

12-30-2017

## Collaboration in the Midst of Change: Growing Librarian-Archivist Partnerships for Engaging New Students and Faculty

Karen E. Viars

*Georgia Institute of Technology*, karen.viars@library.gatech.edu

Amanda G. Pellerin

*Georgia Institute of Technology*, amanda.pellerin@library.gatech.edu

Follow this and additional works at: <https://digitalcommons.du.edu/collaborativelibrarianship>



Part of the [Information Literacy Commons](#)

---

### Recommended Citation

Viars, Karen E. and Pellerin, Amanda G. (2017) "Collaboration in the Midst of Change: Growing Librarian-Archivist Partnerships for Engaging New Students and Faculty," *Collaborative Librarianship*: Vol. 9: Iss. 4, Article 6.

Available at: <https://digitalcommons.du.edu/collaborativelibrarianship/vol9/iss4/6>

This Peer Reviewed Article is brought to you for free and open access by Digital Commons @ DU. It has been accepted for inclusion in Collaborative Librarianship by an authorized editor of Digital Commons @ DU. For more information, please contact [jennifer.cox@du.edu](mailto:jennifer.cox@du.edu), [dig-commons@du.edu](mailto:dig-commons@du.edu).

---

## Collaboration in the Midst of Change: Growing Librarian-Archivist Partnerships for Engaging New Students and Faculty

### Abstract

Collaboration between librarians and archivists is a valuable way to share expertise and effort when instructing first-year English students on research skills they will need to succeed in college. It is also vital to orienting new faculty to library and archive resources for their scholarship and teaching, as well as encouraging students to value the library and archives resources and knowledge. The unique first-year English program at the Georgia Institute of Technology (Georgia Tech) provides a constantly renewing pool of both new students and faculty members. This article identifies common themes in library and archive instruction and key elements of engaging first-year faculty and their students in becoming long-term patrons, in the midst of Georgia Tech's Library Next initiative, a re-imagining of the twenty-first century library and a major renovation of physical spaces.

### Keywords

libraries, renovation, change, archives, partnerships, collaboration, instruction, faculty, students, outreach

## Collaboration in the Midst of Change: Growing Librarian-Archivist Partnerships for Engaging New Students and Faculty

Karen E. Viars ([karen.viars@library.gatech.edu](mailto:karen.viars@library.gatech.edu))

Humanities & Science Fiction Librarian, Georgia Institute of Technology Library

Amanda G. Pellerin ([amanda.pellerin@library.gatech.edu](mailto:amanda.pellerin@library.gatech.edu))

Access Archivist, Georgia Institute of Technology Library

### Abstract

Collaboration between librarians and archivists is a valuable way to share expertise and effort when instructing first-year English students on research skills they will need to succeed in college. It is also vital to orienting new faculty to library and archive resources for their scholarship and teaching, as well as encouraging students to value the library and archives resources and knowledge. The unique first-year English program at the Georgia Institute of Technology (Georgia Tech) provides a constantly renewing pool of both new students and faculty members. This article identifies common themes in library and archive instruction and key elements of engaging first-year faculty and their students in becoming long-term patrons, in the midst of Georgia Tech's Library Next initiative, a re-imagining of the twenty-first century library and a major renovation of physical spaces.

Keywords: libraries, renovation, change, archives, partnerships, collaboration, instruction, faculty, students, outreach

### Introduction

Three goals are critical to both librarians and archivists: introducing faculty and students to relevant resources, cultivating creative course assignments with faculty, and supporting adaptive research skills. Many examples of librarian-faculty, archivist-faculty, and librarian-archivist-faculty collaborations meet these goals. However, some collaborations are very successful, others are difficult to initiate or sustain. At the Georgia Institute of Technology (Georgia Tech), a public research university focusing on STEM education while also emphasizing human connections, new faculty and first-year students are among the most active users of the library and archives. Working holistically, librarians and archivists at Georgia Tech are utilizing hands-on instruction to assist new faculty and students.

An important step in this collaboration is to capture the attention of new faculty by establishing the value of the libraries and archives as resources for their intellectual work. What also helps new faculty to view librarians and archivists as innovative partners in their teaching practice. Faculty transmit the knowledge and value of libraries as well as their expertise of information professionals to first year students. Sharing this value creates an opportunity to incorporate library and archival resources and services into students' entire college careers. Engaging with new faculty members as they become oriented to the institution is an essential part of creating and maintaining a relationship with them and their students.

Academic libraries are at the crossroads of significant changes that affect how we will grow



and adapt in the twenty-first century. While our essential mission--providing the information our communities need and assisting them in using it -- continues, our methods are different. We must reconsider how we use our spaces, the role of print collections, and how best to infuse information literacy into the academic curriculum. As more libraries shift their focus to digital collections, librarian-archivist collaborations become a vital link between students and faculty and the resources they need. This article seeks to identify common themes in library and archive instruction and key elements of engaging first-year faculty and their students in becoming long-term patrons. At Georgia Tech this collaboration takes place during the Library Next initiative, a re-imagining of the twenty-first century library, and a major renovation of physical spaces.

### Literature Review

Many common themes across the literature on incorporating library and archival resources in college classes. One stands out: students misjudge their pre-college information literacy skills, which can lead them to believe that they can effectively satisfy an information need without assistance. In 2016, the Stanford History Education Group released a study showing that students are overconfident in their information literacy.<sup>1</sup> They confuse frequent use of online resources with the skill of evaluating information effectively. Digital access to finding aids and e-resources such as databases, journal articles, and ebooks allow students to bypass professional instruction, but produces varied results. New college students need information professionals to teach them the skill of navigating databases or to help them overcome the archival anxiety associated with handling fragile primary sources. Other researchers' works supports the Stanford History Education Group's findings, and underscores that information literacy is an important skill set to emphasize during the transition to higher education.

Many academic librarians are familiar with faculty anecdotes about students' underprepared for college-level research, which are borne out in the literature. Students also tend to undervalue information literacy instruction until they experience its benefits.<sup>2</sup> In Shoeb's research, students rated themselves highly on information literacy skills, although only one-fourth of them correctly answered questions requiring information literacy skills.<sup>3</sup> Faced with the limits of their own knowledge, students may continue to believe that their information literacy skills are adequate for college-level research.<sup>4</sup> Information literacy instruction can improve research skills. However, instruction as a one-time event, it is not always enough to change students' self-perceptions. This supports the work of Walton and Hepworth, who found that learning information literacy requires changes in cognitive processes over time.<sup>5</sup> Students involved in courses with consistent information literacy instruction view information literacy it as a valuable skill, as well as rate themselves higher in information literacy abilities than students in classes without engagement with information literacy.<sup>6</sup> Dhawan and Chen have documented that course-integrated library instruction, preferably more than once in a semester, has a noticeable positive impact on students.<sup>7</sup> Successful information literacy instruction correlates positively with students' writing skills, and their final course grades.<sup>8</sup> Rinto and Cogbill-Seiders found that students in introductory-level English classes score higher on an annotated bibliography assignment than students who did not receive library instruction.<sup>9</sup> Information literacy can demonstrably affect students' academic success; the challenge remains helping them to realize its importance.

The exploration of archival literacy is more nascent and niche than the concepts of information literacy. The skill sets needed for conducting effective archival research support information literacy instruction are distinct enough to warrant



their own consideration. Faculty at Purdue University note “procedures for using archives and methods for conducting archival research differ from traditional library research, students need specific instruction to acquire the knowledge, skills, and abilities to become proficient archival researchers.”<sup>10</sup> Students researching in an archival setting often face new research experiences. They must learn how to search for primary resources, use finding aids, remember reading room and intellectual property procedures. The impact of archives on the undergraduate community is an evolving area of study. Archivists often focus on the preservation and description of their holdings to promote access. Incorporating instruction into an archivist’s routine offers an outreach platform and a way to quantify the measurable impacts of archival programs within their academic institution. As a part of the Archives Metrics Project, Duff and Cherry surveyed students and faculty at the beginning and end of the semester to measure the impact of archival orientation sessions.<sup>11</sup> Their findings demonstrate that “archivists should take an active role in teaching university students in formal classes that promote critical thinking.”<sup>12</sup> Providing students with the opportunity to learn information literacy skills through structured library or archival experiences contributes to their learning, and their success in their core curriculum classes.

Archivists and faculty note that while “students entering college today are more prepared to deal with primary source documents than any previous generation, they have not yet developed the skills they need to find and identify archival sources on their own.”<sup>13</sup> Archival research lends itself well to learning theories that encourage hands-on, interactive exercises. Many creative ways to introduce and expand a student’s consideration of primary sources. In her work at St. Michael’s College in Toronto, Vong found the feedback and modeling techniques adopted

from scaffolding strategies of constructivism allows students to connect acquired knowledge and experiences to new concepts in archival research.<sup>14</sup> Exposing students to primary resources early in their college career teaches them to draw their own conclusions and interpretations about a subject and see the coexistence of multiple historical narratives. Yaco, Brown and Konrad recall the established record of “using primary sources to teach research skills and to create independent learners,” and argued that this should be embedded at an early point in students’ careers.<sup>15</sup>

By equipping students with the necessary skills to evaluate, question, and interpret resources, librarians and archivists cultivate internal authority that serves the students beyond the library instruction or class project. Currently, both library and archival literature does not sufficiently address the ways we can work together to support students’ learning. Secondary and primary resources build upon each other, but faculty see that students struggle to integrate these two resources. Dr. Carol A. Senf, a professor in the School of Literature, Media and Communication, has a long-standing relationship with the Georgia Tech Library and Archives. She recognized this struggle in her English courses at Georgia Tech and found herself “disheartened by the inclination of some students to compile material from various sources without thinking why that material is relevant or useful to their topics.”<sup>16</sup> An effective way to address this deficiency is through instruction sessions led by archivists and librarians using real world examples, modeling behaviors, and guided practice with library and archival resources. Professional-quality work in academia and industry brings primary and secondary sources together to create new information. Librarians and archivists have the ability to make an impact by using archival and library collections to show this process. Although challenges to successful instruction programs in both libraries and archives, one

is especially notable: a single instruction session is an insufficient amount of time to cover this complex topic. Collaboration among librarians, archivists, and faculty ensures students increase their familiarity with archival materials and develop information literacy skills.

### **Information and Archival Literacy at Georgia Tech**

Like many other information literacy instruction initiatives, the Georgia Tech Library has formed strong partnerships with introductory level humanities courses, especially freshman English and History. These classes are a natural fit for information literacy and archival instruction, as they often include a research component. As required courses, these instruction sessions introduce a wide range of students with various majors and from different departments to the college-level research skills required for their future success. In 2016, fifty percent of Georgia Tech students majored in engineering and many other students majored in science, technology, mathematics, or business.<sup>17</sup> Conferred degrees in the humanities comprise a smaller number than the STEM programs. English 1101 and 1102 classes form the Writing and Communication Program (WCP) at Georgia Tech. The WCP curriculum focuses on multimodal communication in the following formats: written, oral, visual, electronic and nonverbal, forming the acronym WOVEN, which guides their curriculum. Students may turn in a research paper as a project. They may also present their research as a podcast, an infographic, a game, a poster, or in another format that applies multiple modes of communication. The library and archives have a strong partnership with the WCP, working with its students and teaching faculty, which yields an instruction program that introduces information literacy skills to new students from a variety of disciplines. These introductory English classes are taught by Brittain Fellows, recently graduated PhD-holding faculty who are part of a post-

doctoral fellowship program. The Brittain Fellowship supports faculty for a maximum of three years with new Fellows hired yearly.

Thus, the library and archives must provide orientation for new faculty members regularly, as well as for new students. Each fall, the Humanities Librarian organizes an orientation for the new Brittain Fellows, at which librarians and archivists introduce the library and instruction offerings to the faculty. The orientation includes information on the physical resources the library and archives offer and technology resources to support multimodal instruction, such as multimedia software classes, digital archives, audio-visual equipment, and popular gadgets like Go-Pro cameras. Newly hired Brittain Fellows are capable researchers, but unfamiliar with the Institute's resources and the best ways to use them. In addition, they are often not acquainted with the process of requesting both circulating and archival items from an off-campus storage facility, where the majority of the Georgia Tech Library's physical collection resides as of March 2016. Orienting new faculty to library and archival holdings gives them the knowledge to help and encourage their students to use the library. Outreach helps to make our resources and processes transparent for faculty; our goal is both to aid in their own research and to encourage them to share valuing and using libraries and archives with their students.

The orientation also promotes Georgia Tech's information literacy instruction program. Information literacy sessions tend to be one-shot instruction, with the benefits and drawback inherent in that form. Occasionally, a class schedules multiple sessions or the opportunity to embed for a semester arises. Students and faculty can also request one-on-one research consultations to delve deeply into a topic or address complex research questions. Archival instruction regularly includes formats from one-shot orientation to multiple class visits and individual research



sessions. Scheduling for both information literacy and archival instruction is generally handled via email and typically includes discussion of class time, duration, location, assignments, and goals of the instruction session. We also refer faculty to each other, as their needs and assignments warrant. Four archivists share instruction duties. Prior to Fall semester 2017, the Humanities Librarian has taught all information literacy instruction. Some classes use both primary and secondary resources. When this happens, we work together to provide a joint library-archives instruction class.

In the following examples, the dynamic assignments, quality end products, positive feedback, and recurring faculty visits demonstrate the benefits of library-archive collaboration. Dr. Kate Holterhoff, a Brittain Fellow, approached the archives about an assignment for her Fall 2016 ENGL 1102 sections. The course projects of her colleagues, which incorporated library and archival materials together, impressed her. The topic of her course was “the Literature of New Media.” In one assignment, students explored the intersection of video games and literature. To provide context, Dr. Holterhoff arranged for her students to visit the retroTECH lab and archives reading room. The Humanities Librarian and archivists in the reading room introduced the students to library and archival resources. The archivist led the students through a Save this Site exercise where students nominated a piece of the Internet to save within Georgia Tech’s Archive-It account. In the retroTECH lab, students moved through stations of vintage console and computer games. Wendy Hagenmaier, Digital Archivist, created a worksheet to guide discussions of their experience with video games spanning from 1979-1998. Dr. Holterhoff reflected on the course saying: “My students enjoyed working with the librarians from retroTECH and the special collections. The prospect of archiving a website possessing personal

significance to them through the Save a Site initiative made a particularly great impact on my class.”<sup>18</sup> In a survey following the retroTech visits, sixty-seven percent (n=13) of the class gauged the retroTech visit as very or extremely relevant to their course. Over seventy percent of the class (n=14) felt very to extremely comfortable contacting a librarian or archivist with research questions related to their current and future courses. Combining library and archival instruction gave students a comprehensive introduction to library resources in an experience that also furthered specific course objectives.

Summer semester of 2017 provided another opportunity to collaborate on a hybrid English 1102 class with students both on Georgia Tech’s campus and learning online from many geographic locations. Dr. Joshua Hussey, a Brittain Fellow, describes the class:

[D]uring the summer of 2017, my English 1102 course (second semester composition) “Agent of the Multiverse: Brief Encounters with Speculative and Science Fiction” worked with the Georgia Tech Library Archives to conduct research in the Bud Foote Science Fiction Collection. The purpose of this collaboration was twofold: provide students with archival orientation sessions and facilitate their project research through special collections. At various dates during the semester, and under the instruction of [Humanities Librarian] Karen Viars, [and archivists] Jody Thompson, Mandi Johnson, Wendy Hagenmaier, and Amanda Pellerin, students attended two in-class workshops to familiarize themselves with the library’s digital platforms and view the Science Fiction collection. The second workshop engaged the Bud Foote papers and Science Fiction collection directly; Karen and Mandi walked the students through close readings of the finding aids and several sample materials. During this time, the class talked about the features of those samples and how they

could be implemented in a curation project. To provide additional access to the summer class's online cohort of fifteen students, these two workshops were recorded by [Georgia Tech] Professional Education and hosted online.<sup>19</sup>

We worked with the professor and videographer so that the distance education students could view our presentation. Students created archives of images from science, science fiction, and the civil rights movement in Atlanta, as well as a report about the curation process. Both primary and secondary sources, including library databases, Georgia Tech Archives images, and online image archives, were an integral part of this work. This approach is effective: "[p]ost-assessment reflection found student projects scoring well overall by presenting compelling content organized with conceptual clarity."<sup>20</sup> Dr. Hussey concludes that the "[a]dditional learning benefits in research skills make collaboration with librarians and archivists an important feature of contemporary curriculum design in composition courses."<sup>21</sup>

Fall 2017 presented an asynchronous collaboration opportunity, which is currently in process. In an English 1102 class, the professor created a group podcast assignment asking students to consider cultural responses to a medical crisis or epidemic using primary and secondary sources. Isabel Altamirano, one of a team of librarians who began teaching English classes with the Humanities Librarian, initiated a conversation with the Georgia Tech Archives because archival holdings capture the campus's reactions to significant illnesses and student health initiatives for over a century. The archives provided the instruction librarian with bulleted talking points for the class, including how to access the archives and the archivists' contact information. For this assignment, collaboration adds relevance and uniqueness to the resources available to students. Incorporating primary and secondary resources strengthens students' research

skills in a way that is transferrable to real-life situations, such as seeking health information for themselves or family members, and provides historical context for those who will go on to work in medical professions.

Emailing faculty and scheduling face-to-face meetings with professors to plan instruction classes are two outreach methods that have proven useful for both information literacy and archival instruction. LibGuide discovery tools connect library and archival collections to provide outreach to user groups. By working collaboratively, we are more familiar with library resources as a whole. In our conversations with faculty, we can promote and guide them to the resource that best fits their need. Deliberate and intentional initiatives tend to reach larger audiences and have longer lasting effects than ad hoc efforts. For example, at Georgia Tech, the previous Humanities Librarian and the Head of the Archives saw a potential for library-archive collaborations to amplify discovery and use of the archival science fiction collections. A task force of teaching faculty, librarians, and archivists brainstormed possibilities for connecting archival science fiction collections to multiple disciplines on campus. The task force became a formal committee to implement their findings and increase the reach of the collecting area by creating a circulating science fiction collection. The Humanities Librarian and Head of the Archives noted that "collaborative efforts between archivists and librarians have stimulated growth of the physical and digital archival and circulating science fiction collections and have helped bridge the divide between a largely science, technology, engineering, and math (STEM) focused campus and the humanities"<sup>22</sup>. The collaboration efforts included outreach and promotion of the collections to faculty, staff, students, and the public. The campus responded positively, with several classes incorporating the collection into their assignments. For example, in the fall of

2013, the archivists and librarian piloted instruction in the collecting areas and informed a course project where students built a website that contextualized a particular time period of science fiction. Dr. Patricia Taylor, an instructor in the WCP, devised the project for her ENGL1102 class with input from Brown and Thompson. Students scanned archival science fiction magazines for presentation on their website. They utilized the library's databases to search for articles that gave context to their assigned magazine titles and dates. In addition to writing website text that explored notable themes in the archival resources, the students also lead a class discussion on one to two stories from the archival magazines. The students used their secondary research to help the class understand the historical, cultural, or scientific significance of the stories they discussed.

Multimodal assignments challenge students' information literacy skills. When those skills are not adequate for college-level research, students become understandably confused and frustrated. Faculty are the pathway to exposing and introducing students to the library. Students, especially in these introductory classes, rely on their professors to impart best practices that will set the stage for the rest of their college experience. Faculty can also require students' attendance at workshops and classes in the library, as well as their use of library resources, ensuring that students engage with the library when they may not have otherwise. Through the introductory English class, a library or archival instruction session can be a student's gateway to the library as a holistic space for creating knowledge, with a wealth of resources, inviting spaces and research expertise. The impressions of the library and archives imparted to students during their instruction, and the success of the library and archives in conveying our value, can be the difference between a successful college career, or a student who struggles with effective research.

### **Library Next: Re-imagining the 21st Century Library**

As of this writing, the library is in the midst of a renewal process called Library Next that includes re-imagining both physical spaces and library services. The current environment relies heavily on the librarian or archivist to intuit or stumble upon research priorities for the faculty. Siloed discovery systems impede discovery and the lack of curriculum-resource crosswalks hinder encounters with relevant archival and library collections. The changes happening with Library Next benefit library-archive partnerships in several ways. With the space soon to be available in the new buildings, we have additional and exciting opportunities to instruct together in innovative spaces. Evolving services models provide new benefits to patrons while allowing library faculty and staff to collaborate in ways that previous configurations did not support. Staffing to meet users where they are facilitates new opportunities to use library and archive resources together.

The Library has moved 95% percent of its circulating print collection to a state-of-the-art Library Service Center (LSC) shared with Emory University. The majority of archival holdings are also in the LSC, which provides ideal climate conditions, high-density shelving, and quarantined areas for incoming archival collections. The LSC is open from 8:30 a.m.-4:30 p.m. every day except campus holidays. Students, faculty, and researchers can request items from the LSC to be delivered to the library and archives and to faculty members' offices on a regular schedule during weekdays, often with same-day delivery. Patrons can also visit the LSC to view materials in the onsite reading room.

Renovation of the Library's physical spaces includes complete redevelopment of both library buildings, Crosland Tower and the Price Gilbert Library. Currently, Crosland Tower is entering a construction phase, which is projected to be



complete in December 2018); Additionally, the Price Gilbert Library will close for restoration, which is planned to be complete in 2020. All of these changes naturally affect library instruction space both now and for the next several years. One instruction classroom at the present time, which is used for all library instruction efforts, including information literacy instruction and drop-in classes on topics such as EndNote, podcasting, and multimedia software. Due to scheduling conflicts, the Humanities librarian often conducts information literacy classes in the English class's usual classroom rather than in the library. Archival instruction currently takes place in the Archives reading room, leaving little or no space for individual researchers while instruction is in session. When a class is learning about both primary and secondary resources, we also teach joint library-archives introduction sessions in the Archives reading room. In the proposed floor plans of the redesigned library buildings, there will be three dedicated classroom spaces: one for the Archives, another for multiple types of instruction and software workshops, and the third for exploring new technology-enhanced pedagogies. Other spaces in the library, such as the Data Visualization Lab, will be flexible and can be used for instruction and as lab spaces, depending on the needs of users. These spaces will provide more options for scheduling concurrent sessions and offering interactive and learner-centered instruction.

In addition to changes in physical structures and spaces, the Library is also updating services to meet the evolving needs of teaching, learning and research in the digital age. Archives are still mostly unavailable online. Even as archives have shifted from physical records to electronic formats, privacy, copyright, and a myriad of other obstacles prevent remote access to archival resources. The Digital Archives project within the Library Next initiative seeks to ameliorate some of the obstacles to accessing digital ar-

chival resources. This project identifies technology needs and workflows to streamline the ingest and the processing tools that accommodate mass digital collections. Several library-wide pilot programs are in place including charging lockers; these are lockers in several sizes where patrons can safely leave their electronics to charge while they are in the Library. A self-service kiosk for borrowing laptops is also in place for patron use. The Data Visualization Lab addresses the growing need for competency in data science and data visualization skills across disciplines. The Georgia Tech Student Tech Fee Committee recognized the importance of the Data Visualization Lab by vetting and funding the technology needed for an upcoming pilot. This new service will inspire students to experiment and create scholarship with leading edge technologies while benefiting from expert guidance.

As of May 2017, the library moved to an entirely roving reference model, making assistance available on all floors of the library from library staff members using mobile devices, rather than at a central service desk. This change allows a patron to discover library and archival resources with a trained staff member's assistance in any location in the library. Changes specific to the instruction program are: beginning in fall 2017, the information literacy classes, which had previously been taught solely by the Humanities librarian, are moving to a distributed teaching model in which five librarians will instruct first-year English classes. The change provides students and faculty with several benefits. Students majoring in STEM fields have the opportunity to meet subject librarians who liaise with their departments. It also allows for greater flexibility in scheduling classes, which can occur concurrently and at a greater range of times during the day. This new teaching team also increases diversity by including librarians who identify as male, Hispanic, a first-generation college graduate, queer, and bilingual. This team presents a



more complete picture of the librarians who are available to support students and faculty.

Some services will be available in specific spaces in the renovated library buildings; librarians and archivists are currently working on projects to plan these services in spaces. For example, the new Faculty Research Zone is envisioned as space to support faculty, especially those early in their careers. As part of the process of creating this space and service, the library is reaching out to underserved faculty to discover their needs, preference and goals, as well as how we can best support them. We are also planning the physical space, necessary technology, training, and staffing, as well as an ongoing management plan to ensure that new spaces and services achieve their goals. Bringing these scholars into the library allows us to support their research as it happens, with both library and archival resources. Although not yet complete, the Faculty Research Zone is representative of the planning process for new physical spaces in the renovated library, which also include, among others, a Scholars Event Network space to showcase scholarship locally and globally, and the Library Store, a central space in which patrons can receive assistance with any questions. The Science Fiction Lounge space will highlight the circulating science fiction collection and associated literary criticism, and support Georgia Tech's Science Fiction Studies minor.

Archival services are also being reimagined as part of the Library Next renovations. The Special Collections Reading room is on a high traffic floor and incorporates special exhibit space to highlight the collections. A dedicated archives classroom is in place to instruct the over 1,000 students who visit the archives per semester. The visibility and convenience of these two spaces affords the connection of the archive and library collections. The Archives provides a collection covering the evolution of technology called retroTECH. A few examples of items from the current collection include Gameboy and

Atari gaming systems, early Apple computers, and different types of audio equipment. In addition to the technology artifacts, retroTech sponsors a series of events featuring speakers from relevant fields and highlighting parts of the collection and peer-to-peer digital archiving services. These resources are available to the entire Georgia Tech community. Through a curated collection of vintage hardware, software and modern tools for digital archiving and emulation, retroTech is at the intersection of digital heritage preservation, personal archiving, and emulation for the future. This collection is powered by collaborative input from archivists, librarians, and campus community partners to create a service design that inspires users to "create the future by exploring the past.". This space is being combined with the Data Visualization Lab to juxtapose the past computing technologies with the present and encourage students to consider their own digital footprint. The WCP program's strong interest in the retroTECH lab and data visualization indicate a good opportunity to provide these services in a new, combined way to enhance teaching and learning.

### **Creating Effective Archival-Library Instruction Partnerships in the Midst of Change**

The library and archives programs have a vested interest in working together. An archivist is able to access a wider audience when working with a librarian counterpart. Integrated instruction programs increase patrons' understanding and value of archives. With wider use, the archival program will continue to achieve notability and recognition on the level of other library resources. Another benefit to extensive use and recognition for archival programs is new donations from retiring faculty, student organizations, and external donors who have a link to the wider organization's missions and reputation. For the librarian, incorporating an archivist into instruction programs is one way for students to apply information literacy skills. The



hands-on nature of archival resources can help students to apply frames from the ACRL Information Literacy Framework, such as understanding the construction and context of information creation and use. Archival resources have had the added benefit of time to show the influence of economic, political, and social factors on information sources; this is a tangible demonstration of another frame, information creation as a process. Working with archival resources, especially when restricted to one repository or collection, shallows the information pool to create a space that is less overwhelming to novice researchers.

Collaboration has a cyclical nature. In the library, it begins with identifying intersections among library and archival resources and correlating them with course descriptions and class assignments. Once the librarian and archivist uncover course-curriculum connections, promotion and marketing efforts to capture interest among faculty become more productive. Archivists and librarians provide outreach and instruction sessions supporting current teaching topics. Building on these established relationships, the librarian and archivist are well poised to hear about developing research interests. Engaged librarians and archivists recognize new research interests necessitate additional resources, which provides the opportunity to restart the collaborative cycle. As part of this cycle, students learn the essentials of information and archival literacy, skills that they need for their future success, as well as familiarity with the Library's services. The student population is also a constantly renewing audience. The library space and equipment are a popular attractions for students, but they currently underutilize the human expertise and information resources.

The Library Next initiative capitalizes on the fact that the library is a nexus for campus. As part of the encompassing changes in spaces and services, we are able to explore opportunities for

outreach in new ways. Making the often-unexplored world of physical and digital information resources visible and accessible is a key opportunity for academic libraries and archives. As library collections shift from print to digital, patron awareness of the options available to them becomes increasingly critical. Librarian-led instruction aids in discovery of these "hidden" resources. Archives have always been an underused resource because of the additional barriers to self-guided discovery. Archivists act as guides through the access and instruction process. Library-archive partnerships make these resources visible through the collaborative cycle, which provides students with an improved skillset for information finding, and the confidence to navigate an increasingly complex twenty-first century information environment. It also supports faculty members in better awareness of library and archival resources; with deeper understanding of the resources available to them, faculty are well-positioned to value and incorporate information literacy into their curricula.

### Conclusion

Beginning in the fall semester of 2017, we are promoting library-archive joint instruction sessions. While we have worked together informally, the changes happening as part of Library Next provide a strong basis for marketing our offerings and skills to faculty as a package. To support this collaborative effort, we advertise joint instruction on the library's instruction webpage, and introduce it in orientation sessions with new faculty. By working together, librarians and archivists at Georgia Tech provide new faculty and students with a more comprehensive introduction to the resources and services found in the library. Our instruction records show that many faculty, once they become familiar with library and archival resource and instruction, return with their classes during their tenure at the institution.



While we have had a strong positive record of “repeat customers,” Library Next provides both students and faculty members with a host of new spaces and services to use and experience, strengthening the likelihood of future involvement. Increased interest and engagement with faculty provides a greater opportunity for students to learn about research and gain confidence in their information literacy skills by using library and archival resources. The changes occurring as part of the Library Next initiative provide a unique opportunity to re-imagine services, including instruction, in ways that benefit library and archive patrons who need twenty-first century research skills.

The resources spent on strategic relationship building with faculty and other campus partners by one archivist and one librarian separately is a duplication of effort. Where there is overlap, efficiencies of scale make the most of limited time, money, and attention that each individual and institution possesses. However, library-archive collaboration on instruction is greater than the sum of its parts. In addition to the benefits to our patrons, working together helps us in achieving our goals through increased communication, sharing skills and knowledge, and supporting the library’s mission.

---

<sup>1</sup> Stanford History Education Group, “Evaluating Information: The Cornerstone of Civic Online Reasoning Executive Summary,” Retrieved July 27, 2017, <https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf>.

<sup>2</sup> Sung Un Kim and David Shumaker, “Student, Librarian, and Instructor Perceptions of Information Literacy Instruction and Skills in a First

Year Experience Program: A Case Study,” *Journal of Academic Librarianship* 41(4) (2015): 449-456. doi:10.1016/j.acalib.2015.04.005.

<sup>3</sup> Zahid Hossain Shoeb, “Information literacy competency of freshman business students of a private university in Bangladesh,” *Library Review* 60(9) (2011): 762-772. doi: 10.1108/00242531111176781.

<sup>4</sup> Melissa Gross and Don Latham, “Addressing below proficient information literacy skills:



Evaluating the efficacy of an evidence-based educational intervention," *Library & Information Science Research* 35(3) (2013): 181-190. doi: 10.1016/j.lisr.2013.03.001.

<sup>5</sup> Geoff Walton and Mark Hepworth, "A longitudinal study of changes in learners' cognitive states during and following an information literacy teaching intervention," *Journal of Documentation* 67(3) (2011): 449-479. doi:10.1108/00220411111124541.

<sup>6</sup> Kim and Shumaker, "Student, Librarian, and Instructor."

<sup>7</sup> Amrita Dhawan and Ching-Jung J. Chen, "Library instruction for first-year students," *Reference Services Review* 42(3) (2014): 414-432. doi: 10.1108/RSR-04-2014-0006.

<sup>8</sup> Xiaorong Shao and Geraldine Purpur, "Effects of Information Literacy Skills on Student Writing and Course Performance," *Journal of Academic Librarianship* 42(6) (2016): 670-678. doi: 10.1016/j.acalib.2016.08.006.

<sup>9</sup> Erin E. Rinto and Elisa I. Cogbill-Seiders, "Library Instruction and Themed Composition Courses: An Investigation of Factors that Impact Student Learning," *Journal of Academic Librarianship* 41(1) (2015): 14-20. doi: 10.1016/j.acalib.2014.11.010.

<sup>10</sup> Sammie Morris, Lawrence J. Mykytiuk, and Sharon A. Weiner, "Archival Literacy for History Students: Identifying Faculty Expectations of Archival Research Skills," *The American Archivist* 77(2) (2014): 410. doi: 10.17723/aarc.77.2.j270637g8q11p460.

<sup>11</sup> Wendy M. Duff and Joan M. Cherry, "Archival Orientation for Undergraduate Students: An Exploratory Study of Impact," *The American Archivist* 71 (2008): 499-529. doi: 10.17723/aarc.71.2.p6lt385r7556743h.

<sup>12</sup> Wendy M. Duff and Joan M. Cherry, "Archival Orientation for Undergraduate Students: An Exploratory Study of Impact," 502.

<sup>13</sup> Morris, et al., "Archival Literacy," 396.

<sup>14</sup> Silvia Vong, "A Constructivist Approach for Introducing Undergraduate Students to Special Collections and Archival Research," *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (2016): 148-171. doi: 10.5860/rbm.17.2.9666.

<sup>15</sup> Sonia Yaco, Caroline Brown and Lee Konrad. "Linking Special Collections to Classrooms: A Curriculum-to-Collection Crosswalk," *The American Archivist* 79(2) (2016): 419. doi: 10.17723/0360-9081-79.2.417.

<sup>16</sup> Barbara Rockenbach, "Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library," *The American Archivist* 74 (2011): 305. doi: 10.17723/aarc.74.1.mml4871x2365j265.

<sup>17</sup> Georgia Institute of Technology Institutional Research and Planning, "Mini Fact Book," Accessed July 27, 2017. <https://www.irp.gatech.edu/mini-fact-book>.

<sup>18</sup> Kate Holterhoff, email message to author, September 20, 2017.

<sup>19</sup> Joshua Hussey, email message to author, September 22, 2017.

<sup>20</sup> Hussey.

<sup>21</sup> Hussey.

<sup>22</sup> Sherri Brown and Jody Thompson, "Science Fiction at Georgia Tech: Linking STEM, Humanities, and Archives," in *Collaborating for Impact: Special Collections and Liaison Librarians Partnerships*, ed. Kristen Totleben and Lori Birrell (Chicago: ACRL, 2016), 61.

