



# HOW TO DO IT:

Grounding Ideas & Practical  
Questions



# OVERVIEW

Foundational Documents

Practical Questions

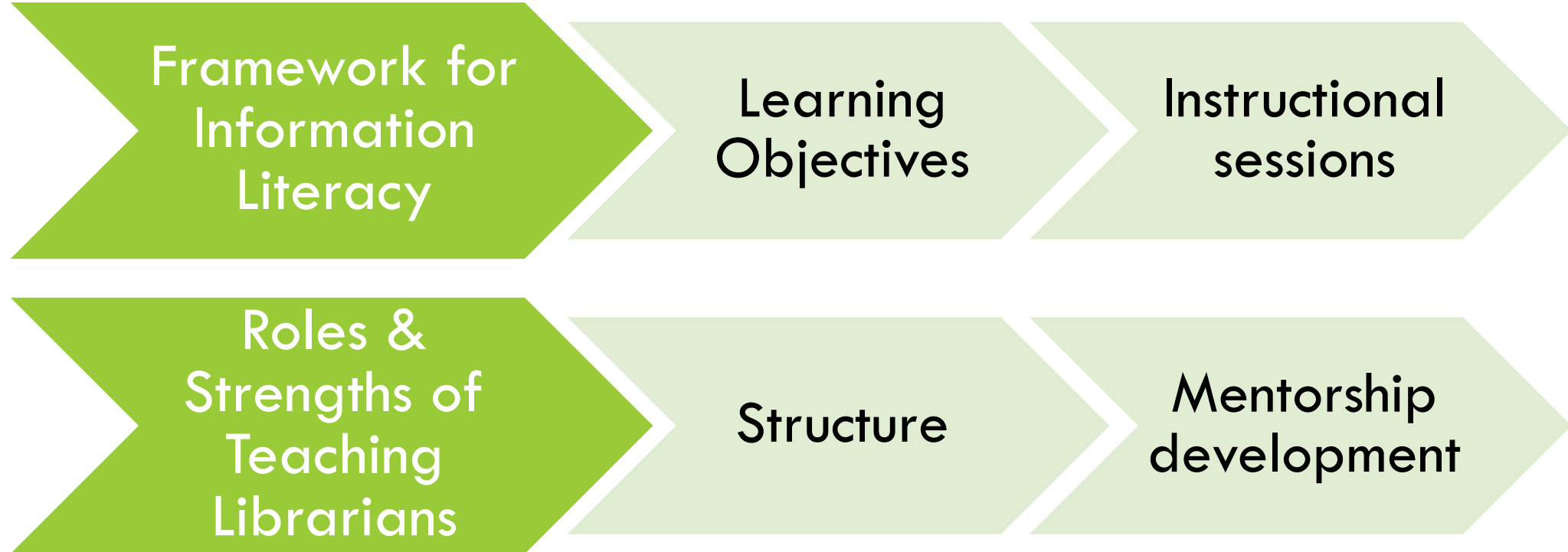


# WHAT IS UNDERGRADUATE RESEARCH?

“An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”

Council on Undergraduate Research, Mission and Vision

# FOUNDATIONAL DOCUMENTS



# ACRL FRAMEWORK FOR INFORMATION LITERACY

## Learning Objectives

- Document sources through citation, annotation, and the creation of a shareable bibliography.
- Identify and use a variety of research sources available, including rare and unique materials, images, sound, etc.
- Identify and use a variety of effective strategies for searching online catalogs, databases, and other resources.

# GROUNDING IDEA #1: INFORMATION LITERACY

## Information Literacy Framework

Searching  
as  
Strategic

Scholarship as  
Conversation

Information has Value

Authority as  
constructed

Developing  
your  
research  
question

Basic  
research  
skills

Translating  
research into  
different  
formats

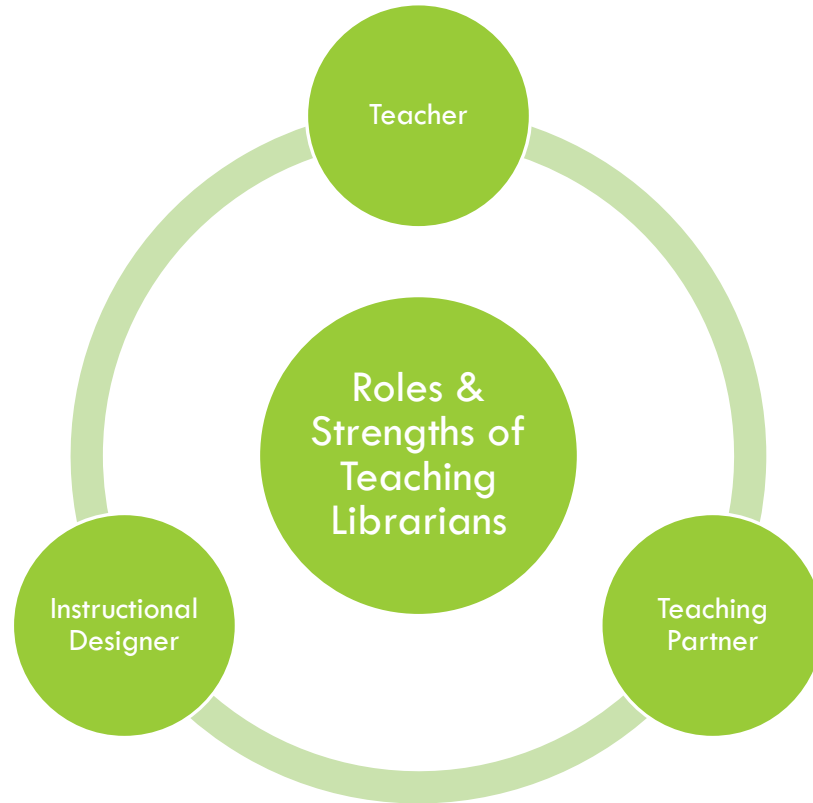
Citation

Scholarly  
Repository

Oral History  
Skills

Distinctive  
Collections

# GROUNDING IDEA #2: THE ROLE OF THE INSTRUCTOR LIBRARIAN



Mentoring  
Instructional Sessions  
Modeling research skills  
Referrals

# LET'S GO BACK

“An inquiry or investigation conducted by an undergraduate student grounded by information literacy skills that makes an original intellectual or creative contribution to the discipline, under the guidance of a librarian or information specialist, and shared freely throughout the academic community.”





Picture by Rachel Fracasso  
Library Research Scholar  
2018-2019  
Elephant, South Africa

# LET'S GET STARTED

Practical Questions & Next Steps

# ESSENTIAL PROGRAM ASPECTS (CUR)

- Institutional & campus support
- Administrative support
- Curriculum
- Space
- Professional Development & Skills Training
- Dissemination
- Recognition
- Assessment

# THINK INTENTIONALLY ABOUT DIVERSITY, EQUITY, AND INCLUSION

Actively question the White Supremacy inherent in your environment. Start broadly, and gradually get specific.

What are actionable objectives can you take that will push against this White Supremacy?

What is the smallest step?

Who do you want the program to appeal to?

**KEEP GOING.** Do not stop. DEI work is cyclical and never-ending.

# INSTITUTIONAL/CAMPUS SUPPORT

Who else in your library environment would be a partner for this program?

Who else in your university is a key player in supporting undergraduate research?

Who absolutely needs to be aware, and supportive, of your program?

Review key documents. (Professional documents, Strategic Plan at your library and university, etc.)

# ADMINISTRATIVE SUPPORT

Who will review and interview applicants?

If you have a budget, who will make these decisions, and how?

What potential administrative support already exists in your library for your program?

What administrators would you share your annual program report with, and why?

# CURRICULUM, STRUCTURE, SPACE

Where are the students you want to apply to your program? How can you recruit them?

Who would serve as your mentors?

Where will this work take place?

What is your curriculum?

A large elephant is the central focus of the image, standing in a savanna landscape. The elephant's head and trunk are prominent in the foreground, while its body extends towards the background. The background is filled with lush green grass and a dense line of trees under a bright, slightly overcast sky. The overall scene is a natural, outdoor setting.

# PROFESSIONAL DEVELOPMENT & SKILLS TRAINING, DISSEMINATION

What is being produced, if anything?

How will you archive the products/record the work of your program?

How are you going to develop the mentors/instructors in your program, if at all?

Think about the work load very explicitly. (Where are we exploiting people and resources without proper acknowledgment or compensation?)

# ASSESSMENT AND RECOGNITION

What are your objectives for the program, both hard and soft?

How are you going to know you have met those objectives?

What are your key identifiers to signify learning has happened?

What assessment resources do you have in your library or at your university/institution?

What information is key to help you continue to advocate for your program?



# ASSESSMENT AND RECOGNITION

How will you recognize the work of your participants, both students and mentors?

If you consider having an event, who will be involved in planning and promoting your event?

How will you document participants on your website, or elsewhere?

How will outsiders get a sense of your program?



# QUESTIONS?

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# RESOURCES

“Anti-Racist Pedagogy Series”, Faculty Center for Ignatian Pedagogy, July 2, 2020.  
<https://www.luc.edu/fcip/professionaldevelopmentprograms/anti-racistprogramming/anti-racistpedagogyseries/> (Accessed March 25, 2021)

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. <http://www.ala.org/acrl/standards/ilframework> (Accessed March 25, 2021)

“Characteristics of Excellence in Undergraduate Research (COEUR)”, Council on Undergraduate Research, 2012. [https://www.cur.org/assets/1/23/COEUR\\_final.pdf](https://www.cur.org/assets/1/23/COEUR_final.pdf) (Accessed March 25, 2021)

“Mission and Vision”, Council on Undergraduate Research, n.d.  
[https://www.cur.org/who/organization/mission\\_and\\_vision/](https://www.cur.org/who/organization/mission_and_vision/) (Accessed March 25, 2021)

"Roles and Strengths of Teaching Librarians", American Library Association, May 15, 2017.  
<http://www.ala.org/acrl/standards/teachinglibrarians> (Accessed March 25, 2021)