

Academic Library Services for Graduate Students Interest Group meeting at ALA Annual 2018 in New Orleans, **Saturday, June 23, from 1:00-2:00 p.m. in the Morial Convention Center, Room 296.**

A Collaborative Initiative for Graduate Student Success Bonnie Fong, Rutgers University

The library, graduate school, writing center, and learning center collaborated to apply for an internal seed grant and received \$25,000 for their "Boot Camps for Graduate Student Success" initiative. The purpose of this innovative program was to ensure doctoral and master's students learn many of the skills that might not be taught within their graduate program curriculum, but are quite valuable for timely degree completion and for gaining competitive career advantages. Intensive, rigorous training in the form of 1-day or 2-day boot camps - offered before a semester began or after one ended - were provided for the themes of data skills, grant skills, literature research skills, presentation skills, research impact and promotion, and writing and publishing skills. In cases where we did not have the expertise to teach a topic, we sought instructors from outside of our group. We offered a total of 16 boot camps during our 2-year grant period (2016-2018) and recorded at least one session for each boot camp theme. During this presentation, you will learn more about the content covered under each theme, how we found instructors, and what worked well and not so well.

What Reference Services Do International and Science and Engineering Graduate Students Need? Evidence from a Graduate Student User Survey, Kelli Trei and Jamie Carlstone, University of Illinois at Urbana-Champaign

In 2016, the Ithaca S+R Graduate Student Survey was administered at the University of Illinois at Urbana-Champaign. Over 10,000 graduate and professional students were invited to participate and 1,388 respondents completed the survey. According to the Institute of International Education, international graduate students made up 49% of total on-campus enrollment at Illinois. The majority of these students were enrolled in Liberal Arts & Science and the College of Engineering. This study sought to examine the perspectives of the international and science and engineering graduate student population. Focusing on this user group this study seeks to identify 1) common graduate-level research skills 2) perceptions of reference services and 3) how demographic characteristics such as academic fields and international status impact graduate students' needs and perceptions.

A prior study at Illinois focused broadly on the perception of the library and university by these student groups using a non-parametric tool called the Mann-Whitney-Wilcoxon test to detect significant differences. This current study uses the same methodology to examine selected survey questions related to research skills and the library role in providing reference services to these groups. The advantage of this study over a transaction log analysis is that it includes responses from users who rarely visit physical library spaces or interact with librarians. It is important to observe how specific user groups approach research and library services, particularly as our large research institutions serve more international students. These surveys help us target our services and outreach in more specific ways as we parse out the needs of student groups. This session will give subject specialists and all those interested in assessment a repeatable study to investigate their own user groups as well as provoke discussion on what these findings mean for us as we continue to shape our services and outreach to graduate students.

Get Hired!: Library Support for Graduate Students' Alternative Career Needs, Christina Sheley, Indiana University, Bloomington

According to the 2016 Doctorate Recipients from U.S. Universities report produced by the National Science Foundation, only “45% of all doctorate recipients with definite employment commitments (excluding postdoc positions) in the United States reported that their principal job would be in academe.” The competitive academic job market has resulted in an increasing number of graduate students looking for jobs outside of academia. Libraries have an opportunity to support these students as they conduct a job search in for-profit or non-profit sectors.

This presentation will detail a career support service at the Indiana University Bloomington Libraries' Business/SPEA Information Commons. HIRE ED includes personalized research assistance for graduate students who need to locate company and industry information for interview or internship preparation, networking events, and application materials. In addition, a compensation research guide supports salary evaluation and negotiation for corporate job offers. Finally, workshops that identify strategies for conducting a non-academic job search have been offered. Development and promotion of HIRE ED is done in partnership with campus stakeholders, including Indiana University's Career Development Office, the Kelley School of Business' Graduate Career Services, and the School of Public and Environmental Affairs (SPEA) Career Development Office.

Standing Room Only: Creating a Graduate Workshop Certificate Program to Increase Graduate Student Workshop Attendance, Brian Quinn, Texas Tech University

Although many academic libraries offer a variety of workshops aimed at graduate students, trying to get students to attend them can be challenging. Students often register, and then fail to show up. They give a variety of reasons for not attending. Students may complain that the workshops are offered at inconvenient times or that they had planned to attend, but then something more important came up. In an effort to address the problem, the library partnered with the graduate school to create a graduate workshop certificate program. Graduate students who attend eight of ten graduate-level library workshops offered each semester are eligible to earn a Certificate in Research Strategies. The certificate is jointly sponsored by the library and the graduate school. Many students, especially international students, place a high value on programs that offer credentials that are prized in their home countries and that will provide them with a competitive advantage over other students when applying for positions in their field of study. The certificate serves as an incentive to attend most of the workshops. At the same time, it provides students with the flexibility to choose the workshops that are most beneficial and convenient for them. The workshops are offered in a scaffolded sequence that begins with basic topics like how to manage citations and how to conduct a literature review. As the semester progresses, the topics become more advanced, covering topics like data management, altmetrics, and copyright. Offering the workshops in a scaffolded sequence makes the topics easier to comprehend and makes the sequence of topics seem logical and cohesive. The certificate program has resulted in a dramatic increase in attendance, with all graduate workshops completely filled and necessitating waiting lists to manage the demand.