

Minutes

Tuesday, 30 January 2007

2:00-3:00 pm

Grainger Engineering Library, Room 329

Attending

Melody Allison, Lori Carroll, Jim Kelly, Mary Stuart, Allison Sutton

Next Meeting

Tuesday, February 27, 2007, 2:00-3:00 pm, Undergraduate Library, Room 295.

***These minutes follow the agenda's format.

Organizational details

1. Minutes—Lori agreed to take minutes for the group and send them to Lisa. Everyone agreed to help supply additional details and constructive feedback as needed.
2. Meeting dates, times, frequencies (4th Tuesdays, 295 ugl)—Everyone agreed to meet on 4th Tuesdays at 295 Undergraduate Library.
3. Wikis, blogs, and Library Forums, oh my!—To streamline our forum posts, we will communicate by email, and post documents to the forum. It can be reached by the URL <https://wordpress.library.illinois.edu/staff/>, which includes a Library Forums section.
4. Other group member recommendations?—Melody pointed out that we might not have all divisions represented. Melody suggested Merinda Hensley. Mary recommended Dawn Schmitz and Paula Carnes. Melody will contact them to determine if they are interested and able to join.

Thoughts on direction of our work

1. What is the relationship between the Library Graduate Student Survey 2004 assessment and the direction we see going with this working group?
2. Does our work build on this, replace this, etc.?
3. *Etc.*—Melody relayed Lisa's view that our working group's relationship with the survey is an informational one. We all agreed that we can supplement and modify the information provided by the survey as we gather additional input about the information literacy abilities and needs of graduate students. As Mary pointed out, the digital landscape has changed in the last three years. She and Melody both stated that the survey focused more on preferences for choices that already exist instead of imagining new possibilities. And there were a small number of respondents in certain

disciplines. Our group will explore using other sources to build on the Library Graduate Student Survey of 2004 such as additional surveys, focus groups, interviews, student consulting groups (composed of non-working group members who are not invested in the answers), and faculty syllabi (which indicate how the library is incorporated into assignments). Melody will post some of these ideas for us to consider in future meetings.

Possible strategies to accomplish our charge

1. Environmental scan on graduate student literacy skills and competencies
 - Literature search—Melody and the group reviewed her Refworks bibliography of 27 articles. Melody indicated that articles geared toward undergraduates could still be applied to graduate students. Each of us will select, read, and summarize 5 articles for the next meeting. (To avoid redundancy, we can email our preferred articles to the working group before the next meeting.) Also, because this Refworks folder can be shared, everyone is welcome to contribute additional articles.
 - Survey? Generally, print and online surveys have a low response rate, so we discussed how we might increase responses. Keeping in mind that low responses might be due to survey fatigue and/or people's busy schedules, could we offer funding as an inducement to participate? Perhaps, as Melody said, rather than offer a token fee, we could pay professional-level wages for their time. Perhaps we could improve awareness of a survey through something read campus wide like e-week.
 - *Etc.* We also discussed how tests and focus groups might be more manageable and perhaps might get better responses than surveys. Mary began by referring to a timed test that Chris Prom gave to determine one's ability to retrieve resources. We could ask Chris how he designed this test for further ideas. Allison suggested that we could start with a test to determine information literacy skills and then conduct focus groups. In addition to exploring paying participants as an inducement, Allison said we could consider training and paying graduate students with an interest in assessment to conduct focus groups. For example, Education or Library and Information Science students could use a script to help us conduct focus groups. Lori asked if we might try to test library graduate student assistants or conduct focus groups during mandatory orientation because we would have a "captive audience" and, if supervisors agree, students would be paid for their time. Allison also asked us to remember the information literacy needs of long-distance graduate students.

Other

Our next meeting will be held 2:00-3:00pm February 27, 2007 at 295 Undergraduate Library.

We adjourned at 2:50 pm.

Respectfully submitted,
Lori Carroll