statistical software and computer programming to more effective research communication skills and interactive instruction on creating an online research portfolio.

This session will include a discussion of the Peer Scholars Program, including development, deployment, and lessons learned. Participants will leave with recommendations for exploring similar programming at their own institutions.

Thursday, March 22, 2018
RM 182 9:30 a.m. - 11:00 a.m.

Kelly Grove, Kyung Kim, Abby Scheel

Workshop: The Research Savvy Librarians: Boot Camp for Teaching Literature Reviews to Graduate Students

Writing literature reviews is among the most common assignments for graduate work, and a requirement for all theses and dissertations. Students find this often a complex and even overwhelming process as the graduate students need to identify and get eligible literature on the topic, read and evaluate literature, and take notes about trends, patterns, and the latest development of the scholarship on the topic.

Writing literature reviews involves a number of skill sets from the students, but practical guidance on each step in the process is often not provided by professors. Librarians have helped the students to search databases and library catalogs and to get materials, but in order to help the students to do their best for the task, librarians need to have a solid understanding of the whole process of the review project, know available digital tools and apps to help scholars manage the task more productively, develop a librarian's toolkit to support literature review projects, and know the advanced techniques to conduct searches in more systematic and reproducible ways.

In this workshop, a team of three subject librarians in Humanities, Social Sciences, and STEM, will give an overview of the literature review project from the students' point of view, and will share tips for the subject librarians to teach literature reviews in their respective field.

The attendees will join one of the three groups of Humanities, Social Sciences and STEM librarians, and participate in customized hands-on exercises and small group discussions.

Thursday, March 22, 2018
RM 400 10:15 a.m. - 10:45 a.m.

Greg Notess

DOIs, Citation Styles, & Citation Mangers: Gateways to Graduate Students

Managing citations, styles, and formatting is often one of graduate students' least favorite (and time consuming) aspects of writing theses, dissertations, and other scholarly products. Librarians, in offering to help expedite graduate students' work by teaching workshops and offering support of citation managers, styles, and DOIs. In addition to helping the graduate students become more efficient in managing their sources, librarians can also introduce other information literacy concepts as well as providing information about databases and library services.

Citation managers, like EndNote, Mendeley, and Zotero (to name several of the dozens available), can be a huge time-saving tool, but all of them tend to have a steep learning curve. Positioning the library as the primary source for citation management support and instruction opens the door for many other information literacy topics. Uses of citation managers include literature searching from within the manager, integration with databases and publisher web sites, citation elements including DOI explanations, variations in citation styles, and issues with scholarly publishing. Troubleshooting issues with citation managers can lead to explanations about organizations as authors, authority lists for authors or journal titles, title variants, data management, and permanence of URLs.

Since citation managers can be used for searching, reading, analyzing, note taking, organizing, citing, and publishing, such instruction can position librarians to be guides for the whole research and writing process.

Come with your questions and stories to share as well.

Thursday, March 22, 2018
RM 460 10:15 a.m. - 10:45 a.m.

Michelle Lang

INDISPENSABLE: A Library's One Stone Strategy to Improve Graduate Student Research Skills, Meet Faculty Research Demands and Contribute to Graduate Student Retention

At Pace University and other master and doctoral universities and colleges, Graduate Students are not usually among the systematically targeted. In the fall of 2016, I undertook to specifically target Graduate Assistants (GA's) working for faculty in research assistantships. Securing an academic assistantship is a coveted and competitive endeavor, but if the GA does not have the required research skills they can be out after only one semester. While being aware of university retention goals and the gap between GA research skills and faculty research demands, I started a pilot project of creating GA research workshops based on the specific needs of an academic department.

My presentation will focus on the variety, number and content of GA research workshops taught, tips for partnering with academic assistant deans, staff and faculty and systems for creating measurable outcomes that make the role of the library indispensable in the minds of graduate students and faculty. This is just one example of a controlled targeted program to support graduate students AND faculty.

Time permitting, this session could include a pair and share activity for participants to talk about the likelihood of instituting a similar program in their libraries and what they imagine the pitfalls or progress to be.

Thursday, March 22, 2018
RM 462 10:15 a.m. - 10:45 a.m.

Michael Doylen

The Role of Academic Libraries in the Carnegie Classification

In early 2016, the University of Wisconsin-Milwaukee (UWM) received the news that it had been elevated in the Carnegie Classification of Institutions of Higher Education rankings from an R2 to an R1 institution. The "highest research activity" rating was given to only 115 of the 4,665 universities evaluated in 2014. In Wisconsin, only UWM and UW-Madison received the rating.

In response to this unexpected but welcome news, the university took steps to understand how it had achieved this distinction and, as importantly, how it would sustain its R1 rating for the next evaluation period. In partnership with the campus units such as the Office of the Research and the Graduate School, the UWM Libraries undertook a review of its own programs and services to identify ways to support this important campus effort.

This presentation will report on Carnegie Classification metrics that are especially relevant for academic libraries, and highlight the ways in which the UWM Libraries extended services to graduate students in order to support the university's goals around retaining its R1 status. Such services have included developing a space dedicated specifically for UWM dissertation to focus on their writing (The Scriptorium) and offering workshops to orient graduate students to scholarly publication process.

Thursday, March 22, 2018
RM 400 11:00 a.m. - 11:30 a.m.

Billie Walker

International Graduate Students and the Library: Building Relationships at the Penn State Great Valley Campus

Most graduate students are required to do research using the library whether in person or online, to complete their graduate studies. While most students who received their undergraduate degrees at U.S. colleges and universities have knowledge about American libraries, international students who have not attended these universities may not have the same experience. The library literature points out that international students face language and cultural challenges in using the library and learning information literacy skills.

Penn State University Great Valley is a graduate campus consisting of a 10% international student population. In order to serve international students better, libraries need to understand how they are perceived by this student population. This pilot aims to gain insight into a wide variety of student opinions and their experiences in libraries. Based on the students' perception, recommendations and future strategies will be developed to improve library services and outreach.

Thursday, March 22, 2018
RM 460 11:00 a.m. - 11:30 a.m.

Brian Keith

Creative Collaborations Between Librarians and Professors: A New Take on an Old Idea Produces Unique, Transformative Library Internships for Graduate Students

The declining job market for tenure-track academic positions and increasing competition for other professional positions are challenging graduate students. They need opportunities for exposure to alternative careers and opportunities to gain work experience and skills. The Smathers Graduate Student Internship Program fills this void in an innovative way and transforms the library into a career laboratory and professional learning space. The Internship Program maximizes benefits for graduate students, libraries, and teaching department collaborators. Internships are proposed in collaboration between librarians and academic faculty. Awards are made via a competitive process.

Benefits:

- Graduate student: career skills, increased opportunities, work experience, living wage, and professional development
- Libraries: new partnerships with academic units, worthwhile projects with defined deliverables, transformative collaboration, and opportunities for recruiting diverse experts into libraries
- Librarian: professional experience, accomplishments, and/or scholarship.

Teaching faculty and departments: impactful collaborations, and opportunities to grow and connect constellations of communities of practice focused on graduate education
The very successful program saw over $30,000 in paid internships awarded in the first year, which was made possible by the large community of practice, including several groups focused on diversity in academia and diversity in libraries.

This presentation will review the internship program's goals and design as they relate to increasing learning and career prospects for graduate students, and promoting the diversity of expertise for unique and impactful library projects and programs. A study assessing the interns' and other stakeholders' experiences and outcomes will be included.

Thursday, March 22, 2018
RM 462 11:00 a.m. - 11:30 a.m.

Scott Lancaster

Using Citation Analysis to Develop a Strategic Plan for a Campus-Wide Scholarly Communication Initiative

As scholarly communication continues its digitally driven shift away from a publishing model rooted in print culture, it is essential that the academic library maintain its impact by keeping in step with rapidly changing expectations and practices. As future faculty, today's graduate students must learn the skills to carefully evaluate publishers, consider copyright in a digital environment, use information ethically and responsibly, and avoid unscrupulous vendors and publishers who prey on those who must "publish or perish." While they develop knowledge in their respective fields, they cannot afford to be unaware of both the opportunities and pitfalls of modern scholarly communication.

This presentation will discuss the steps a mid-size regional state university has taken to meet the needs of its graduate students who are planning to contribute to the scholarship in their fields through research and publication.

This began several years ago with the establishment of a digital collections archive to provide open access to the university's master's theses and doctoral dissertations. This increased distribution of the university's scholarly output created a greater need for bibliographic instruction and outreach to the various departments in order to maintain the integrity of the scholarship.

Citation analysis of past theses and dissertations were conducted in order to identify trends and needs. The findings were shared with the graduate school and teaching faculty and created a partnership which highlighted the necessity for increased campus-wide collaboration in developing a scholarly communication initiative.

Thursday, March 22, 2018
RM 400 1:15 p.m. - 2:15 p.m.

Corinne Bishop and Nashieli Marcano

Panel: Graduate Outreach Services: Perspectives From Two University Library Programs

This session highlights graduate outreach services at the University of Central Florida and Clemson University libraries and compares institutional program approaches, outreach strategies, and the research needs of student populations in the Social Sciences and Engineering.

The presenters coordinate graduate outreach services at their institutions, and the first part of the presentation will include a discussion of each institution's service model and each librarian's role. Details about collaborations with campus partners and networking, f2f workshops and use of online platforms (Canvas LMS) to promote services, recruiting outreach advocates, and marketing programs will also be discussed.

The second part of the session will include a focus-group activity using a series of question prompts to generate discussion about outreach topics and engage attendees in learning what other libraries are doing to provide graduate outreach services.

Attendees will be asked to share their experiences guided by the following question prompts:

- What graduate outreach services are offered at your library?
- How does your library coordinate and evaluate graduate outreach programming?
- What is your elevator pitch and/or approaches to marketing graduate outreach?
- Do you offer graduate workshops? If so, what topics and formats are offered (F2F or online)?
- What are two (or more) best practices your recommend to support/promote graduate outreach?

Thursday, March 22, 2018
RM 460 1:15 p.m. - 2:15 p.m.

Olga Koz and Anete Vasquez

Panel: Collaborative Journey: Faculty-Librarian Team Teaching the Capstone and Dissertation Literature Reviews

Teaching how to review literature for a thesis, capstone project or dissertation is often a daunting endeavor. Librarians traditionally are invited to assist students with only one of the associated tasks, searching for relevant literature. The presenters of this session developed a co-teaching model of a literature review that guides students through the multiple processes of finding, analyzing and synthesizing prior knowledge in their fields of study. This session stems from a two-year action research study which analyzed the impact of various teaching methods and strategies for graduate students' literature reviewing and research skills. The study revealed a collaboration sweet spot; the most significant gains accrued when the librarian provided input into syllabus, assignments, and rubric design, created learning modules and engaged with students in the strategic group and individual sessions.

Participants will be able to access the elements of learning modules, tutorials, and activities online and provide immediate or after session feedback.

This interactive 50 min workshop includes the following activities:

- Define the collaborative model(15 mins):
- Through a PowerPoint presentation, we will introduce and explain core instructional practices to our co-teaching model, including evidence-based assessment and future questions to consider when implementing this model.

Analyze examples (15 mins):

- Participants will briefly review the materials (learning modules, activities, tutorials and other) and select an instructional practice that is most useful to them

Round Robin (20 mins):

- Groups could be created, and each group has 10 minutes to develop their co-teaching models based on their context and present to the rest of the workshop.

Thursday, March 22, 2018
RM 462 1:15 p.m. - 2:15 p.m.

Wendy Doucette, Mandy Havert, Kyung Kim

Panel: Cultivating Cultural Intelligence for Serving International Students

The number of international graduate students continues to rise at American universities nationwide. While academic librarians wish to serve this student population effectively, few of us have received formal training or meaningful exposure to this sector of our student populace. This panel will provide first-person experiences from academic librarians who are actively engaging with and researching international students. Acknowledging and encouraging cultural diversity fosters the awareness of building inclusivity into graduate programming. Rather than viewing international students as a challenge to be resolved with a one-size-fits-all approach, cultivating cultural intelligence makes us more thoughtful and effective instructors and service providers for all students. This panel will discuss:

- Tailoring services and support from the perspective of inclusivity for all students.
- Empirical best practices and lessons learned from focus groups with international students.
- Tips for providing sessions tailored to multicultural audiences across the disciplines.
- Partnerships with International offices, programs, and groups on campus.
- The problem of academic writing.
- Shared aspects of the graduate student experience.
- Plagiarism and the academic honor code.
- Thoughts about future engagement.
- A current list of professional resources will be provided.

We anticipate audience discussion will be generated by this topic and will encourage participation through informal polling and direct questions.

Thursday, March 22, 2018
RM 182 1:15 p.m. - 2:15 p.m.

Nastasha Johnson

Roundtable: Organizational Models for Reaching Graduate Students

Are you challenged by your library's organizational structure when meeting the needs of the graduate students at your institution?
Do you need more support from your chain of command or more support laterally to get the work done? Both?

This roundtable is for you! We'll discuss some of our problems but most importantly, we will discuss some solutions for getting our graduate students service fulfilled, within the current organizational limitations. Together we will assess what will help us make the most of our resources to do our best work.

Participants will share and learn best practices when working with the barriers of existing job descriptions (or lack thereof.) Participants will also share and learn how to work smarter with existing organizational support.

Thursday, March 22, 2018
RM 400 2:30 p.m. - 3:00 p.m.

Sarah Madsen and Jonathan Tomes

Graduate Student Belonging: The Influence of Research Commons on Academic Self-Concept

This presentation will feature the definition and applicability of academic self-concept, connections between graduate students' academic self-concept scores and levels of engagement in the GRC – as evidenced by data gathered from master's and doctoral students at Baylor – and implications for programming, the development of research commons, and graduate student success in light of these findings.

Overview

- Introductions and ice-breaker activity that introduces audience to academic self-concept (5 minutes)
- Review of relevant literature (2 minutes)
- Study methodology and survey overview (3 minutes)
- Research findings (10 minutes)
- Implications for learning commons and future research (5 minutes)
- Question and answer with audience (5 minutes)

After participating in our conference session, our hope is that participants will:

- Recognize the need for research or learning commons;
- Be able to define and apply academic self-concept, especially in relation to graduate students;
- Understand the relationship between academic self-concept, institutional fit, and sense of belonging, through the lens of graduate student achievement;
- Appreciate the role of a research commons in influencing graduate students' academic self-concept;
- And acknowledge the greater implications of environment on student success in higher education.

Thursday, March 22, 2018
RM 460 2:30 p.m. - 3:00 p.m.

Rosemary Green

Acknowledging Doctoral Students' Reading Experience

Despite the ubiquity of images, sound, and other media, written text holds firm as the principal means of transmitting information in many doctoral programs. As graduate librarians, we offer guidance with numerous information delivery systems, most of which require navigating text at some point.

Graduate librarians are well positioned to acknowledge and even to help dispel the assumption that doctoral students, having been accepted into advanced study, are proficient readers. My purpose is to shine a light on doctoral students' reading experiences, supported with results from a small-scale study of graduate students' perceptions of reading academically.

Many times, graduate students must read unfamiliar, complex language in order to develop the discursive practices of the academy and their research fields. Seemingly, they must learn advanced reading techniques and secondary discourses on their own. On the other hand, those of us who have been reading for a long time unconsciously deploy sophisticated reading strategies; we may be unaware that we can support graduate students' efforts to learn skills that we take for granted.

The aim of this presentation is to make visible graduate students' reading practices and experiences, in particular those of doctoral students of music who must confront many forms of scholarly rhetoric. Participants will be invited to share their own academic reading practices and to reflect on assumptions regarding doctoral students' reading abilities.

I will provide a few tools that graduate librarians may wish to offer doctoral (and other) students.

Thursday, March 22, 2018
RM 462 2:30 p.m. - 3:00 p.m.

Adelia Grabowsky and Juliet Rumble

Supporting Scholars in Training: A User Needs Survey of a Graduate Study Space

A separate study area reserved for faculty and graduate students was established at Auburn University's Draughon Library in 2008, but, for many years, there was no formal effort to study the use of the space.

In 2016, recognizing that the needs of these user groups differ in significant respects from those of undergraduates, the presenters developed a questionnaire to gather information on the faculty and graduate students using the area and the adequacy of the space to support their work practices.

For two weeks in the summer and four weeks in the fall of 2016, users visiting the area were asked to complete a survey that asked about their departmental/college affiliation, how often they used the space and the length of time they spent there, the type of work they were doing, and whether anything was preventing them from accomplishing their goals. The questionnaire also invited users to provide additional feedback they had about the space.

The presenters will share the results of their research, the steps they took to improve the study area based on the feedback they received, and the campus partnerships they forged to support the graduate "scholars in training" who are the primary users of this space.

At the outset of the talk, audience members will be asked to lend their voices to the question of what elements are most important to library environments that aim to facilitate the academic work of graduate students.

Thursday, March 22, 2018
RM 182 2:30 p.m. - 4:00 p.m.

Erica Bruchko, Courtney Chartier, Jennifer Elder

Workshop: Building an Archival Literacy Program for Graduate Students at Emory University

Graduate students in the humanities and social sciences rarely receive formal departmental training in archival literacy. Even disciplines that rely heavily upon archival evidence devote surprisingly little time to the nuts and bolts of finding and using rare book and manuscript collections. Academic libraries are uniquely positioned to fill this gap in the curriculum.

This workshop will explore how to organize and implement a graduate training program in archival literacy at your institution by modeling one successful initiative, The Archives Research Program (ARP) at Emory University. This joint project of the Stuart A. Rose Manuscript, Archives, and Rare Book Library and the Robert W. Woodruff Library consists of workshops and speaker series that seek to build graduate students' proficiency and confidence when using archives.

Topics include archival arrangement and description, archives etiquette, finding archives, using digitized collections, understanding born digital collections, travel and research funding, care and handling, and productivity tools for archives. Since its founding in 2014, 100% of student participants responded that they would recommend the workshop to their colleagues.

After brief discussions of the program's development, implementation and lessons learned, participants in (this hands-on workshop will be introduced to the program's curriculum and will work to adapt it for your library. At the end of the workshop, you will be able to assess the needs of graduate student populations, identify institutional partners, and select relevant modules to begin building your own archival literacy program.

Thursday, March 22, 2018
RM 400 3:15 p.m. - 4:15 p.m.

Jeff Dowdy, Mandy Havert, Jennifer Mayer, Stephanie Wiegand

Panel: Using the ACRL Framework to Build Graduate Services: Librarian Experiences from Three Institutions

Our panelists, representing three academic libraries, used a variety of approaches to apply the ACRL Framework for Information Literacy for Higher Education to our work with graduate student populations.

One panelist addresses the process of developing an inventory of research skills for graduate students using the Framework to guide the creation of this tool.

Another panelist discusses experiences using the Framework to guide planning for graduate student workshops and a writing intensive, aka boot camp.

The third panelist shares observations implementing the ACRL Frames into lesson plan development for graduate student instruction.

The final panelist describes an approach using the Framework to influence a variety of liaison activities with graduate students, and how the Framework does and does not map to liaison guidelines.

Attendees will have the opportunity to join a guided discussion with the panelists and share how they engage with the Framework.

Thursday, March 22, 2018
RM 460 3:15 p.m. - 4:15 p.m.

Mou Chakraborty, Nastasha Johnson, Roman Koshykar, Samantha Walsh

Panel: Serving Different Populations

Meeting the needs of graduate students systematically and intentionally can be a daunting strategic initiative. The students' interests, expertise, and career objectives can vary greatly. Understanding and addressing gaps in their knowledge can an insurmountable obstacle, seemingly, as well. Politically there may be silos to contend and barriers to perception of "what libraries can do."

This panel discussion offers different institutions the opportunity to discuss the wins and losses of reaching different graduate populations. The objective of the panel discussion is to openly share the strategies that have worked for different populations, as well as strategies that can be scaled and tailored depending on the needs of the groups served.

Your Moderator will be Nastasha Johnson of Purdue University, and will ask questions such as:

- What, by far, as been your campus's greatest achievement in reaching graduate students?
- What service or tool did your institution try that was a blaring error?
- In a perfect world, what do you need the most to have the greatest impact on graduate services?
- Does your institution have a strategic plan for reaching graduate students or for outreach?

The goal of the panel presentation is for those who attend and those who present to learn from each other and craft new ideas that can be scaled accordingly for their individual home institutions.

Friday, March 23, 2018
RM 400 8:30 a.m. - 9:00 a.m.

Wendy Doucette

Becoming a Competent Graduate Librarian

As I enter my fourth year as a graduate librarian (and my 10th year of academic librarianship and my 29th year of teaching), I'm struck by how my approach to graduate students continues to shift. To my surprise, every academic year has brought a new revelation concerning what our students don't know and do need, which necessitates a corresponding revision of service on my part. Although "competence" is a relative term, I feel strongly that the needs of our graduate students—and the skills necessary for us as providers to fulfill these requirements—are similar to those at other institutions and would like to share some of these findings with my fellow graduate librarians.

Points for discussion will be:

- Getting to know student needs (for real)
- Empathy and perspective
- Problem-based lifelong learning
- Partnerships

I will provide examples of how these shifts in perspective have manifested with regard to explanatory content for students, particularly with literature review and the writing process overall.

I will also discuss the search for internal versus external sources, which I expect will foster input and dialogue from participants.

Friday, March 23, 2018
RM 460 8:30 a.m. - 9:00 a.m.

Erin O'Toole

Impediments, Partners, and Proposals: Preparing Graduate Students to Start Their Thesis and Dissertation Proposals

Subject librarians at the University of North Texas have partnered with the graduate school and teaching faculty to help students achieve a major milestone in the graduate life cycle – writing and successfully defending the dissertation or thesis proposal.

This presentation will share the impediments UNT graduate students faced, the partners gathered to support the students, and the resulting Proposal Preparation Workshop, which the library has offered since Fall 2015.

Participants will be given time to reflect on their own institutions and record on a worksheet potential impediments, partners, and actions that may support their students in writing and defending their proposals.

The presentation will conclude with Q&A and a discussion of participants' ideas.

Those who would like to anonymously share their ideas through the Kennesaw State University Digital Commons following the conference are encouraged to photograph and then submit their completed worksheets to the presenter.

Friday, March 23, 2018
RM 182 8:30 a.m. - 10:00 a.m.

Mary Markland and Hannah Rempel

Workshop: Creating Transformative Connections with Graduate Students Using a Social Capital Framework

Graduate school is a transformative time for many students. For some students, this is an exciting adventure that allows them to explore new ideas and more fully express themselves. However, many graduate students experience feelings of anxiety, frustration, and exclusion because they don't feel like they belong to this academic community. Socially-based struggles frequently lead to lower levels of retention among graduate students.

Because librarians typically work outside departmental or graduate school hierarchies, we often strive to act as information brokers for graduate students as they navigate their learning communities. In this workshop, we will explore the theories of Social Capital and Information Poverty to provide a lens for examining graduate students' existing social networks. We will create social capital maps based on graduate student scenarios to develop a better understanding of the connection between our beliefs about graduate students' information needs and our perceptions of how those needs are provided. We will also explore the unique social capital perceptions and needs of historically underrepresented and underserved students. Participants will examine ways they can increase engagement with these students.

Through the use of a variety of reflective activities, we will guide participants through ways to use social capital within their own context to improve interactions with graduate students. We look forward to transforming our awareness of graduate students' affective and information needs so we can provide appropriate and meaningful assistance.

Friday, March 23, 2018
RM 400 9:15 a.m. - 10:15 a.m.

Elisabeth Shields

Roundtable: Supporting Professional Masters' Programs in Social Science and Policy Fields

Professional masters programs in the social sciences and policy fields prepare participants for middle and senior positions in the private sector, government, non-profits, and international organizations. Librarians face distinctive challenges in supporting such programs. Faculty teaching in these programs may be adjuncts unfamiliar with their institution's library offerings and services. Some students have just completed undergraduate programs, while others have been in the workforce for years.

Post-graduation, most students will work in knowledge-heavy environments where they are expected to evaluate and produce knowledge products such as technical papers, white papers, policy and program analyses, proposals, plans, and evaluation, yet they will not typically have access to the scholarly literature as provided through academic libraries.

How have librarians supporting such programs adapted to support such students? What mix of academic and open resources do libraries and librarians incorporate in their teaching, research guides and collection development activities? Participants are encouraged to be prepared to share outlines of research guides, slides, exercises and other material they use in working with students in these programs.

Friday, March 23, 2018
RM 460 9:15 a.m. - 10:15 a.m.

Erica Bruchko, Louis Fagnan, Scott Libson, Chella Vaidyanathan

Panel: Preparing Humanities Ph.D.s for Academic and Professional Success

Professional development for humanities Ph.D. students is a hot topic thanks to increased focus from scholarly associations, universities, and foundations.

This panel explores how Emory University's Woodruff Library Fellowship program and a pilot initiative by two history subject librarians support graduate students on the job market. The fellowship program has helped advanced graduate students gain skills in various fields. The new initiative, begun in January 2017, helps Ph.D. students diversify their skill-sets to succeed academically as well as professionally. The end goal is to help graduate students understand the value of their subject expertise and research skills in various settings while also identifying and developing new skills to make them more competitive in the current job market.

Part of this presentation will also focus on the experiences of Emory history Ph.D.s who have benefited from the Woodruff Library Fellowship program and the pilot initiative. They will chronicle their work with librarians and archivists, the skills that they acquired through these partnerships, and the practical aspects of preparing for non-traditional careers.

Presenter Biographies

Dr. Corinne Bishop

Dr. Bishop is Graduate Outreach and Social Sciences Librarian at the University of Central Florida. She coordinates the Libraries' graduate events and graduate workshops presented in collaboration with the College of Graduate Studies for the Pathways to Success series.

Dr. Erica Bruchko

Erica Bruchko is the United States History and African American Studies Librarian at Emory University's Robert W. Woodruff Library. She has a B.A. in History and Anthropology from the University of South Carolina and a Ph.D. in History from Emory University.

Mou Chakraborty

Mou Chakraborty is Director of External Library Services at Salisbury University.

Courtney Chartier

Courtney Chartier is the Head of Research Services at Emory University's Stuart A. Rose Manuscript, Archives, and Rare Book Library. She has a B.A. in American Studies and a M.S. in Information Studies from the University of Texas, and a M.A. in Southern Studies from the University of Mississippi. She is currently on the Council of the Society of American Archivists.

Jill Cirasella

Jill Cirasella is Associate Professor and Associate Librarian for Public Services and Scholarly Communication at the Graduate Center, City University of New York. In this position, she oversees reference, instruction, outreach, circulation, interlibrary loan, thesis/dissertation services, and scholarly communication initiatives. A vocal advocate of open access (OA), Jill spurred the creation of the CUNY Academic Works repository, and she continues to promote understanding of OA at CUNY and beyond. Her research also centers on OA, including the anxieties surrounding OA dissertations, and she serves on the boards of three OA journals, including the Journal of Librarianship and Scholarly Communication.

Presenter Biographies

Michael Courtney

Mike is the Outreach and Engagement Librarian at Indiana University. He connects the Libraries' resources and services to the academic priorities of various campus communities and student audiences, including first-year students, distance learners, international students, transfer students, graduate students, and others; he also serves as the collection manager for the Undergraduate Core Collection. As an active participant in the instructional initiatives of the Teaching & Learning department, Mike provides leadership and direction for librarians and graduate instruction assistants in the effective design and teaching of information literacy education. In addition, Michael is responsible for coordinating the libraries' distance education services and their collaboration with distance education programs across the university system.

Dr. Wendy Doucette

Wendy is an assistant professor and the Graduate Research and Instruction Librarian at East Tennessee State University. She is the lead instructor and developer of the Sherrod Library Graduate-Level Academic Workshop series and an embedded librarian for the Graduate School's Thesis and Dissertation Boot Camp. She holds an M.S. in Library and Information Science from Florida State University and a Ph.D. from Stanford University. Her research interests center on 360-degree literacy, visual literacy, problem-based learning, and serving first-generation and international graduate students.

Jeff Dowdy

Jeff, an M.L.I.S. graduate of Florida State University, has worked the past four years as Graduate Librarian at Georgia College in Milledgeville. During that time, the college has mirrored national changes in libraries, shifting from face-to-face to online instruction, and from one-shots to consultations and pre-designed modules. Currently, Jeff is trying to ease the tension between assessment and dynamic/responsive instruction, and hopes to see more scaffolded instruction at Georgia College.

Presenter Biographies

Matt Doyle

Matt is a Public Services Librarian at California State University, Fresno, where he serves as liaison to the education department. He received his M.L.I.S. in 2010 from the School of Communication & Information at Rutgers University. He is also a member of the Henry Madden Library Graduate Interest Group, planning and coordinating efforts to serve graduate students.

Dr. Michael Doylen

Michael is the Associate Vice Provost and Director of Libraries at the University of Wisconsin-Milwaukee. He holds a Ph.D. from the University of California, Santa Cruz and an M.L.I.S. from the University of Wisconsin-Milwaukee.

Jennifer Elder

Jennifer is the Psychology and Women's, Gender, and Sexuality Studies Librarian at Emory University's Robert W. Woodruff Library. She has a B.A. in Psychology from Boston University, a M.A. in English and American Literature from New York University, and a M.L.I.S. from Florida State University.

Louis Fagnan

Louis is a Ph.D. candidate in History at Emory University. His research focuses on politics and race in the post-Civil War Deep South. He has a B.A. and M.A. from McGill University.

Britt Foster

Britt is a Public Services Librarian to several of the agricultural sciences departments at California State University, Fresno. She also serves on the Graduate Interest Group (GIG), working with colleagues to serve the unique needs of post-baccalaureate students on the Fresno State campus. Britt completed her M.L.I.S. from UCLA in 2011, and anticipates completing a master's in education in Spring 2018.

Presenter Biographies

Adelia Grabowsky

Adelia is the Health Sciences Librarian at Auburn University.

Dr. Rosemary Green

Rosemary, Graduate Programs Librarian at Shenandoah University, is an information literacy instructor and researcher concerned with graduate students' academic literacies: reading, writing, information, and research.

Kelly Grove

Kelly is currently a STEM Research and Learning Librarian and the subject librarian for the Earth, Oceanic, and Atmospheric Science Department, Chemistry and Biochemistry Department, and the Biology Department at Florida State University. She graduated from the University of Idaho with a B.S. in Geology and attended the University of Alabama for her masters in Library and Information Science. She is currently a member of ALA, ACRL, and ACRL's sub group of STS.

Mandy Havert

Mandy is the Digital Research and Outreach Librarian and the interim supervisor for the Center for Digital Scholarship at the Hesburgh Libraries at the University of Notre Dame. Mandy builds relationships with graduate students to encourage the use of the Libraries' new and existing services and to strengthen research and scholarly output for students at all levels. Her work includes planning and implementing workshops, providing library instruction for students in the Writing and Rhetoric classes as well as in graduate seminars. She is interested in connecting people to resources, how organizations work and leadership development.

Nastasha Johnson

Nastasha is Assistant Professor of Library Science at Purdue University. She serves as Chair of GRIP, Graduate Research Information Program, Purdue Libraries' committee that organizes graduate student services and resources.

Presenter Biographies

Brian Keith

Brian, Associate Dean for Administrative Services and Faculty Affairs at the University of Florida libraries, is the senior administrator for Human Resources, Staff Development, Grants Management, Facilities, and Finance and Accounting. He directs the areas for recruitment; employee relations; compensation plan design and administration; performance management; T&P administration; and grants administration. Keith is a prolific national speaker on diversity and recruitment, with a focus on demystifying the recruitment process for MLS program students, particularly those from traditionally under-represented groups. He also focuses on communicating library career prospects for non-MLS professionals. Keith co-developed the Smathers Graduate Student Internship Program with Dr. Taylor.

Dr. Kyung Kim

Kyung earned a Ph.D. in Library & Information Science at Rutgers University. Prior to joining the FSU Libraries as Business & Communication Librarian, Kyung taught at the iSchool of the Florida State University over nine years. Kyung has expertise in User Studies, and database & Internet searching. Her research interests include innovative information services for faculty and graduate students, scholarly communication, curriculum development, embedded librarianship for distance learners, and information support for entrepreneurs and global business researchers. She is one of the three liaison librarians for the international students and faculty on campus.

Roman Koshykar

Roman is Computing and Information Sciences Librarian and Graduate Services Coordinator at the Wallace Center at Rochester Institute of Technology.

Dr. Olga Koz

Olga, M.L.S., D.M. is the Graduate Education Librarian at Kennesaw State University. An experienced librarian and an instructor who worked in research, public, and academic libraries for more than 30 years. During her career, she applied her education and expertise in research, psychological consulting, teaching, information, and media management to the myriads of projects that innovate and transform learning, teaching, knowledge sharing, and libraries.

Presenter Biographies

Dr. Scott Lancaster

Scott has a Ph.D. in English (Critical Literacy) from Texas A&M University-Commerce and a Master's of Library Science from the University of North Texas. In addition to his work as an Associate Librarian, he teaches undergraduate and graduate courses in the Department of Literature and Languages and the Department of Higher Education. He is actively involved in several academic associations, and has given multiple conferences presentations on issues of academic librarianship, textual scholarship, literary criticism, scholarly communication, and digital technology. He is actively engaged in issues of global interest at the campus of A&M-Commerce.

Michelle Lang

Michelle is the Assistant University Librarian for Graduate Services at Pace University. For 17 years prior, she had been the Pace "Graduate Services Librarian" managing the Graduate Services Library on a smaller campus. Before Pace, she managed a graduate library for international MBA's in Tel Aviv, Israel and before that she worked at NYU as a clinical librarian for the NYU Medical School in Manhattan. She has devoted the past 25 years of her professional career to graduate education.

Dr. Scott Libson

Scott received his Ph.D. in history from Emory University in 2016. His research focused on American Protestant missions and global philanthropy. Prior to graduate studies, he was Assistant Head of Collection Management in the Columbia University Libraries. He has also worked in archives and in a digital scholarship center. He holds a bachelor's degree in archaeology from Columbia University a master's degree in church history from Yale University.

Sarah Madsen

Sarah, M.S.Ed. Sarah Madsen is a current doctoral student in the Higher Education Studies and Leadership program at Baylor University. Sarah holds a M.S.Ed. from Baylor University, as well as a B.A. in International Relations and Political Science from Pepperdine University. In addition to her studies, Sarah serves as the Graduate Apprentice in the Graduate Research Center at Baylor. Sarah's research interests include graduate student success, the moral and faith development of college students, and access to higher education.

Presenter Biographies

Nashieli Marcano

Nashieli is S.T.E.M. Research Librarian at Clemson University. She provides research assistance, instruction, collection development, and outreach services for science, technology, engineering, and mathematics disciplines with an emphasis on graduate education. Nashieli serves as the lead librarian for graduate programs in Automotive Engineering and Engineering & Science Education.

Mary Markland

Mary is the director of the Guin Library at the Hatfield Marine Science Center/Oregon State University in Newport, OR. Prior to coming to OSU Libraries in 2015, she spent many years working as an academic medical librarian. She holds a Master of Arts in Library and Information Studies from the University of Wisconsin – Madison and a B.S. in Biology from Iowa State University.

Jennifer Mayer

Jennifer (M.L.I.S., University of Oklahoma) is Head of the Library Research Services department at the University of Northern Colorado Libraries, whose work focuses on upper-division students, graduate students, and faculty. Her role as a liaison to the university's Graduate School & International Admissions involves collaborating with Graduate School administration and staff in order to identify, build, and evolve various library services for graduate students, including writing intensives, workshops, and promoting UNC subject liaison librarians to the graduate student population.

Greg Notess

Greg is Faculty & Graduate Services Librarian and a professor at Montana State University. He has been writing, speaking, and consulting about Internet information resources and search engines since 1991. A three-time Information Authorship award winner, he is the "Search Engine Update" columnist for Online Searcher. Greg is the author of the several books including Screencasting for Libraries, Teaching Web Search Skills: Techniques and Strategies of Top Trainers, and Government Information on the Internet.

Presenter Biographies

Erin O'Toole

Erin is a member of the Library Research Support Services Department at the University of North Texas (UNT) Libraries. The department actively identifies and serves the scholarly needs of faculty and graduate students. Erin is also the subject librarian for the newly formed College of Science. Here research interests are library interventions for retention of STEM undergraduates and mentoring of academic librarians. She is entering her fourteenth year as a science librarian at UNT.

Mohan Ramaswamy

Mohan is Associate Head for Research Engagement and Graduate Services in the NCSU Libraries. He organizes research workshops for graduate students and liaises with the Graduate School to develop innovative programming to empower graduate students and postdoctoral scholars. Mohan leads NCSU Libraries Peer Scholars Program.

Hannah Gascho Rempel

Hannah is a Science Librarian and the Graduate Student Services Coordination at OSU Libraries. She holds a Master of Library and Information Science from the University of Washington and a Master of Science in Horticulture from Oregon State University. She is a co-author of the recently published book, Understanding How Students Develop: A Practical Guide for Librarians.

Juliet Rumble

Juliet is the Philosophy and Religious Studies Librarian at Auburn University.

Abby Scheel

Abby is currently Interim Director for Graduate and Faculty Services and a Humanities Librarian at Florida State University. She is the subject librarian for the departments of Classics, English, Philosophy, and Religion. She has masters degrees in Library and Information Science and Classical Archaeology.

Presenter Biographies

Dr. Elisabeth Shields

Elisabeth is Graduate Librarian in humanities, social sciences, and business for Kennesaw State University. She is one of the founding members of the Graduate Library. Her first career in international development took her around the world for 20 years. She earned a Ph.D. in International Relations at American University in 1989 and an M.L.S at University of Maryland in 1996.

Roxanne Shirazi

Roxanne is Dissertation Research Librarian and Assistant Professor at the Graduate Center, City University of New York. She is a founding co-editor of dh+lib ("where the digital humanities and librarianship meet"), an online publication and collaborative project sponsored by the Association of College & Research Libraries (ACRL). She studies the nexus of digital humanities and academic librarianship, with an emphasis on scholarly communication, copyright, graduate student research, and digital dissertations. Her current research includes work on digital scholarly editions and digital archives, librarianship as a feminized profession, and the history of the Dissertation Secretary in graduate studies.

Jonathan Tomes

Jonathan, M.Div. Jonathan Tomes is the Operations Manager for the Graduate Research Center at the Baylor University Libraries. Jonathan is a Master of Library Science student at the University of North Texas, and holds a B.A. in Psychology from Angelo State University, as well as Master of Divinity from Southern Baptist Theological Seminary.

Chella Vaidyanathan

Chella is the European/World History and Philosophy Librarian at the Robert W. Woodruff Library of Emory University. Prior to joining Emory, she was the Curator of 19th-21st Century Rare Books and Manuscripts in the Department of Special Collections and Archives at the Sheridan Libraries of Johns Hopkins University and also the Academic Liaison Librarian for History, Anthropology, African Studies, Latin American Studies, and Islamic Studies (2010-2016). From 2007 to 2010, she worked as the History, Political Science, and Government Documents Librarian at the University of Miami.

Presenter Biographies

Dr. Anete Vásquez

Anete is an associate professor of Curriculum and Instruction in Kennesaw State University's Department of Secondary and Middle Grades Education. Her research interest is in preparing pre- and in-service teachers to work with all learners. To this end, she has written/edited two books Talking Diversity with Teachers and Teacher Educators (2014) and Teaching Language Arts to English Language Learners (2013). She has also published in The ALAN Review, English Journal, Voices in the Middle, Action in Teacher Education, and Teaching and Learning Inquiry: The ISSOTL Journal. Her current research is a longitudinal case study examining how teachers experience teaching diverse learners and meeting the needs of all of their students.

Billie Walker

Billie is the Head Librarian at the Penn State University Great Valley campus in Malvern, Pennsylvania. He holds undergraduate degree in sociology from the University of Mississippi in Oxford; and a master's degree in library science from the University of Southern Mississippi in Hattiesburg. He has published articles on using games and humor in library instruction and African American Librarians.

Samantha Walsh

Samantha is Reference and Instruction Librarian for the Levy Library at Icahn School of Medicine at Mount Sinai.

Stephanie Wiegand

Stephanie, Health Sciences Librarian at the University of Northern Colorado Libraries, works as a liaison librarian to eight programs offering a variety of graduate degrees; while many of these programs are hybrid, several are online-only. Stephanie is currently in her second term as the University Libraries representative to the campus Graduate Council, serving to foster communication between the Libraries and graduate faculty, while working on campus-level policies and projects important to graduate faculty and students alike. Stephanie earned her M.A. in L.I.S. from the University of Missouri, Columbia.

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Local Attractions

Zuckerman Museum of Art

- Sarah Emerson: Are We the Monsters Exhibit
- Tomashi Jackson: Interstate Love Song Exhibit
- Over 6,000 works in the permanent collection
- Free Admission

Direction: Make a left from the KSU Center onto Busbee Dr. Continue straight in the left lane to enter the circle, exit the circle towards the bridge of the skip-span connector and get in the right lane. At the light on Frey, turn right. Continue through the next light, getting into the left lane. Turn left at Campus Loop. Enter the circle and take the third turn onto Prillaman Way. Parking is immediately to the right in lot E.

Kennesaw Mountain and National Battlefield Park

- 18 Miles of Hiking Trails
- Museum
- 4 Self guided Driving Tours
- Free (donations accepted)

Directions: Turn right onto Busbee Dr. from the KSU Center. Turn right onto George Busbee Pkwy. Make a right onto Ernest Barrett Pkwy. Follow for three miles then make a left onto Old Hwy 41. Make a right at the first light at Stilesboro Rd. Visitor's Center is on the left.

Marietta Square

- Diverse eateries
- Unique shops
- Farmers Market (Sat)
- Art Galleries

Directions: Make a left onto Busbee Dr. from the KSU Center. Turn Left onto Chastain Road. Take the entrance ramp onto I-75S. Take exit 265 to North Marietta Pkwy (Hwy120A). Turn right at the end of the ramp and follow the street. Turn Left onto Dobbs or Mill St. for free parking. The square is a block to the East from the parking lots.

Atlanta Attractions

Atlanta History Center and Margaret Mitchell House

- Swan House experience
- Wood Family Cabin
- Various Historical Exhibits
- 22 acres of gardens
- $21.50 adult general admission for all attractions
- Open Sat. 11am - 4pm, Sun. 1pm-4pm

Location: 130 West Paces Ferry Road NW, Atlanta, GA 30305

The King Center Library and Archives

- Open 9:00 - 5:00 Sat and Sun
- Free parking and admission
- Dr. and Mrs. King's Crypt
- Eternal Flame
- Birth Home Tours (10am-5pm Daily)
- Ebenezer Baptist Church Historical Sanctuary

Location: 449 Auburn Ave. NE, Atlanta, GA

Jimmy Carter Presidential Library and Museum

- Museum open Sat - 9:00am - 4:45pm
- $8.00 adult admission
- No research on weekends
- Life-sized replica of the Oval Office
- Displays of gifts given to Carter during his presidency
- Immersive exhibitions

Location: 441 Freedom Pkwy NE, Atlanta, GA 30307

The William Breman Jewish Heritage Museum

- Open Sun 10am-5pm, Fri 10am-4pm, Closed Saturday
- Admission $12.00
- Permanent Exhibit: Absence of Humanity: The Holocaust Years 1933-1945
- Southern Jewish History Exhibit
- Museum Library

Location: 1440 Spring Street NW, Atlanta, GA 30309

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