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

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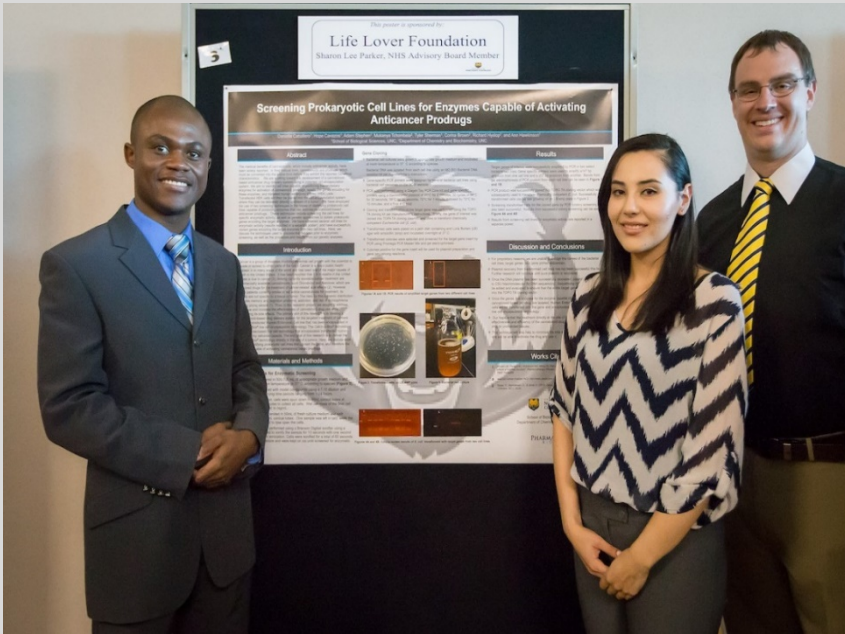# The ACRL Framework and Planning Graduate Student Learning Events

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

RESEARCHER WORKSHOP SERIES
2017-2018

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

UNC | University Libraries

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.

THANK YOU!

Jennifer Mayer
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March 22, 2018

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Graduate Student Professional Development

The ACRL Framework as a Skill Inventory

Mandy L. Havert

Digital Research and (Graduate)
Outreach Librarian
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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

Scholarship is a Conversation		
Outcomes	**Skill**	**Class**
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.		
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	Can identify a variety of types and formats of subject specific resources	Literature Review; Subject Specific Professional Seminar
Acknowledge that answers to complex problems are rarely discrete answers		
develop familiarity with the sources of evidence, methods, and modes of communication in your field.		Subject Specific Professional Seminar
Understand that scholarship is a continuing conversation, of which you are an important but single voice	Understands the peer review process in the subject domain / profession	Scholarly Communication : Peer Review
Develop an appreciation and respect for the responsibility that comes with entering the scholarly conversation, including properly citing others' work		Citation and Research Management
Recognize the value of diverse approaches, investigating the perspectives, methods and tools from your own discipline and others, where appropriate and useful	Can articulate differences between kewyarod and subject heading searches and translate search strategies with respect to differences in catalogs / databases	Search Strategies; Subject Specific Professional Seminar

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 manages 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?

Knowledge is Both a Process and a Product

Outcomes	Skill	Class
Identify scholarly research in various publication types	Citation and Publication Analysis	Scholarly Communication : Who's Citing Whom?
Polished, scholarly research is the product of a messy, iterative process through which researchers learn as much by their mistakes as by their successes.		
Investigation of current knowledge via creation, revision, and distribution of information through releveant communication channels	Can conduct a targeted, thorough literature review	Archival research; Literature Reivew
Document research through writing.		Dissertation Camp : Dissertation Log
Analyze research through writing		Dissertation Camp : Dissertation Log
Communicate research through writing	Publish and present information in an effective way	Scholarly Communication : Publication and Peer Review
Understand scholarly research as a means of discovery, rather than merely the reaffirmation of prior held beliefs		
Pay attention to the deeply interconnected practices of making knowledge and communicating it, understanding knowledge as both product and process		Scholarly Communication
Use a variety of information sources in appropriate contexts	Learn to evaluate the differences in authority and credibility between particular information media—e.g., blogs, popular magazines, and peer-reviewed scholarly journals and books—and understand their role in the knowledge production cycle	Scholarly Communication

Jeff Dowdy
Graduate Librarian
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Milledgeville, GA

http://libguides.gcsu.edu/gradmatrix

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.
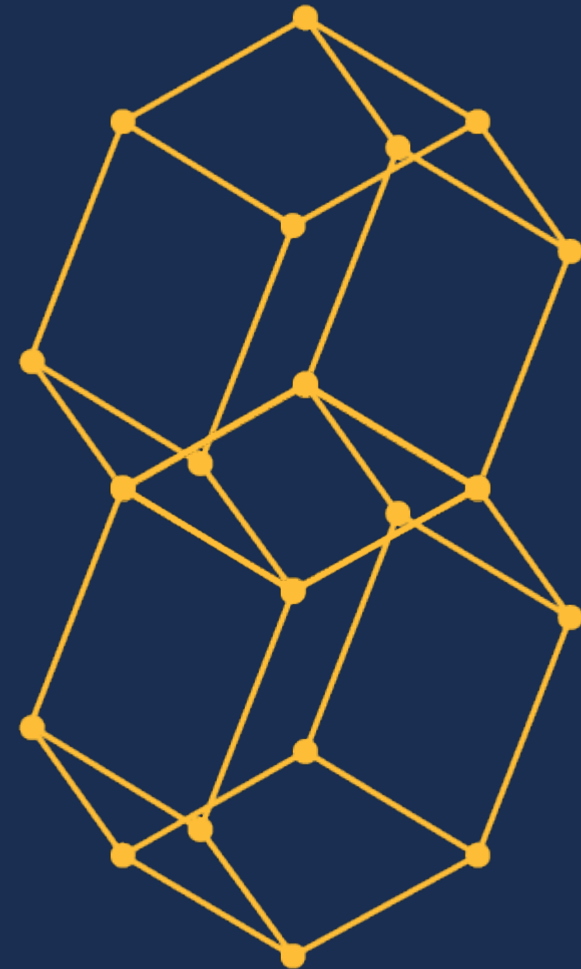
RQ ▶ Can librarian liaison work with graduate students be guided by ACRL's Framework for Information Literacy for Higher Education?

X 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)

Libraries | UNC'S INFORMATION SOURCE

## Stephanie Wiegand

Search this Guide | Search

- Need Help? Let's Talk!
- **Presentation Materials**
  - 2018 Transforming Libraries for Graduate Students

Graduate Students & Library Liaisons

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

Graduate Students and Library Liaisons

Using ACRL's Framework for Information Literacy for Higher Education to Guide Our Work
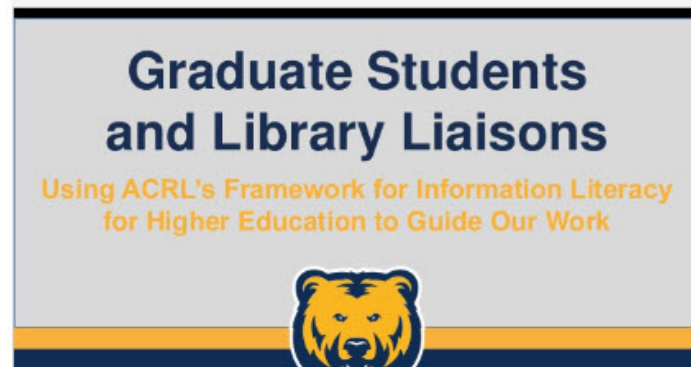
Transforming Libraries for Graduate Students 2018 Conference

March 22, 2018

Kennesaw State Univeristy - Kennesaw, GA

Abstract: Liaising with graduate students is distinct, as the needs of graduate students differ from those of other academic library

collection development

reference

face to face

virtual

areas of liaison work @ UNC

Collections	**7**
Public Relations	**6**
Research Support	**10**
Scholarly Comm. Services	**9**
Teaching & Learning	**10**

liaison areas to ACRL frames

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

mapping

	Authority is Constructed and Contextual	Information Creation as Process	Information Has Value	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration
Collections	●		●●●●	●		●●●
Public Relations	●●●●	●●				●
Research Support	●●	●		●●●	●	●●●
Scholarly Comm. Services	●●●	●●●●●●●	●●●●		●●	●
Teaching and Learning	●●	●●	●	●	●●	●●

liaison areas to ACRL frames

Collections	Public Relations	Research Support	Scholarly Communication Services	Teaching and Learning
Information Has Value	Authority Is Constructed and Contextual	Research as Inquiry	Information Creation as Process	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.

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