Cohort 4 – Report

Section Header	Description
CARLI Counts Participant	Jennifer AW Stubbs, Assistant Professor, Instruction and Outreach Librarian, Bradley University, Peoria, IL
Project Name/Title	Accepting Adversity (descriptive title)
Single Sentence Abstract	I explored several different Student Information Systems-based studies defending library instruction, only to learn those capacities are 5-10 years away, so pivoted to explore replicating Data Doubles or Information Literacy Reflection Tool with a campus partner, might need to solo.
Motivation(s) for Project	My tenure-track position must prove my worth, 100% measured by publications which require IRB approval (or at least approval of exemption) to collect data to contribute meaningfully to evidence-based library science. CARLI Counts taught me academia in Illinois and motivated me to continue the nationwide struggle to re-energize citizenship or revitalize rigorous student learning outcomes. CARLI Counts suggested articles, including Data Doubles and Information Literacy Reflection Tool, where I found validated instruments for replication. On many university campuses, both police and IT struggle to reach first year students and intervene before they are scammed. Thus, there is merit and significance to establish a baseline of students' (Digital Na[t]ives) KSAs, knowledge, skills, or abilities, regarding privacy, confidentiality, security, and trust.
Partners and Stakeholders	CARLI Counts Cohort 4 Yellow Team; Campus IT, Enterprise Systems, Campus Police, faculty as instructors of record, students.
Inquiry Question	1. What is the information literacy ignorance on student learning? 2. How can a baseline measure of 2024 first year students support library with evidence of students' need for basic information literacy? 3. What do students self-report about learning adult responsibilities compares within-respondent after a credit library skills course?

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Study Participants/Population	Students: Measure student self assessment of information literacy to establish evidence for outreach to faculty/staff/admin about student needs for education in 21st c. literacy (privacy, security, data, information, critical thinking, etc.). Only exclusion for age (under 18 years old).
Method(s) of Data Collection and Analysis	Replicating the Data Doubles instrument locally in Spring 202x. Partnering with a willing instructor of record on a library-lab co-requisite for a research-/writing- heavy course.
Findings	Not yet at that step.
Use of Findings	To build community with IT, students, and faculty. To advocate the value of librarian instruction. To introduce students to self-responsibility, filter bubbles, and different types of mis- or disinformation.
Next Steps and Other Results	1. Engage leadership to propose a for-credit course from the library. 2. Explore process with institution to host course listing that is possible, discoverable, and recordable. 3. Identify a department willing to host and profit-share a library credit course. Complete the syllabus proposal process. 4. Complete the IRB with a faculty partner for a lab co-requirement. And to facilitate blinding responses. 5. Recruit faculty who might introduce the instrument in their classes as part of a weekly librarian lab.
Additional Reflections	I highly recommend CARLI Counts to librarians who feel libschool failed to prepare them for statistics, research, quantitative or qualitative methods, ethical review, or just need the timeline to defend part of your calendar to do the work of research. I selected projects which do not require costs. While I would like to invest in myself and plan for future job opportunities by practicing Big Data-munging projects (which are never taught but only learned by doing a third or fourth job), I had to learn to limit myself in order to defend my health.

	CARLI Counts introduced a supportive community who practiced professionalism and rational interpersonal communications. The timeline fostered responsibility to read, question, and soul search about whether research and academia fit my personal values. The CARLI Counts Analytics and Advocacy workbook in conjunction with the CLASS (Connecting Libraries and Analytics for Student Success) workbook provided tangible questions to take to interviews around campus, including the Office Institutional Effectiveness, IT, Enterprise, and computer sciences. While I may not be cut out for academia, Illinois, or the 21st century, I'm learning not to cut myself out, either.
Timeline	Try to let go of the bitterness of repeated rejection and failure while reading for replicatable projects that don't require Student Information Systems (SiS), then repeat the process to forestall the Sword of Damocles over my head for not contributing to scholarly production. Learn that CARLI Counts is really a very safe place to explore these conflicts and not punitive about timelines. CARLI Counts is an excellent syllabus in how to do research in libraries (academic or otherwise), how to support our students and faculty in several of the muckiest steps of starting (or sunsetting or redirecting) research projects and publications.
Bibliography/Works Cited	Oakleaf, M. et al. Connecting Libraries and Analytics for Student Success (CLASS), https://library.educause.edu/-/media/files/library/2020/12/cllassfinalwhitepaper.pdf Syracuse University 2020 Data Doubles.org, ILReflectionTool.org, CARLI Counts Advocacy textbook.
Appendices	none

Note: Submit report as a single PDF to Michelle Haake (mjhuls@uillinois.edu) and cc Lisa Hinchliffe (ljanicke@illinois.edu) by February 1, 2024.