Library Impact Practice Brief

Freshman Fellows: Implementing and Assessing a First-Year Primary-Source Research Program

Research Team Members: Margaret Burri, Joshua Everett, Heidi Herr, and Jessica Keyes

Sheridan Libraries, Johns Hopkins University

July 15, 2021

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Issue

Libraries spend significant time and money collecting and making Special Collections materials available to researchers. A critical piece of this work is teaching students how to engage with rare and unique materials to answer research questions and make new contributions to knowledge. Five years ago, to give scholars starting their college journey the chance to conduct original research, the Sheridan Libraries at Johns Hopkins University established a Freshman Fellows (FF) program\(^1\) that partners first-year students with their own curatorial mentor for a one-year research project. This program graduated its first cohort of four fellows in spring 2020, and the research team designed an assessment project to see how this experience impacted the fellows’ studies and co-curricular activities at Johns Hopkins, as well as the mentors’ approach to the program and their larger work in Special Collections.

Additionally, the team realized that the program would benefit from a structured way to review the fellows’ final projects, so we added the development of an assessment rubric (Appendix 4). A former colleague, Steph Gamble, suggested mapping various pedagogical measures, including the Association of College & Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*,\(^2\) into a rubric to be used to evaluate the work.

Research team members were Margaret Burri, assistant director for Academic Liaison and Special Collections; Joshua Everett, librarian for anthropology, sociology, and area studies; Heidi Herr, outreach librarian for Special Collections, and originator of the FF program; and Jessica Keyes, user experience analyst.

Objectives

- Determine the extent to which the experience participating in the Freshman Fellows program impacted the studies and co-curricular experiences of our first cohort of fellows
- Determine how the act of mentorship affected the curators who worked with the students
- Develop a set of rubrics that we could use going forward to assess the work of both the Freshman Fellows and other fellowship recipients

Key Performance Indicators

Because the Freshman Fellows is a very high-touch program, the team decided that semi-structured interviews with the fellows and mentors were the best assessment tool. As we coded the fellows’ interviews, we looked for language that indicated an increasing comfort with using and evaluating primary sources, application of the skills they learned as fellows to other parts of their...
academic pursuits, and evidence of a sense of community and belonging at Hopkins based on their experiences. In the case of the mentors, we wanted to determine if their approaches to supporting the fellows’ work changed over time, particularly in the areas of teaching research methods, collection development, and non-academic support.

Data

We conducted semi-structured interviews with the Freshman Fellows and the mentors and coded them for themes and trends (Appendix 1). The interviews were done by our user experience analyst just as we were shutting down the libraries for the COVID-19 pandemic, so while three student interviews were done in person (we were unable to interview the fourth), the four mentor interviews were conducted via Zoom videoconferencing.

The primary obstacle to the data collection, besides the pandemic, was scheduling time with four busy seniors and four curators; indeed, we were unable to speak to the fourth student. We briefly considered using an open-ended online survey instead but decided that the give-and-take between the interviewer and subject was critical to teasing out nuances in how they experienced the program.

Moving forward, we would like to interview the fellows twice, once at the end of the freshman year, and again when they are seniors. This may turn out to be aspirational based on staff time commitments.

Resources Required

We needed staff who had user-experience expertise, strong knowledge of pedagogical practices and the ACRL Framework, and a deep familiarity with the Freshman Fellows program itself. We were fortunate to have all three as part of this team.

Lessons Learned

The Fellows

I think what’s unique about the Freshman Fellowship is that you’re taking students who have just arrived on campus and you’re saying, “We have confidence in you to produce something that is intellectually valuable, and we’re going to give you access to our collection to do so.”
This observation from one of the fellows captures the essence of the program. It was even more gratifying to hear when we learned that this particular fellow had been waitlisted and said, when she arrived, “I sort of felt like I don't really have a right to be here. [This gave me] an early boost.”

All three fellows interviewed mentioned feeling part of a cohort, particularly when they presented their findings at the George Peabody Library (GPL), one of the Sheridan Libraries’ Special Collections sites, to attendees at the Baltimore Flower Mart, an annual celebration of spring. GPL is traditionally open during this event with family-friendly activities, so this allowed the fellows to share their work beyond the campus community. As one fellow commented, “That might have been the most fun and enjoyable part [since] I actually got to speak with people...It was incredibly special.”

The cohort also gave students a sounding board other than their mentors as they moved through their research projects. One fellow said, “Once I moved to the phase of trying to communicate what I was working on to other people...it was definitely important and helpful to have the others.” Another observed, “I always had other people that I could ask.”

Their experience did affect their formal curricular work. Two of the fellows described how the experience led them to seek academic experiences outside their major. One, an economics major, took more history classes than required by her degree, since it allowed her to use skills she honed as a fellow, particularly working with primary sources. She said, “I've taken extra history courses...[and] I've gone towards the ones that have more primary-source material.”

Another fellow, a sociology and international studies major, found that her experience led her to seek out classes that “involve deep study of texts,” something not found in her majors. She took a French political thought class, as well as one on Rousseau “that involved really deep interactions with his writings, similar to what I had done my freshman year.” She felt this allowed her to “fall into beauty in a different way than you do in social science coursework.”

This continued willingness to engage with primary sources indicates a comfort with, and a sophisticated approach to, using them in their coursework. As one fellow commented, “Some of the professors that I’ve [taken courses with] are using primary sources and digging really deep into them in some of the ways that I had to do with [my primary sources].”

Another fellow noted that “having a better idea of what to look for when working with [primary sources] and how to use them was knowledge that I was taught by my mentors and also that I was able to develop myself.”

There were also complementarities between their fellowship work and their courses. One commented that “[the fellowship] acted as a unique complement” to a course she took in women and gender studies while doing her fellowship research on first-wave feminism.
All three of the interviewed fellows applied for, and received, other fellowships after completing the Freshman Fellows program. They commented that while the later fellowship processes were more rigorous, having had an early success gave them the confidence to apply for others.

The positive mentor/mentee relationships went beyond just the fellowship year. One fellow described how the positive relationship she had forged with her mentor gave her the confidence to approach the faculty member who became her academic advisor. She also felt that the mentor/mentee relationship made her a better peer tutor.

The Mentors

*Mentorship is about giving individuals an opportunity to learn to do something that either they always wanted to do or lies outside of their comfort zone.*

This telling comment from one of the mentors reflects how all of them viewed their experiences as mentors. Whether it was using softer skills like being a cheerleader, sounding board, and walking the fine line between guidance and direction, or formally teaching the fellows about finding and evaluating primary and secondary sources, all the mentors expressed how privileged they felt to have guided the students to a successful completion of their projects.

The mentors were also struck by how accomplished the fellows were. One mentor said, “When I was a freshman, I couldn’t have strung together two sentences, and they are stringing together whole research agendas.”

For the two mentors who have active collection-development roles, their choices of what to buy for the collection were often driven by their fellows. One mentor said, “Once I started doing [the program], I would come across offerings from rare book dealers and go, oh, wow…that would be great for a freshmen fellow to work on.” The other noted, “I’m really focusing on my understanding of undergraduate needs when I’m buying something for both teaching and mentoring.” Also, the other two mentors noted an increasing comfort in asking their colleagues who did have access to collections funds to buy for their mentees as the program went on.

All four of them noted the need to walk the fine line between guidance and direction. One said, “I want the students to generate their own ideas and take the path they want to take, but sometimes…we had to redirect” if the topic was too big, or we lacked materials. Moreover, “I don’t ever want to feel like the student is doing what I tell them to do exactly.”

This balance extended to the perennial choice between “giving them the fish or teaching them to fish.” For the most part, because the project spanned a year, the mentors worked with the students to hone their research skills, both with secondary and primary sources. The mentors saw their role as being available if the fellows ran into trouble, but otherwise, as one mentor said, their “approach has always been to try as much as possible to teach them how to do it themselves.”

*Association of Research Libraries* 5
Value

No matter how amazing and unique Special Collections are, they have little value if they are not used. Our evaluation of the Freshman Fellows program demonstrates that young scholars value their deep dive into our collections, and the experience impacts both other curricular activities and their sense of community at Hopkins. For the mentors, the program expanded their approach to collection development, and how they teach with Special Collections materials. All seven of the interviewees described ways in which they grew as students, researchers, teachers, curators, and confidants.

The quality of the students’ work is another mark of value. We developed the rubric to provide more structured assessment of their final projects; unfortunately, we have not had a chance to field test it. As far as we can tell, however, this is the first time that evaluative criteria have been mapped together from the ACRL Framework, the Guidelines for Primary Source Literacy developed jointly by the Society of American Archivists (SAA) and the ACRL Rare Books and Manuscripts Section (RBMS), and the Association of American Colleges & Universities (AAC&U) VALUE Rubrics. We hope that by sharing our rubric, others will also test it and provide feedback.

Recommendations for the Future

• Interview the fellows as freshmen and seniors to build a larger data set for future analysis
• Use the rubric with next year’s fellows, starting with introducing them to it early in the project, and evaluating their final projects based on it
• Facilitate a discussion among the four mentors about what works, what doesn’t, and where their expectations for the fellows align and diverge

Suggested References

The links below are to some of the blog posts that the fellows wrote over the years. The Freshman Fellows’ class of 2020–2021 also presented their final projects as part on an online series through our Alumni Relations Office. The links were not available at the time this report was finished; please contact specialcollections@lists.jhu.edu for an update.

2016–2017

• Kiana Boroumand, “Meet Our Freshman Fellows: Kiana Boroumand on Dress Reform,” Sheridan Libraries & University Museums Blog, February 23, 2017,
https://blogs.library.jhu.edu/2017/02/meet-our-freshman-fellows-kiana-boroumand-on-dress-reform/


2017–2018


2018–2019


2019–2020


2020–2021


Appendix 1: Semi-Structured Interview Guides

Interview Guide for Graduating Seniors

Primary Inquiry
How did participation in the Freshman Fellows program impact their undergraduate experience?

Questions
- Tell me about your Freshman Fellows project.
- Did being a Freshman Fellow feel like something you did as a solo project or did you feel like you were part of a cohort of fellows? What was that like?
- As a senior, what has stuck with you the most about the experience?
- Did you learn any skills or lessons as a Freshman Fellow that you have put to use in other contexts? Tell me more. [Ask probing follow-up questions relating to anything they mention about library skills]
- Did your Freshman Fellows experience guide your subsequent studies in any way?
- Have you applied for any other fellowships? [If yes] Did your Freshman Fellows experience have an impact on that process?

Interview Guide for Mentors
- Tell me about your role in the program?
- What stands out to you about the experience, good or bad?
- What were the challenges?
- What have you learned about freshmen as researchers?
- Has the way you teach research evolved as a result of this experience? How?
- Has the way you viewed our collections, or your collection development process changed? How?
Appendix 2: Freshman Fellows Guidelines for Mentors

Overview

Freshman Fellows, a year-long experience in which four freshmen conduct original research in Special Collections on a topic of their choosing, launched in fall 2016. The goals of the program are to encourage students to use primary sources in their studies, have them gain confidence in using library resources and following lines of academic inquiry, and to be mentored by Special Collections staff in issues pertinent to the study of rare books and/or archives. Each fellow receives in May a research award of $1,000, made possible through the generosity of the Sheridan Society.

Topics covered will vary from year to year based on the availability of mentors.

Topics/Projects

• Each prospective mentor comes up with a research topic. The topic must be approved by the program director (Heidi Herr).
• The projects are meant to be semi-structured; we ensure that there are materials to accommodate the topic, with the understanding that the student will be directing where the research goes.
• Once approved, the mentor needs to provide a representative image, project title, and brief description to the program director.
• Applicants are encouraged to suggest their own research projects. Mentor can chose to work on one of the student-generated projects instead of their assigned topic.

Application Essays

• Application essays are designed to be brief; they are to be no more than 750 words.
• The review committee will consist of current mentors, as well as any past mentors who would like to participate.
• Application essays are not to be shared with anyone outside of the review committee.
• Mentors have the final say in determining who they want to work with.

Official Communications

• The Freshman Fellows listserv is used to communicate information to all the current fellows.
• The fellows and mentors for the current year are subscribed to the listserv.
• The program director sends out announcements to the listserv, such as reminders about upcoming deadlines.
• The program director sends out the invitations to join the program and receives signed letters from the students who accepted the fellowships.
• A newsletter is sent to the students. It lists deadlines and other pieces of information they need to be successful in the program.

**Mentor Responsibilities**

Mentoring is crucial to the success of the students accepted into the program.

• Lean into your soft skills! The fellowship is meant to be a positive experience for students. Be conversational, listen to your student, and take an interest in how they are adjusting to life at Hopkins.
• Be accessible! Set up standard times to meet with your student or encourage them to drop in during your “office hours.” If most of your communication is via email, then let them know what your response turnaround time normally is.
• Be flexible and realize that you may need to adjust expectations regarding project outcomes or the amount of research a student can realistically achieve on their project.
• Establish benchmarks for success. This will require looking at the academic calendar and learning a bit about what your student's academic/volunteering/organization schedule is like.
• Be encouraging and upbeat when providing feedback, and strive to create a relationship in which your student wants to ask you questions and is interested in your opinion.
• Offer advice and guidance to your student, but do not dictate what they should or should not be doing.
• Create healthy boundaries. Do not ask for your student’s phone number/expect to text them/etc. Communicate via their JHU email address.
• Contact the program director immediately if you have concerns about your student’s ability to meet the fellowship obligations. Academic Advising may need to be brought into the conversation.

**Timeline**

• July: Mentors and projects are approved.
• August: Promotional materials created; info sessions booked.
• September: Promotion of the program; application deadline; fellows selected in late September.
• October: Fellows meet-n-greet; the research process begins!
• November: 1st blog post due after Thanksgiving break.
• December: Students must have their I-9s completed by the end of the fall semester. The program director will facilitate.
• January: Work depends on student availability during intersession.
• February: Research!
• March: Student needs to commit to a deliverable by spring break.
• April: Fellows Roundtable!
• May: Unless agreed upon by mentor and fellow, the project is due before the start of the reading period; the second blog post is due by the end of the month.

**Resources for Learning Objectives**

• The **ACRL Framework for Information Literacy for Higher Education**: A very helpful resource for measuring information literacy with novice researchers; many of the frameworks can be easily adapted to primary source research.
  
  • *Guidelines for Primary Source Literacy*
Appendix 3: Sample Recruitment Materials

Below are two Freshman Fellows recruiting posters that were distributed via bulletin boards, Instagram, and Facebook.
SPECIAL COLLECTIONS INVITES YOU TO JOIN OUR
FRESHMAN FELLOWS

a year-long program providing freshmen with research experience and mentorship

who
Any first-year student can apply to join our first cohort of Freshman Fellows. Four will be selected on the quality of their applications, and each will receive a stipend of $1000 (before tax).

what
Students can choose from ten different “time capsules” of themed collections from Special Collections archives, rare books, and manuscripts collections, or even propose their own topic to explore. Fellows will work with library staff who will serve as mentors and provide one-on-one research guidance. The program culminates in the creation of an end product that the students’ choosing focusing on their research.

when
Apply by September 8th to be considered! The program is a year-long commitment, ending in May.

how
Submit an application form and brief essay of 750 words or less to Huspeccollections@gmail.com. Forms available at website below.

questions? comments? concerns?
Email us at Huspeccollections@gmail.com or visit our website at http://2rhironw.
Appendix 4: Primary Research Rubric

In order to assess the skills of the Freshman Fellows and the impact of the training and instruction they have received, we have created a rubric that breaks the research process into pieces, from pre-research understanding to post-publication involvement in scholarly conversation. Each step along the way is assessed utilizing the Association of College & Research Libraries (ACRL) Framework’s core concepts for assessing meta-literacy, and include criteria from the ACRL Framework, the Guidelines for Primary Source Literacy developed jointly by the Society of American Archivists (SAA) and the ACRL Rare Books and Manuscripts Section (RBMS), and the Association of American Colleges & Universities (AAC&U) VALUE Rubrics. These concepts are described in greater detail below and demonstrate the development of student research skills, dividing them between praxis (or what ACRL terms “knowledge practices”) and theory (or “dispositions”) at basic and more advanced levels. Please note that not everything could be mapped; blank boxes are intended to be empty, but we welcome suggestions.

1. **Behavioral**

Instruction is primarily reflected in the search behavior of the researcher but may not reach more profound levels wherein the researcher’s attitude, critical thinking skills, or reflection on the relationship between researcher and information are utilized.

2. **Affective**

Instruction’s impact is seen in the researcher's attitude toward how to conduct research.

3. **Cognitive**

Instruction’s impact is demonstrated in the critical thinking with which the researcher undertakes their work and interacts with information.

4. **Metacognitive**

Instruction’s impact is seen to cause self-reflection in the researcher wherein the relationship between researcher and information is considered.
### Pre-research Understanding

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<td><strong>Assessing Needs</strong></td>
<td>“Determine the extent of information needed.” <em>(AAC&amp;U)</em></td>
<td>“Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.” <em>(ACRL)</em></td>
<td>“Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.” <em>(SAA/RBMS)</em></td>
<td>“Value intellectual curiosity in developing questions and learning new investigative methods.” <em>(ACRL)</em></td>
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<td><strong>Source Use</strong></td>
<td>“Draw on primary sources to generate and refine research questions.” <em>(SAA/RBMS)</em></td>
<td>“Seek multiple perspectives during information gathering and assessment.” <em>(ACRL)</em></td>
<td>“As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in”</td>
<td>“Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives.” <em>(ACRL)</em></td>
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<td>Establishing Scope</td>
<td>“Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.” (ACRL)</td>
<td>Understands that “scoping” appropriately will strengthen research results.</td>
<td>“Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.” (ACRL)</td>
<td>“Appreciate that a question may appear to be simple but still disruptive and important to research.” (ACRL)</td>
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<td>Authority</td>
<td>Search out scholarly resources for research.</td>
<td>“Motivate themselves to find authoritative sources…” (ACRL)</td>
<td>“…Recogniz[e] that authority may be conferred or manifested in unexpected ways.” (ACRL)</td>
<td>Understand that their own expertise is grounded in their ability to engage with that of others.</td>
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<td>Understanding the Research Process</td>
<td>Is able to navigate search tools and information resources.</td>
<td>“Understand that research is an iterative process and that as primary sources are found and analyzed the research questions may change.” (SAA/RBMS)</td>
<td>“Consider research as an open-ended exploration and engagement with information.” (ACRL)</td>
<td>“Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process.” (ACRL)</td>
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<td>Fair Use &amp; Rights</td>
<td>Utilize citations properly.</td>
<td>Grasp that using proper citations lends strength to their research.</td>
<td>“Articulate the purpose and the distinguishing characteristics of copyright, fair use, open access, and the public domain.” (ACRL)</td>
<td>Is aware of the fact that using proper citation lends credibility to their own knowledge production.</td>
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### Source Evaluation

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<td><strong>Critical Evaluation</strong></td>
<td>“Evaluate information and its sources critically.” (AAC&amp;U)</td>
<td>“Realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search.” (ACRL)</td>
<td>Situate an information source within their research as being stronger or weaker, depending on their research needs and the relevance of the object.</td>
<td>“Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview.” (ACRL)</td>
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<td><strong>Identifying Primary Sources</strong></td>
<td>“Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or study.” (SAA/RBMS)</td>
<td>“Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.” (SAA/RBMS)</td>
<td>Assess each piece of information considering its place in time and culture in order to contextualize it within their research pursuit.</td>
<td>Demonstrate that primary sources are products of their culture and their time and that these documents give insight into the norms and mores of their origin, just like primary sources being created today do.</td>
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<td><strong>Creation Context</strong></td>
<td>“Examine a primary source, which may require the”</td>
<td>“Question traditional notions of granting authority and”</td>
<td>“Assess the fit (relationship) between an information”</td>
<td>“Articulate the capabilities and constraints of information”</td>
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<td>Container vs. Content</td>
<td>“Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to physical or digital copies of those sources.” (SAA/RBMS)</td>
<td>“Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.” (ACRL)</td>
<td>“Accept that the creation of information may begin initially through communicating in a range of formats or modes.” (ACRL)</td>
<td>Comprehend that the content may be impacted by the choices made regarding the container. These choices impact not only the information a researcher elects to use but also the different capabilities and user interfaces available. This must be kept in mind by anyone hoping to publish their information and participate in scholarly communication.</td>
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<td>Contribution Context</td>
<td>“Identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge.” (ACRL)</td>
<td>“Value user-generated content and evaluate contributions made by others.” (ACRL)</td>
<td>Produce research that engages with the works that are the most important or impactful in the discipline.</td>
<td>Recognize the value of all contributions, including their own, to an ongoing scholarly conversation.</td>
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<td>Assessing Authority</td>
<td>Consider the question of authority in regard to resources they use in their research.</td>
<td>“Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered ‘standard,’ and yet, even in those situations, some scholars would challenge the authority of those sources.” (ACRL)</td>
<td>Be able to explain their choices of resources based on the authority, or perceived authority of the resources in question.</td>
<td>Engage with scholarly resources along with other forms of information with the ability to utilize their research and their own voice as a foundation for their own authority.</td>
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# Understanding Creation

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<td>Creation Process and Format</td>
<td>“Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline.” (ACRL)</td>
<td>“Are inclined to seek out characteristics of information products that indicate the underlying creation process.” (ACRL)</td>
<td>“Articulate the capabilities and constraints of information developed through various creation processes.” (ACRL)</td>
<td>“Resist the tendency to equate format with the underlying creation process.” (ACRL)</td>
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<td>“Recognize the implications of information formats that contain static or dynamic information.” (ACRL)</td>
<td>“Value the process of matching an information need with an appropriate product.” (ACRL)</td>
<td>“Assess the fit (relationship) between an information product's creation process and a particular information need.” (ACRL)</td>
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<td>“Recognize that information may be perceived differently based on the format in which it is packaged.” (ACRL)</td>
<td>“Understand that intellectual property is a legal and social construct that varies by culture.” (ACRL)</td>
<td>“Accept that the creation of information may begin initially through communicating in a range of formats or modes.” (ACRL)</td>
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# Searching and Accessing

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<td>“Access and use information legally.”</td>
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<td>“Follow ethical and legal guidelines in gathering and using information.”</td>
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<td><strong>Getting What You Need</strong></td>
<td>“Access the needed information.”</td>
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<td>“Use various research methods, based on need, circumstance, and type of inquiry.”</td>
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<td><strong>Searching for Primary Sources</strong></td>
<td>“Identify the possible locations of primary sources.”</td>
<td>“Understand that a primary source may exist in a variety of iterations, including excerpts, transcriptions, and translations, due to publication, copying, and other transformations.”</td>
<td>“Use appropriate, efficient, and effective search strategies in order to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids.”</td>
<td>“Recognize and understand the policies and procedures that affect access to primary sources, and that these differ across repositories, databases, and collections.”</td>
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<td>Information Organization</td>
<td>“Distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that contain digital versions, originals, or copies of the sources themselves.” (SAA/RBMS)</td>
<td>“Understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information.” (ACRL)</td>
<td>“Understand that different methods of information dissemination with different purposes are available for their use.” (ACRL)</td>
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<tr>
<td>Search Strategy</td>
<td>“Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately.” (ACRL)</td>
<td>“Design and refine needs and search strategies as necessary, based on search results.” (ACRL)</td>
<td>“Identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information.” (ACRL)</td>
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<tr>
<td>Understanding the Terrain</td>
<td>“Match information needs and search strategies to appropriate search tools.” (ACRL)</td>
<td>“Recognize the value of browsing and other serendipitous methods of information gathering.” (ACRL)</td>
<td>“Seek guidance from experts, such as librarians, researchers, and professionals.” (ACRL)</td>
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### Research Mindset

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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Manage searching processes and results effectively.</td>
<td>“Manage searching processes and results effectively.” (ACRL)</td>
</tr>
<tr>
<td>Understand that first attempts at searching do not always produce adequate results.</td>
<td>“Understand that first attempts at searching do not always produce adequate results.” (ACRL)</td>
</tr>
<tr>
<td>Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.</td>
<td>“Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.” (ACRL)</td>
</tr>
<tr>
<td>Persist in the face of search challenges, and know when they have enough information to complete the information task.</td>
<td>“Persist in the face of search challenges, and know when they have enough information to complete the information task.” (ACRL)</td>
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### Writing

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<tr>
<td>Constructing Your Product</td>
<td>“Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.” (SAA/RBMS)</td>
<td>“Use information effectively to accomplish a specific purpose.” (AAC&amp;U)</td>
<td>“Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.” (SAA/RBMS)</td>
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<td></td>
<td>“Synthesize ideas gathered from multiple sources.” (ACRL)</td>
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<tr>
<td>Citations and Attribution</td>
<td>“Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences</td>
<td>“Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.” (SAA/RBMS)</td>
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<td>“Respect the original ideas of others.” (ACRL)</td>
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</table>
(when possible).”  
(SAA/RBMS)

“Give credit to the original idea of others through proper attribution and citations.”  
(ACRL)

“Cite the contributing work of others in their own information production.”  
(ACRL)

| Creating Meaning from Meaning | “Organize information in meaningful ways.” (ACRL) | “Use primary sources in a manner that respects privacy and cultural contexts.” (SAA/RBMS) | “Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.” (SAA/RBMS) |
| Scholarly Communication/Conversation |

<p>| Scholarly Self-Determination | “Decide where and how their information is published.” (ACRL) | “See themselves as contributors to the information marketplace rather than only consumers of it.” (ACRL) | “Critically evaluate contributions made by others in participatory information environments.” (ACRL) | “Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information...” (ACRL) |</p>
<table>
<thead>
<tr>
<th><strong>Breaking into the Conversation</strong></th>
<th>as contributors to scholarship rather than only consumers of it.” (ACRL)</th>
<th>product will be used and the message it conveys.” (ACRL)</th>
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<tr>
<td>“Identify barriers to entering scholarly conversation via various venues.” (ACRL)</td>
<td>“Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation.” (ACRL)</td>
<td>“Contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session.” (ACRL)</td>
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<td>“Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation.” (ACRL)</td>
<td>“Understand the responsibility that comes with entering the conversation through participatory channels.” (ACRL)</td>
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<tr>
<th><strong>Scholarly Give-and-Take</strong></th>
<th>“Seek out conversations taking place in their research area.” (ACRL)</th>
<th>“Seek out conversations taking place in various venues.” (ACRL)</th>
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<tbody>
<tr>
<td>“Recognize that scholarly conversations take place in various venues.” (ACRL)</td>
<td>“Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.” (ACRL)</td>
<td>“Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice.” (ACRL)</td>
</tr>
<tr>
<td>“Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.” (ACRL)</td>
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Endnotes


3 “George Peabody Library (Mt Vernon Campus),” Johns Hopkins Sheridan Libraries, accessed June 24, 2021, [https://www.library.jhu.edu/library-hours/george-peabody-library/](https://www.library.jhu.edu/library-hours/george-peabody-library/).
