Academic Integrity Matters, Restorative Justice, and a Librarian’s Observations

Kim Clarke, Associate Librarian, University of Minnesota Twin Cities

For the past three years, I have participated in a new initiative through our University’s Office for Community Standards, Academic Integrity Matters [hereafter, AIM]. This student development program uses a restorative justice model in order to effect a change in the behaviors that prompted students to participate in acts of scholastic dishonesty.

During my tenure with the project, I’ve noticed an unfortunate equation during my work with AIM= students are more likely to engage in these actions if they are tired, hungry, overwhelmed, plus, don’t have a strong support network, plus, never learned the best practices regarding certain academic skills, such as citing sources appropriately in papers, developing a good relationship with faculty, or boundary setting with friends; this almost inevitably leads to poor academic decisions and poorer consequences--low or failing grades, unhappy and distrustful professors, money expended on retaking the failed course, etc. AIM surfaces these difficult issues in students’ lives, and gives them tools to use to move forward.

Librarians are vital to the success of this program, as so much of what I have seen during the AIM meetings mirrors what I encounter routinely in my library work= Students are unsure how to integrate researchers’ work into their own voices, students do not know how to credit the sources they use accurately, and students are unfamiliar with the array of resources and supports that we have on campus in order to obtain help. I’m eager to share about my observations and the inner workings of the AIM program as a community member. I think this is a great initiative that can be easily replicated at other institutions.

Framed: A Library Exhibit Space Draws Connections on a Liberal Arts Campus

Lizzy Tegeler, Research & Instruction Librarian, St. Catherine University

In 2018, St. Catherine University Libraries & Archives transformed part of their stacks into a campus exhibit space and gallery. With temporary walls and leads on a few potential exhibits, we embarked on a year-long experiment to showcase the work of campus and community partners. From Irish-American history, to the Women’s Art Registry of Minnesota, to prison reform, and 19th century Japanese woodblock prints, we turned a high-trafficked space into a place to connect with campus scholarship. Come hear about lessons learned from the exhibits and ponder what could be the next iteration of the St. Kate’s Libraries & Archives exhibit space.
Instruction Round Table Online UnConference: Meeting Face to Face without Leaving Your Desk

Anne Beschnett, Reference and Instruction Librarian, St. Catherine University

One of the biggest challenges the Instruction Roundtable of MLA faces is how to make learning opportunities available to members across the whole state. The current IRT co-chairs decided to host an Online UnConference using UnHangout. On July 31, 2019, eighteen librarians hailing from academic and public institutions joined us for the UnConference and were given the opportunity to propose and join breakout sessions. The poster will cover the planning process, the challenges we faced leading up to the event and feedback we received about the event.

Library Curriculum Mapping in a Graduate Professional Psychology Program

Trent Brager, Education & Social Sciences Librarian, University of St. Thomas

Effectively integrating information literacy instruction into the curriculum of an academic program requires knowledge of the information needs of students within the program. This study puts forth a process of researching programmatic information needs, developing learning outcomes, and creating a curriculum map within the graduate-level Professional Psychology curriculum. Through content analysis of an entire year of syllabi the information needs are gleaned using inductive thematic analysis, and then turned into learning outcomes. The curriculum map that results from determining which learning outcomes fit best within specific courses in the curriculum provides a guide for the instruction librarian to teach useful and relevant instruction sessions. This study aims to advance the knowledge of information needs of students in graduate Professional Psychology programs and to develop a method for integrating instruction to meet these needs.

Research Sprints: Elevating Faculty & Librarian Collaboration

Jenny McBurney, Social Sciences Librarian, & Emma Molls, Publishing Services Librarian, University of Minnesota Twin Cities

Research Sprints are an opportunity for faculty to collaborate with a team of librarians for a set number of days to accomplish a research or teaching goal. At the University of Minnesota, we piloted Research Sprints in May 2016, and since then have had 1-2 Sprint weeks per year. This poster will give an overview of the Sprints program, and include the challenges and opportunities associated with team structure, project management, and communication plan. It will also provide summaries of the feedback from both faculty and librarian participants and introduce our plans for future evaluation of the long-term impact of Sprints.

“You can read more about it because I am published”

Dave Collins, Research & Instruction Librarian, Macalester College

Students enrolled in the American Studies Senior Seminar at Macalester form the editorial collective for the journal "Tapestries" published by the library. Librarians work closely with the class throughout the semester providing course content focused on writing, editing, and the art of preparing a journal article for publication. The class is involved in all aspects of layout, design, and peer-review. Discussion issues include copyright, intellectual property, author rights, open access publishing, economics of publishing, and information privilege.