Libraries Faculty and Staff Creative Materials   Purdue Libraries

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Purdue Libraries Graduate Student Services Task Force

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Graduate Student Services Task Force

Charge

The Learning Council would like to articulate a 'program' of services that provides greater visibility for how the Libraries support Purdue's graduate students. We know that relationships are already in place in some areas. For example, some liaisons have long-standing relationships with graduate students in their liaison departments. However, these services can sometimes be invisible to the greater campus community.

We are looking for a few people to serve on a short-term task force to flesh out this program, tentatively called "Get a GRIP (Graduate Research Information Program) on your Research @ the Libraries." This task force will recommend how the Libraries can develop a stronger presence with the graduate student community, providing resources all of the Libraries can use in our interactions with graduate students. The taskforce will develop a general list of services that libraries faculty and staff provide, and in conjunction with Shannon Walker, will develop marketing materials that could appear on the Libraries home page, Cool Signs, and in printed materials, for example. Activities encompassed by GRIP may include: literature searching, citation management, data management, scholarly communication (writing and presenting), time management, and/or academic integrity related to intellectual property.

The task force will assess needs by examining the literature, identifying best practices at other institutions, and gathering input from Libraries faculty and staff. The task force will develop materials in time for the Fall semester, which can be used by all Libraries faculty and staff to promote Libraries services for graduate students, keeping in mind that some in-depth services may be provided by specialized librarians (e.g., archivists, data services specialists, scholarly communication specialists) rather than departmental liaisons. The task force may also recommend to Learning Council training, programming, or other mechanisms for increasing the Libraries engagement with graduate students on campus. The task force may also recommend opportunities for expansion of services and on-campus collaborations.

Summary Report

The taskforce was compromised of 8 members: Dewayne Branch, Nastasha Johnson, Hal Kirkwood, Judy Nixon, Pete Pascuzzi, Dave Scherer, Maribeth Slebodnick, and Lisa Zillinski. The team met twice and accomplished a lot of work through email and offline communication and feedback. Recommendations for opportunities to expand and market services to graduate services came from task force feedback, online surveys with a select focus group of graduate students and online survey of library faculty.

Current initiatives:

- Departments and unit level orientation sessions (e.g. Communications department colloquium series, HDFS, College of Technology, College of Engineering (ECE), Sociology, Graduate School's Responsible Conduct for Research Series)
- Course level work (e.g. embedded in Nuclear Engineering Literature course, graduate student research groups, metadata and data documentation, data management classes
- thesis and dissertation workshops
- EndNote Basic Workshops
- Brown Bag Lunch lectures
- Private course libguide for MS in Learning Design and Technology Program
- GIS Workshops for Social Sciences
- GIS Workshops for VACCINE
- Advanced GIS course
- GIS Technology Assistance
- Bioinformatics consultations
- Bioinformatics course

Future Directions for Graduate Student Library Services

- Graduate Student Services Link on the homepage
- Graduate Student Library Resource Guide (Libguide)
- Email blitz and/or e-marketing campaign to graduate students and faculty advisors
- Coordinated efforts to make library and faculty more visible, i.e. fairs, orientations, visits, faculty brown bags
- Central graduate student library workshop calendar
- Promotional materials highlighting graduate student services and website, e.g. laptops clings, magnets, notepads

Background Knowledge

There are definite commonalities across most graduate student library guides. Areas include publication and data services, links into institutional repositories, highlighted resources, assistance on research and in classroom instruction. Some institutions have unique items linked that we should considering adding, if not at first then later as the GRIP portal develops. See below for unique items to consider.

Virginia Tech
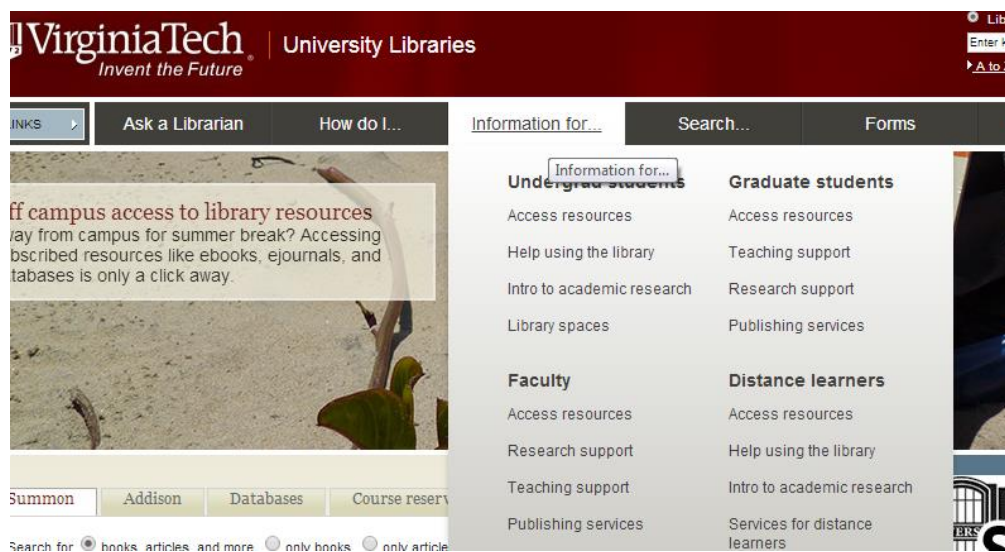
Virginia Tech has a Graduate Student link on their homepage under the tab entitled, "Information for…." Under that link, there are four additional tabs entitled Access, Teach, Research, and Publish. Under each of those tabs, there's additional information and links to everything from how to create library research assignments to library screencast tutorials to submitting electronic theses and dissertations.

Virginia Commonwealth University

VCU does not have a link or tab on the website that pertains specifically to graduate students. However, VCU does market an online calendar of workshop and training sessions that may pertain to graduate students.

At Special Libraries Association Annual Conference, one committee did speak with one of the VCU faculty members about their poster presentation entitled "Advance Graduate Research: Examining Outreach with Workshops." The poster highlighted their recent initiative of offering workshop series 2 days during the semester. The workshops include topics such as reference management, literature review assistance, publishing and data management. They began the program in Fall 2013 and plan to continue this Fall.

Cornell University

Cornell University Libraries does have a link on its homepage specifically for Graduate Student Services. The list of services is divided into the 3 main subcategories of classes and teaching, research and publishing. Some of the topics linked are instruction sessions requests, consultations with librarians, copyright information, and repository information. An interesting feature of the graduate student workshops is that each library has their separate calendar offerings.

University of Michigan

The University of Michigan Ann Arbor website links to the services for graduate students page, via the main services page. On the graduate student services page, there's a narrative about the borrowing, technology, and study carrels available to graduate students. Notably, UMich has a graduate library with its own webpage. On the graduate Library Website, there are more services listed such as the library's delivery system, campus technology center, and instructional support.

Georgia Tech

Georgia Tech does not have a link on its homepage, but there are at least two Libguides designed for graduate students. There is a guide for library resources, with information about subject liaisons and finding standards, finding articles, etc. A calendar of graduate student workshops (called G.L.U.E.) is also provided here. Workshops are offered 2-4 times each semester. GA Tech also designed a guide for productivity tools for graduate students, which includes tabs such as "getting things done", "presentations", and "project planning". It is unclear how the libguides would be found by graduate students.

Indiana University
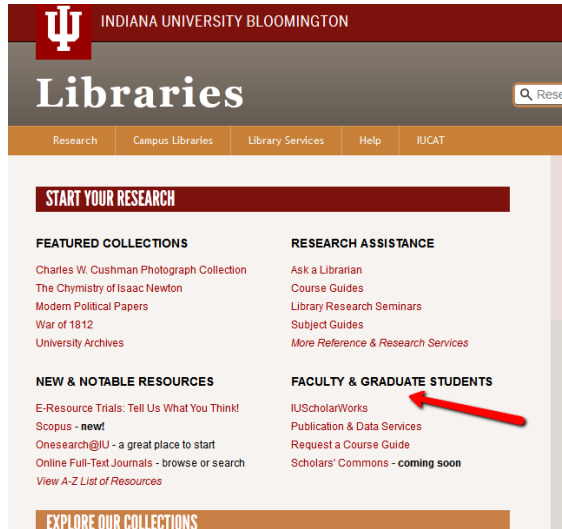
Highlights a section on the library homepage for Faculty & Graduate Students. Key elements link to IU Scholarworks for depositing scholarly research, publishing an online journal, and archiving data; Publication & Data Services; Requesting a Course Guide, and a planned Scholarly Commons space for scholarly communication and collaboration. They have a separate link to Research Seminars.

Texas A&M

Highlights a Resources For section for Graduate Students. Links to a LibGuide with tabs for Books & E-Books, Articles & Databases, Specialized Services, These & Dissertations, and RefWorks. They have a separate link to a large list of tutorials. No obvious calendar of workshops.
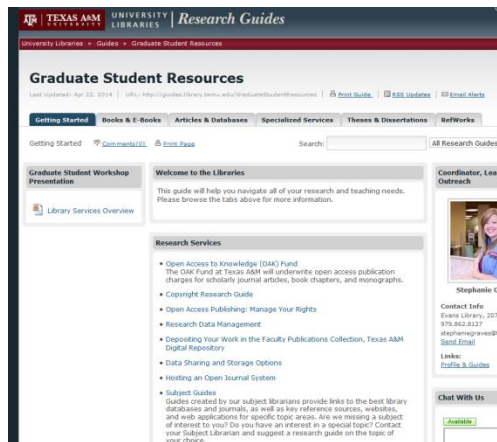
Penn State

Highlights a Community link to Graduate Students. Links to a webpage with numerous links to resources and services. Items of note include links to ScholarSphere, a Research Data Management Toolkit, Copyright Info, International Students, and Library Research Basics Seminars.
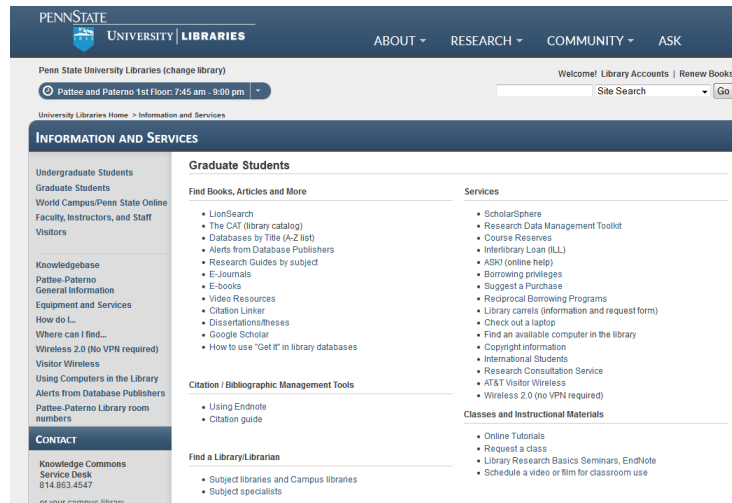
Suggested Readings:

Critz, L., Axford, M., Baer, W. M., Doty, C., Lowe, H., & Renfro, C. (2012). Development of the graduate library user education series. *Reference Services Review*, *40*(4), 530-542.

"Purpose – This paper aims to examine the creation of a workshop series designed to help graduate students obtain the needed library research skills. Design/methodology/approach – Using feedback from graduate students, a library user education series of workshops was developed and later revised. Significant effort was made to apply effective marketing strategies to enhance the programs' success. Findings – Graduate students are eager for workshops that are focused on developing the needed library research skills. Practical implications – When developing a workshop series, feedback from the intended audience enriches the program. Furthermore, repeated fine-tuning of content and publicity improves the final product. Originality/value – This paper describes an innovative approach to develop and implement a graduate-focused library instruction workshop series. The creative use of marketing strategies to incorporate ongoing user feedback and advertise the availability of sessions can significantly enhance the efficacy of a workshop series."

Fleming-May, R., & Yuro, L. (2009). From student to scholar: the academic library and social sciences PhD students' transformation. *portal: Libraries and the Academy*, *9*(2), 199-221.

"Although research concerning the information-seeking behavior of academic library users is abundant, few studies have focused specifically on PhD students. This oversight has had an impact on librarians' ability to effectively market services such as information literacy instruction and research assistance to doctoral students. In order to investigate both their information-seeking processes and the affective dimensions of their research, the authors conducted three focus groups with 24 social sciences doctoral students and then corroborated their findings with a survey of academic librarians. The goal of this project is to provide academic librarians with insight about the process of PhD education and to suggest possible points of intervention for improving communication with and services to this group." Librarians should consider directly communicating with the doctoral students that they serve, and making services efficient and relevant.

Harkins, M. J., Rodrigues, D. B., & Orlov, S. (2011). 'Where to start?': Considerations for faculty and librarians in delivering information literacy instruction for graduate students. Practical Academic Librarianship: The International Journal of the SLA Academic Division, 1(1), 28-50.

"It is often assumed that incoming graduate students are information literate, yet many of them lack the skills needed to effectively organize and critically evaluate research. Supporting students in acquiring information literacy skills is a critical role for universities, as it improves the quality of student research and enhances their opportunities for lifelong learning. The literature in this area has focused on the partnership between librarians and course instructors, which has been shown to produce the most effective library instruction: however, additional research is needed concerning the collaborative approach to teaching information literacy to graduate students. The current study used action research to gather information on students' perceptions of a blend of two methods of library instruction, a web-based tutorial and an in-class library instruction session. While few students indicated engagement with the online tutorial, most students appreciated the in-class session. Recommendations for information literacy instruction and further research are included." Librarians should explore students' perceptions of online tutorials, and seek opportunities to blend both in-class and online instruction.

Rempel, H. G. (2010). A longitudinal assessment of graduate student research behavior and the impact of attending a library literature review workshop. *College & Research Libraries*, *71*(6), 532-547.

"This article discusses findings from a longitudinal research study that examined the way graduate students carry out the literature review and how they were impacted by attending a library literature review workshop. The literature review research process serves as an important gateway for graduate students into their scholarly communities' practices and can be a logical place for librarians to offer assistance. This study was carried out to gain insights into the ways librarians can better meet graduate students' needs to shape the services offered to graduate students. Findings reveal a lack of a single path through the literature review research process, but they do indicate that attending a literature review workshop can have long-term benefits."

A collection of Graduate Student focused guides

Berkeley - http://www.lib.berkeley.edu/services/for_users/grad_students.html Information rich. Unique sections on Designing Effective Library Assignments and Berkeley Research Impact Initiative.

Albany - http://libguides.library.albany.edu/graduatestudents Information rich.

Maryland - http://www.lib.umd.edu/tl/guides/grad Information rich.

Illinois - http://www.library.illinois.edu/learn/users/gradstudents.html Information rich. Unique items include link to PapersInvited database (http://www.refworks-cos.com/papersinvited/) and to U Minnesota's Dissertation Calculator (http://www.lib.umn.edu/help/disscalc/) and Current Awareness Services.

Northwestern - http://www.library.northwestern.edu/services/faculty-graduate-students Information rich. Unique items include Image & Text Scanning service and special digitization project assistance.

South Florida - http://www.lib.usf.edu/guides/other-research-guides/ Information rich.

Nevada-Reno - http://campusguides.unr.edu/gradstudents Information rich. Unique sections on Design Your Study and Scholarly Metrics and Altmetrics.

Michigan State - https://www.lib.msu.edu/graduate/ Underwhelming. Nothing particularly of note.

Graduate Student Resource Guide (Libguide) draft

Resources for Graduate Students
Get a GRIP project – Summer 2014

1. Graduate School "Resource for Current Students" https://www.purdue.edu/gradschool/current/resources.cfm
    (no mention of the Libraries…need to get on this page!)

2. PU Libraries Web pages – suggested resources

Tutorials page https://www.lib.purdue.edu/help/tutorials Any appropriate to point out?

LibGuides for grad students (tag or otherwise identify?)
http://guides.lib.purdue.edu/search.php?iid=1272&gid=0&c=0&search=graduate For example,
http://guides.lib.purdue.edu/ASCPrimarySources; citation management & citation analysis tutorials

SERVICES tab on PUL home page (For Researchers)

> Research & Data Services: https://www.lib.purdue.edu/research

> DDCC: http://d2c2.lib.purdue.edu/

> GIS: https://www.lib.purdue.edu/gis

> Publishing: https://www.lib.purdue.edu/publishing

Other services/information to highlight:

> ILL: https://www.lib.purdue.edu/services/interlibrary-loan

> Document delivery: https://www.lib.purdue.edu/services/ill-lending-policies#documentDelivery

> UBorrow: http://uborrow.relaisd2d.com/index.html

> ePubs: http://docs.lib.purdue.edu/

> Scholarly Communication: https://www.lib.purdue.edu/scholarlyComm

> Off campus access: https://www.lib.purdue.edu/help/access

> Research consultation: https://www.lib.purdue.edu/help/askalib/consult (Who monitors this?)

> Subject librarian list: https://www.lib.purdue.edu/help/askalib/librarians

> List of libraries: https://www.lib.purdue.edu/libraries