

# **Minutes**

**December 5, 2008**

423 Main Library

9:00-10:00 am

- **Melody Allison**, Facilitator, Biology Library, <mmalliso@uiuc.edu>
- **Merinda Hensley, Reference Services (Central)**, <mhensle1@uiuc.edu>
- **Annie Paprocki**, Education & Social Science Library, <acpaproc@illinois.edu>
- **Yoo-Seong Song**, Business & Economics Library, <yoosong@illinois.edu>
- **Nathan W Yarasavage**, Philosophy and Newspaper Library, <nwy@illinois.edu>

Meeting began: 9:00 am

## **Housekeeping**

Melissa Bowles, Graduate Assistant/Instruction, 333-2290, [mbowles2@illinois.edu](mailto:mbowles2@illinois.edu) will put up on our Web site

We now have a space on the group g:\\ drive -- G:\GSIL\ . The following folders are in it:

- Agendas/Minutes
- Bibliography
- IRB
- Research template
- Studies
- Thoughts for our research paper
- Working Papers

All present have accessed this folder without problem. Considering other options, such as Library Forums, wikis, etc., it was agreed to use this method for accessing, storing, and editing our working papers. This decision can be revisited as needed.

All members have been able to access Refshare and wish to use this for citation access and storage.

## **Literature Search**

Melody did a search of the literature and found considerable more publications relating to graduate students. The one done by the Phase One GSILNA WG covered up to the end of 2006. The new one covers from 2006 - 2009 (LISA). A bibliography for created for this one and is in the Bibliography folder.

- Selected titles:
- **The Next Generation of Academics A Report on a Study Conducted at the University of Rochester** by Ryan Randall, Jane Smith, Katie Clark and Nancy Fried Foster
- **Library Research Skills: A Needs Assessment for Graduate Student Workshops** by Kristin Hoffmann, Fred Antwi-Nsiah, Vivian Feng, and Meagan Stanley, The University of Western Ontario

### Charge - new one?

The current charge is to explore graduate student information literacy needs and make recommendations for and/or implement ways to meet those needs as appropriate. Lisa has asked that all User Education Committee working groups review their charge and recommend changes as they see fit. The group feels that the current charge suits our ambitions for the work of this group, although a question about the "and/or implement ways ..." came up. We are not sure if 'implementation' will ultimately fall within the group's purview. If the wording had been "and implement ...", we would have recommended removing it - but the "and/or" provides flexibility and does not confine us to implementation.

This working group has had a previous iteration - Phase 1 - that began investigations with an environmental scan. This iteration - Phase 2 - will carry out Phase 1's recommendation to get input from graduate students, and faculty, about views and experiences on graduate assignments and research using interviews, observation, 1:1, focus groups, surveys, and other methods. (See Phase 1's [2007 Minutes, Agendas, and Final Report](#) for more information). Would implementation fall to a Phase 3 iteration of this working group?

The members did deliberate about the "implement ways to meet those needs as appropriate," feeling that this may or may not be in the realm of a Phase 3 working group. The group envisions that recommendations may well be outside the scope of its ability to manifest, as it has not budget or authority to execute any recommendations made and would like clarification about this part of the charge. Perhaps there will be a Phase 3 with more authority and monies to actually implement Phase 2 recommendations - or perhaps a completely different Library body would do that. It was agreed to request this question be placed on the upcoming User Education Committee meeting, including a question about what current processes and avenues are currently used to implement recommendations, not just processes that recommend recommendations.

## **IRB Training Certification**

As was recommended by the Phase 1 working group, Phase 2 members plan to complete mandatory IRB modules so that any studies with results can be done. Members were asked to use these label names for their certifications to ease filing and locating.

- Human Subjects Education Module - [first and last name]
- IRB Course in the Protection of Human Subjects Curriculum -- - [first and last name]

## **U Minnesota Reports -- Needs assessment strategy development**

Yoo-Seong began discussion with overview of this study he had recommended as a basis for our methodology. Limitations were the small samples which were 'too' academically diverse. They also used different methods between faculty (group focus) and graduate students (1:1). We want to minimize duplication with Minnesota study, re-testing some areas but not others as well as our own inquiries of interest. Recommendations were not concrete and verified observations of other literature.

Annie contributed interesting example of research done using participatory design, which could be used for Web design or library space.

Merinda thought that graduate students would probably share different comments and insights with peers vs. librarians. Allison wondered if we might consider training a graduate student with research experience to do interviews with graduate students in their dorms or spaces where they do most of research work. They would have to be well-versed with IRB considerations. Allison also mentioned that she was part of another group utilizing a digital video camera to record interviews and a program called Morae that records Web strokes. She said that either of these resources are available for us to use.

Yoo-Seong would like to see the results boiled down to a nice, simple but compelling graphic or figure that clearly demonstrates the findings - that begs for action (e.g., a gap analysis figure showing librarian thought about resources compared to graduate students').

## **Interview Questions**

Time flew and we did not get to coming up with any specific interview questions. Melody will create an "Interview" folder and we can begin adding questions as they come to mind, and begin discussion on this at future meeting.

- What do graduate students need to know -- what do they need?
- What competencies do they have? Is this what we expect? Do their courses reflect these?
- Is there a disconnect in our program development? What program actually develops vs. what they need to develop?
- What are the teaching faculty's expectation of graduate student performance? What skills do they observe?
- Other??

### **Next meeting**

The group is feeling momentum and would like to meet again in the next week or two. Melody will facilitate this.

Meeting adjourned 10:00 am

Respectfully submitted,

Melody Allison